Clark County School District

Cozine, Steve and Linda ES

2026-2027 School Improvement Plan

District Approval Date: July 13, 2026

Mission Statement

The diverse citizens of Steve and Linda Cozine Elementary School pledge our commitment to establish productive, lifelong learners, through inclusive practices in a cooperative environment.

Vision

The vision of Steve and Linda Cozine Elementary School is that, working together as a professional, cohesive team, we will provide a structured, positive learning environment for our students, where every students' needs are met. We will do this by using only the best teaching practices and by working with parents and the community, as our partners, to ensure student achievement.

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/steve_cozine_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

At the 61st Percentile range, Cozine students are 42% proficient in Math and 43% proficient in Reading on the MAP test as of the end of the 25-26 school year. Only 14.3% of Cozine students were chronically absent when MDP absences were excluded. Teachers are successfully using a cohesive program K-5 to teach reading, math, social studies, and science.

Student Success Areas for Growth

At the 61st Percentile range, 58% of students in math and 57% of students are still not proficient on the Spring MAP test for the 25-26 school year. Chronic absenteeism is still around 18.5%, when including MDP absences, which is very high. Black students were suspended/removed from school at a disproportionately high percentage compared to their overall enrollment.

Student Success Equity Resource Supports

Students with IEPs

Student Group	Challenge	Solution
English Learners	Students lack proficiency in the English language, the language in which they are tested.	EL students attending intervention groups, language specific-tutoring, and using Imagine Learning
Foster/Homeless	Students lack consistent home structures. There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.	All students will be assessed for skill deficits and provided the opportunity to learn in Intervention groups and tutoring
Free and Reduced Lunch	Students labeled FRL are underperforming in academic measures. There is currently no identifiable achievement gap between Free and Reduced Lunch and not Free and Reduced Lunch students.	Students will receive breakfast and lunch daily. They will also have a high-quality teacher to help them access instruction. This is 100% of my school.

Student Group	Challenge	Solution
Students with IEPs	Students identified with learning or other disabilities.	Students will be taught by a licensed teacher and will be provided instruction that matches their IEP goals
Racial/Ethnic Minorities	Racial and ethnic minority groups are underperforming in academic measures.	All students assessed for skill deficits and provided opportunity to learn in Intervention groups and tutoring. This is 90% of my school

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Student Performance: Low performance and growth in ELA
Critical Root Cause: Lack of formative assessment data used to drive instruction

Problem Statement 2 (Prioritized): AB 335: As evidenced by MAP Growth data from the 25/26 school year, the problem is ELs are performing below other identified student groups at our school.
Critical Root Cause: AB 335: The low performance of ELs in language proficiency and content achievement is due to limited access to academic discourse.

Inquiry Area 1: Student Success

SMART Goal 1: Increase projected ELA proficiency from approximately 40% (fall 2026 scores) to 45% (spring 2026) in grades K-5 as measured in FocusED by 2026-27 iReady Assessment.

Aligns with District Goal

Formative Measures: iReady assessment, iReady Personal Instruction data, Fast Bridge data

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 1: Student intervention groups during the school day.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Continue to Implement 95 Phonics program K-5 for Tier 2 instruction	Classroom Teachers	Beginning 9/14/26	
2	Intervention groups pulled by CTTs and Strategists and using i-Ready personalized instruction	CTTs and Strategists	Beginning 9/14/26	
3	Instructional support provided to teachers to help with small group interventions during the school day, including Core 95 Phonics program K-5	Strategists	Beginning at the end of the iReady window	
4	Master Schedule modified to include designated Intervention block for every grade level	Admin	Before 8/10/26	

Position Responsible: Administration

Resources Needed: Staff: strategists, teachers, CTTs
Materials: leveled readers, Imagine Learning, Chromebooks, Core 95, HMH Reading Program, iReady Personalized Plan

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

Evidence Level
Level 1: Strong: 95 Phonics
Level 2: Moderate: HMH Into Reading, i-Ready

Problem Statements/Critical Root Cause: Student Success 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 2: After-school tutoring

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Meet with teachers to determine interested staff	Strategists, Admin	October 2026	
2	Permission forms	Tutoring teachers	October 2026	
3	Determine skill deficits	Tutoring teachers, strategists	October 2026	
4	Find materials to target skill deficits such as i-Ready personalized instruction	Tutoring teachers, strategists	October 2026	
5	Hold tutoring Sessions	Tutoring teachers	October 2026	

Position Responsible: Administration

Resources Needed: Staff: strategists, teachers, CTTs, CIS, Counselor
Materials: iReady Personalized Plan, leveled readers, Chromebooks

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

Evidence Level
Level 1: Strong: 95 Phonics
Level 2: Moderate: i-Ready

Problem Statements/Critical Root Cause: Student Success 1

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in English Language Arts between the English Learners and English Proficient students from approximately 40% percentage points in 2026 to 30% by 2027, as measured by state summative assessments.
Increase the percentage of EL students proficient in WIDA from 26% in 2026 to 35% by 2027, as measured by WIDA.

Aligns with District Goal

Formative Measures: Summit K12
FLS Program
iReady projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

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 2026.	
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 2026-2027 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 2026-2027 school year.	

Position Responsible: Administration

Resources Needed: ULD professional learning series
Tier I Monitoring Tool

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

Evidence Level
Level 2: Moderate: i-Ready
Level 4: Demonstrate Rationale: Summit K-12

Problem Statements/Critical Root Cause: Student Success 2

Adult Learning Culture

Adult Learning Culture Areas of Strength

All teachers participating in data meetings based on the timeline for Impact Team (PLC+) implementation of writing standard analysis, rubric creation, prompt creation, student work sample grading, and data triangulation. We are not scheduled to have any new licensed teachers in the coming school year, which will allow us to build on all current practices and procedures in our Impact Teams meetings. We are on our third year of working with this format, so many standards have been analyzed, allowing faster processing and discussions of instructional shifts as teachers plan for instruction.

Adult Learning Culture Areas for Growth

Planning a scope and sequence to allow time for all three writing prompts to be assessed three times a year. Use data from Impact Teams meetings to shift instruction, especially in the areas where curriculum materials do not spiral standards in the coming instructional units.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Instruction lacks support for students developing English language skills	EL students attending intervention groups, language-specific tutoring, and using Imagine Learning
Racial/Ethnic Minorities	Instruction lacks cultural responsiveness.	All students should receive instruction with appropriate supports to skill deficits in a culturally responsive way.
Students with IEPs	Students identified with a learning disability	A licensed teacher will teach students and will be provided instruction that matches their IEP goals.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers were only using data as surface-level information and not as formative assessment to drive instructional changes in the classroom
Critical Root Cause: Teachers did not trust instructional collaboration teams to unwrap standards and improve the rigor of instruction

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of licensed staff will participate in monthly Impact Teams meetings to improve collaboration as measured by Impact Teams attendance records and agendas.

Aligns with District Goal

Formative Measures: Administrative observations, IT Tracking sheets by standard, IT data reflection information sheet

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Data meetings using the Impact Teams format					Status Check		EOY Reflection
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Complete**	**Oct**	**Feb**	**June**
1	Teacher training on Impact Teams format and structures - review for returning teachers	Admin	August 2026		No review	No review	
2	Review and, if necessary, update data collection tool	Strategists, Admin	August 2026				
3	Teacher meetings to implement processes, collect data, and analyze data in order to plan effective Tier 1 instruction	Teachers, Strategists, Admin	September 2026 - May 2027				

Position Responsible: Administration

Resources Needed: Strategists
PD time
Admin and strategists participate in PLC meetings for training and support

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

All students and staff have been given a house, and house activities have been happening at the building level. Staff are seeing increased participation in house events, and students are excited to do well to earn points for their house. TFI discussions show students know school rules, have been given points as incentives, and have been awarded schoolwide incentives based on our MTSS plan. Teachers report having taught the school rules to their class and most staff members can recite the four school rules when asked.

Connectedness Areas for Growth

Not all teachers are bought into the house system, and not all teachers are issuing house points at the classroom level, including promoting school rules and essentials with the same common language. Though staff report teaching rules, essentials are not often taught or rewarded schoolwide. Students do not know the essentials and do not always know that they are being rewarded for following them.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Instruction lacks support for students developing English language skills	EL students attending intervention groups, language-specific tutoring, and using Imagine Learning
Racial/Ethnic Minorities	Instruction lacks cultural responsiveness.	All students should receive instruction with appropriate supports to skill deficits in a culturally responsive way.
Students with IEPs	Students identified with a learning disability	A licensed teacher will teach students and will be provided instruction that matches their IEP goals.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Based on administration and teacher observations, students lack school common area expectations and do not understand appropriate school behaviors as noted on MBI and office referrals.
Critical Root Cause: Our school lacks a common language for behavior expectations for students.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2026-2027 school year, as measured by school-wide behavior data.

Aligns with District Goal

Formative Measures: Infinite Campus and FocusED

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 1: Create and enforce procedures for common areas and reinforce the language of the school rules and school essentials.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Update procedures for common areas and review/teach those procedures to students and staff	Strategists, Admin, Lead Team	September 2026	
2	Teach school rules using various methods and teach those rules to students and staff	Teachers	September 2026-May 2027	
3	Teach essentials using various methods and teach those essentials to students and staff	Teachers	September 2026-May 2027	
4	Continue to reinforce rules and essentials throughout the school year	Strategists, Admin, Teachers	September 2026-May 2027	

Position Responsible: Administration

Resources Needed: PD on Regulated classroom strategies, PD on school rules and essentials

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

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 2: Increase TFI 3.0 Tier I Implementation section score from the spring 2026 inventory by 10% or 3 points.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer TFI 3.0 to obtain baseline data.	Admin, Strategists	September 2026	
2	Based on the results of the TFI, prioritize one to three items for implementation focus.	Admin, Strategists, Lead Team	September-December 2026	
3	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Admin, Strategists	January 2027	
4	Continue to work on strengthening Tier I PBIS implementation.	Admin, Strategists, Lead Team	January-May 2027	
5	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Admin, Strategists	May 2027	

Position Responsible: Administration

Resources Needed: Leadership team contributions, TFI 3.0 Data

Schoolwide and Targeted Assistance Title I Elements:
2.6

Evidence Level
Level 1: Strong: PBIS

Problem Statements/Critical Root Cause: Connectedness 1

Priority Problem Statements

Problem Statement 1: Student Performance: Low performance and growth in ELA

Critical Root Cause 1: Lack of formative assessment data used to drive instruction

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers were only using data as surface-level information and not as formative assessment to drive instructional changes in the classroom

Critical Root Cause 2: Teachers did not trust instructional collaboration teams to unwrap standards and improve the rigor of instruction

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Based on administration and teacher observations, students lack school common area expectations and do not understand appropriate school behaviors as noted on MBI and office referrals.

Critical Root Cause 3: Our school lacks a common language for behavior expectations for students.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: AB 335: As evidenced by MAP Growth data from the 25/26 school year, the problem is ELs are performing below other identified student groups at our school.

Critical Root Cause 4: AB 335: The low performance of ELs in language proficiency and content achievement is due to limited access to academic discourse.

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

- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener

Adult Learning Culture

- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Cozine's Needs Assessment was completed by both our school SOT Team (comprised of four parents, two licensed teachers, one support staff, and the school administration team) and the school Lead Team (one lead licensed staff from each grade level and department). These teams reviewed previous school goals, school academic data, the TFI, and SEL data. These teams discussed needs based on their experiences and the data available.

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

Cozine's SPP was completed with input from both our school SOT Team (comprised of four parents, two licensed teachers, one support staff, and the school administration team) and the school Lead Team (one lead licensed staff from each grade level and department). These teams reviewed previous school goals, school academic data, the TFI, and SEL data. These teams discussed needs based on their experiences and the data available.

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

Title I funding is used for staffing to support reduced class sizes. This allows teachers to have a more individualized experience with students in their classes to provide instruction based on student data to further their learning. We also use parent set-aside funding to support family engagement events, purchasing books to give to families who attend. This provides families with rich literature as an incentive to participate in enrichment-based school events after school.

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

Family events are held before and after school, on various days of the week, and at different times of the day.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$4,653,847.13	Staffing, supplies, prep buyouts	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$257,752.00	Staffing	Student Success, Adult Learning Culture
EL Weighted Allocation	$343,972.98	Staffing, supplies	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	$760,448.79	Staffing	Student Success, Adult Learning Culture
At-Risk Weighted Carry Forward	$10,412.48	Staffing	Student Success, Adult Learning Culture
EL Weighted Carry Forward	$15,645.81	Staffing	Student Success, Adult Learning Culture
Title IA	$325,752.00	Staffing, Communities in Schools Liaison	Student Success, Adult Learning Culture, Connectedness
Title I, Part 1003(a)	$5,454,702.03	i-Ready personalized instruction, sub release for teachers	Student Success

School Continuous Improvement Team

Team Role	Name	Position
SOT Member	Jessica Durieux	Parent
SOT Member	Damalie Lunkwitz	Parent
SOT Member	Cheryl Kelley	Support Staff
SOT Member	Bonnie Ford	Teacher
SOT Member	Christine Barto	Teacher
Staff - Curriculum Team	Karen Moore	Strategist
Staff - Curriculum Team	Megan Dodd	Strategist
Staff - Curriculum Team	Natalie Byrd	Strategist
Admin	Tamara Martinezjunco	Assistant Principal
Required	Jodi Notch	Principal