

Clark County School District



May, Ernest J. ES

2025-2026 Status Checks

District Approval Date:
February 9, 2026

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Inquiry Area 1 Student Success

SMART Goal 1 Aligns with District Goal

Increase the Achievement Percentile on Map Growth Report of all students K-5 in Reading from 46th in the Spring of 2025 to 56th percentile by Spring 2026 Map Assessment.

Formative Measures: As a whole, students in K-5th grade will have a 7% median achievement growth in Reading proficiency according to the Spring 2025 Map Assessment.

Improvement Strategy 1

To increase achievement in Reading Map Growth across grade K-5, all teachers will implement data-driven, differentiated small-group instruction and deliver rigorous Tier I instruction using the approved Tier I curriculum. Grade level PLCs and instructional planning will include ongoing progress monitoring to identify and address ongoing student needs.

Position Responsible: Administration

Resources Needed: HMH
iReady curriculum/ assessments
Strategists
RPDP

Evidence Level

Level 1: Strong:
District-Wide Approved Adopted Curriculum

Problem Statements: Student Success 1

Status Checks

In progress

October

In progress

February



Continue

June

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

According to the 2024-2025 Spring Map Achievement Report, 54% of K-5th students fall below the 60th percentile in Reading.

Student, high chronic absenteeism was consistently over 25% daily, and students received a lack of consistent differentiated small group instruction that was targeted to fill skill gaps.

SMART Goal 1 Aligns with District Goal

100% of our classroom teachers will meet weekly in their PLC meetings to analyze and collaborate on using common formative and summative assessments aligned to the NVACs throughout the 2025-2026 school year. This will be measured by PLC agendas and notes, classroom observations, and assessment results.

Formative Measures: By May 2026, 100% of our teachers will be utilizing aligned and rigorous formative and summative assessments.

Improvement Strategy 1

Learning Strategists and RPDP trainer will facilitate professional learning trainings and support weekly grade level PLCs.

Gradual release will be modeled to empower grade levels to run their own effective PLCs.

Administration observe weekly PLCs

Position Responsible: Strategists, Grade Chairs, Administration

Resources Needed: Time for grade levels to meet in PLCs

After school training, staff meeting trainings, staff development trainings on Learning Intentions/ Success Criteria and Lesson Study Rounds

Time to prepare and plan for Tier II small groups

Evidence Level

Level 2: Moderate:

PLC Forms

Problem Statements: Adult Learning Culture 1

Status Checks

In progress

October

In progress

February

 Continue

June

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Teachers not consistently utilizing rigorous formative and summative assessments that are aligned with grade-level standards.

New curriculum that isn't 100% aligned and lack of understanding on how to unwrap and assess standards.

Inquiry Area

Connectedness

3

SMART Goal 1 Aligns with District Goal

Reduce the percent of all students in May who are chronically absent from 25% to 18% by the spring of 2026, as measured and reported on the NSPF.

Formative Measures: By the spring of 2026, the percent of chronically absent students will reduce from 25% to 18% overall.

Improvement Strategy 1

Student Success Facilitator will hold SEL circles with identified students, SWAG team (Students who Achieved Greatness), attendance incentives, parent meetings and intervention plans and attendance contracts.

Position Responsible: Strategists, Teachers, and Administration

Resources Needed: Strategists, Teachers, and Administration to facilitate clubs

Evidence Level

Level 1: Strong:
SEL

Problem Statements: Connectedness 1

Status Checks

In progress

October

In progress

February

 Continue

June

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

Students are struggling with social and emotional intelligence and need to learn how to understand emotion regulation, and how to use healthy coping skills & having positive relationships.

Students not being taught emotion regulation and coping skills.