

Clark County School District

Moore, William K. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 2 Star School

Title I



District Approval Date: June 23, 2026

Mission Statement

William K. Moore Elementary School is where expectations are high, diversity is valued, and parents and community are responsible partners in the education and social growth of its students.

Vision

William K. Moore Elementary inspires all students to achieve their highest potential in a diverse, supportive community where families and educators work together to empower success and growth.

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/william_k.moore_elementary_school/nspf/

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Comprehensive Needs Assessment

Revised/Approved: July 6, 2026

Student Success

Student Success Areas of Strength

One area of student success in Math during the 25-2026 academic year was the significant improvement in MAP Achievement scores. The percentage of students performing at or above the 61st percentile increased from 22% in Fall 2025 to 33% in Spring 2026, and the number of students performing at or below the 40th percentile from 54% to 47%. This growth demonstrates increased proficiency among students and suggests that targeted instructional strategies and interventions were effective in supporting student achievement.

Student Success Areas for Growth

To continue supporting academic achievement, we aim to stretch our students' growth percentile in both Math and ELA from Fall 2026 to Spring 2027, as measured by the i-Ready Diagnostic assessment.

As evidenced by FocusEd data, an achievement gap exists between ELs and other identified student groups.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	LEP Proficiency for Math was 47% and Non-LEP Proficiency was 56% LEP Proficiency for ELA was 41% and Non-LEP Proficiency was 58% In ELA, language barriers can significantly impact reading comprehension, vocabulary development, and writing fluency, all of which are foundational for success on the MAP assessment. In Math, although the subject is less language-dependent, ELs may still struggle with word problems, academic vocabulary, and interpreting complex instructions. These challenges underscore the need for language-integrated instruction, culturally responsive teaching, and ongoing language support embedded within both content areas.	Teachers will make sure they are supporting our diverse learners with effective differentiation and scaffolding implementation. Teachers will make sure they are teaching appropriate grade level standards and that the level of rigor is justified. Teachers will analyze and discuss student group data during coaching conversations with administration and/or learning strategists. School-wide EL strategies will be implemented to support English language learners.
Foster/Homeless	Foster and homeless students often encounter significant barriers that can impact their academic performance and growth. Instability in housing, frequent school changes, and inconsistent access to academic support services can disrupt their learning continuity. These students may also experience trauma, mental health concerns, or limited access to basic needs—all of which can affect focus, attendance, and engagement. Addressing these barriers requires a strong network of academic, emotional, and community support to ensure equitable access to learning opportunities.	Teachers will make sure they are providing the appropriate level of rigor while differentiating and scaffolding appropriately for our specific learners. We will make sure we are meeting their academic needs when providing tiered instructional support. Our wraparound team will also ensure students and families have basic necessities from our school pantry.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students who qualify for free and reduced-price lunch often face socioeconomic challenges that can impact academic achievement and growth. Limited access to resources such as internet connectivity, school supplies, and out-of-school learning opportunities can hinder their ability to engage fully with academic content. Inconsistent routines, food insecurity, and housing instability may also contribute to increased stress and decreased attendance or concentration in class. These factors can make it more difficult for students to meet rigorous academic goals.	Teachers will make sure they are providing the appropriate level of rigor while differentiating and scaffolding appropriately for our specific learners. We will make sure we are meeting their academic needs when providing tiered instructional support.
Racial/Ethnic Minorities	Racial and ethnic minority students may face systemic and institutional barriers that can impact their academic progress and access to opportunities. These can include implicit bias, disproportionate disciplinary actions, limited representation in advanced coursework, and fewer culturally responsive teaching practices. Additionally, students from historically marginalized backgrounds may experience lower expectations or reduced access to enrichment programs and targeted academic supports.	Teachers will make sure they are providing the appropriate level of rigor while differentiating and scaffolding appropriately for our diverse learners. We will make sure we are meeting their academic needs when providing tiered instructional support.

Student Group	Challenge	Solution
Students with IEPs	Proficiency for students with IEPs for Math was 28.4% and students without IEPs was 49% Proficiency for students with IEPs for ELA was 33.2% and students without IEPs was 58.1% Students with IEPs often face unique learning challenges that can impact their ability to meet standardized academic benchmarks. These students may require specialized instruction, accommodations, or modifications to access grade-level content effectively. Processing delays, learning disabilities, and attention or behavioral needs can further affect their ability to engage consistently with instruction and assessments. Additionally, gaps in service delivery, limited access to general education curriculum, or inconsistencies in support can widen achievement gaps.	Meeting our growth goals will require intentional collaboration between general and special education staff, ongoing progress monitoring, and individualized, evidence-based interventions aligned to each student's specific needs and strengths. We will implement and follow all IEPs, 504s, and BIPs to ensure that students can access instruction in the classroom. Case managers and SEIF will work with teachers to provide additional support in implementing IEPs, as needed. Special education teachers will be provided with professional learning when it comes to writing and implementing IEPs and behavior plans. Special education teachers will attend PLCs with the general education teachers so they can better understand/provide equity and access to all our learners.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Moore students have demonstrated a lack of sufficient growth and proficiency in ELA and Math. Purposeful planning and engaging instructional delivery are needed to produce effective Tier I instruction in ELA and Math. Additionally, teachers inconsistently structure scaffolding and differentiation to ensure high growth for Tier II and Tier III students.

Critical Root Cause: Inconsistent differentiated Tier I curriculum delivery.

Problem Statement 2 (Prioritized): As evidenced by FocusEd data, an achievement gap exists between ELs and other identified student groups.

Critical Root Cause: The low performance of ELs in language proficiency and content achievement may be attributed to inconsistent use of appropriate scaffolds and differentiation within Tier I Instruction.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Moore Elementary School demonstrated key strengths in cultivating a collaborative and instructionally focused adult learning culture, as evidenced by observation data collected across over 170 classroom visits through Focal Point. **92%** of observed lessons aligned with the **CCSD pacing guide**. **76%** of lessons had clearly stated **learning intentions aligned to standards** and **75%** included **success criteria aligned to learning intentions**.

Adult Learning Culture Areas for Growth

While Moore ES shows strong alignment and planning practices, there are opportunities to deepen instructional engagement and differentiation to further enhance student learning outcomes. Our first area of growth is to increase Teacher and Student interaction with Learning Intentions and Success Criteria. Only 32% of observations showed active interaction between teachers and students around the learning intentions, and just 28% demonstrated interaction with the success criteria. The second area of growth will be in enhancing student engagement during instruction. Student engagement was observed in only 31% of lessons, with a large portion marked as N/A or No.

While teachers increased utilization of the PLC plan document to support effective collaboration during the 2025-26 school year, opportunities exist to increase the quality of PLC discussions in order to maximize the impact of data-informed planning and engagement with the teaching and learning cycle.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	LEP Proficiency for Math was 47% and Non-LEP Proficiency was 56% LEP Proficiency for ELA was 41% and Non-LEP Proficiency was 58% English Learners face unique challenges including language barriers that impact their ability to access grade-level content fully. They often require tailored instructional strategies, scaffolds, and targeted language development supports.	To address these needs effectively, teachers will engage deeply in collaborative PLC planning to analyze EL-specific data and adjust instruction accordingly. Increasing PLC plan completion from 40% to 100% will ensure that teams consistently review language proficiency progress and incorporate evidence-based strategies, promoting equitable access to rigorous learning for EL students.

Student Group	Challenge	Solution
Foster/Homeless	Students in foster care or experiencing homelessness often face instability, trauma, and gaps in their educational experiences, which can affect attendance, engagement, and academic achievement. These students benefit greatly from coordinated supports that are responsive to their social-emotional and academic needs.	Teachers will fully complete PLC plan documents, teachers and grade-level teams can systematically track attendance, behavior, and academic data to create responsive interventions. Increasing PLC completion rates will strengthen the school's capacity to monitor progress and implement supports that promote stability and success for foster and homeless students.
Free and Reduced Lunch	Students from low-income families often encounter barriers related to resources, nutrition, and outside-of-school stressors that can affect learning readiness and performance.	Equity-focused adult learning practices include analyzing socioeconomic data within PLCs to tailor instruction and supports that address these challenges. Raising PLC plan completion to 100% ensures that teachers collaborate effectively around this data, identifying gaps in achievement and implementing targeted strategies that foster academic growth and close opportunity gaps for students receiving free and reduced lunch.
Racial/Ethnic Minorities	Racial and ethnic minority students may experience systemic inequities, cultural disconnection, or implicit bias that impacts their educational experience and outcomes.	Teachers will create an equity-driven adult learning culture actively engages educators in reflecting on these factors and using disaggregated data during PLCs to identify and address disparities. Achieving full PLC plan completion allows grade-level teams to monitor academic and engagement data by race/ethnicity, refine culturally responsive instructional practices, and foster an inclusive learning environment that supports the success of all students.

Student Group	Challenge	Solution
Students with IEPs	Students with IEPs require specially designed instruction and accommodations to meet their diverse learning needs.	Teachers will participate in effective collaboration and data sharing among general and special education teachers during PLCs is essential to ensure that goals are met and supports are effective. Increasing PLC plan completion from 40% to 100% will enable teams to regularly review progress monitoring data, adjust instructional strategies, and maintain compliance with IEP goals, thereby improving educational outcomes for students receiving special education services.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While teachers increased utilization of the PLC plan document, opportunities exist to increase the quality of PLC discussions in order to maximize the impact of data-informed planning and engagement with the teaching and learning cycle.

Critical Root Cause: Teachers would benefit from coaching and feedback to support quality PLCs.

Connectedness

Connectedness Areas of Strength

Parent and guardian survey data from 2025-2026 highlight a strong sense of welcome and partnership at the school, with consistently high percentages of respondents feeling involved and valued in their child’s education. Communication between the school and families is timely and effective, and parents express confidence that staff care deeply about their children. Additionally, the school maintains a safe, supportive environment with clear behavior expectations, and parents appreciate the clean, well-maintained facilities. Overall, these strengths reflect a positive and inclusive school climate that fosters trust and collaboration with families.

Connectedness Areas for Growth

Increase positive engagement and communication with families of chronically absent students by improving targeted outreach efforts and strengthening communication channels between administration and staff.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	LEP Proficiency for Math was 47% and Non-LEP Proficiency was 56% LEP Proficiency for ELA was 41% and Non-LEP Proficiency was 58% EL students often face language barriers and cultural adjustments that can impact their sense of connectedness at school. These challenges may lead to lower attendance rates if they feel unsupported or misunderstood. Limited access to tailored language resources and culturally responsive supports can further hinder consistent attendance.	Daily small group meetings for check-in as well as monitoring attendance patterns and monitoring students’ academic/engagement progress, so we can provide differentiated instruction strategically.

Student Group	Challenge	Solution
Foster/Homeless	Foster and homeless students frequently experience instability in housing and transportation, which directly affects their ability to attend school regularly. The lack of stable resources and consistent adult support makes it difficult for these students to maintain attendance, highlighting the need for targeted equity supports and wraparound services.	Conduct regular visits to the student's home setting for social and emotional support. Monitoring students' engagement and academic progress during daily check-ins.
Free and Reduced Lunch	Students from low-income families often face challenges such as food insecurity, limited healthcare, and transportation issues, all of which can contribute to chronic absenteeism. Equity-focused resources and family supports are essential to address these barriers and improve their attendance and engagement.	Daily small group meetings for check-in as well as monitoring attendance patterns and monitoring students' academic/engagement progress, so we can provide differentiated instruction strategically.
Racial/Ethnic Minorities	Racial and ethnic minority students may experience systemic inequities, cultural disconnection, or bias that reduce their sense of belonging and school connectedness. These factors can contribute to higher absenteeism unless schools provide inclusive environments and targeted supports that affirm their identities and needs.	Daily small group meetings for check-in as well as monitoring attendance patterns and monitoring students' academic/engagement progress, so we can provide differentiated instruction strategically.
Students with IEPs	Students with IEPs might miss school more frequently due to medical appointments, therapies, or feeling unsupported in the general education environment. Without adequate accommodations and coordinated supports, these students can face attendance challenges that impact their academic progress.	Collaborate with SEIF, Counselor, Special Education teachers, and general education teachers to understand grade-level NVACS as well as inclusive practices across the Special Education continuum. Provide pull-out support as needed to ensure students do not miss significant amounts of Tier 1 instruction.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism is at 36.1% (166 students) at Moore ES due to a disconnect with our school community.

Critical Root Cause: There has been a disconnect with the school community at large with the importance of daily attendance and the impact of instruction to support student academic achievement.

Priority Problem Statements

Problem Statement 1: Moore students have demonstrated a lack of sufficient growth and proficiency in ELA and Math. Purposeful planning and engaging instructional delivery are needed to produce effective Tier I instruction in ELA and Math. Additionally, teachers inconsistently structure scaffolding and differentiation to ensure high growth for Tier II and Tier III students.

Critical Root Cause 1: Inconsistent differentiated Tier I curriculum delivery.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Chronic absenteeism is at 36.1% (166 students) at Moore ES due to a disconnect with our school community.

Critical Root Cause 2: There has been a disconnect with the school community at large with the importance of daily attendance and the impact of instruction to support student academic achievement.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: As evidenced by FocusEd data, an achievement gap exists between ELs and other identified student groups.

Critical Root Cause 3: The low performance of ELs in language proficiency and content achievement may be attributed to inconsistent use of appropriate scaffolds and differentiation within Tier I Instruction.

Problem Statement 3 Areas: Student Success

Problem Statement 4: While teachers increased utilization of the PLC plan document, opportunities exist to increase the quality of PLC discussions in order to maximize the impact of data-informed planning and engagement with the teaching and learning cycle.

Critical Root Cause 4: Teachers would benefit from coaching and feedback to support quality PLCs.

Problem Statement 4 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Student Success

- 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)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
 - AB335

Adult Learning Culture

- Equity data
- 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
- Staff surveys and/or other feedback
- Teacher evaluation
- Teacher/Student Ratio
- Walk-through data
- Other

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Perception/survey data
- Other

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: ELA: By Spring 2027, increase from 51% at the 41st percentile (MAP Spring 2026) to 59% at the 41st percentile (iReady Spring 2027).
Math: By Spring 2027, increase 52% at the 41st percentile (MAP Spring 2026) to 60% at the 41st percentile (iReady Spring 2027).

Formative Measures: iReady Growth Assessment (ELA & Math), Grade Reports, & Grade-level Curriculum Summative Assessments.

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: All students will engage in high-quality standards-based Tier 1 Instruction that is scaffolded to meet all students' instructional needs.						Status Check		EOY Reflection
						Oct	Feb	June
						No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Teachers will purposefully plan instruction in alignment with lesson planning expectations following CCSD Reg 6122 guidelines.	Classroom Teachers	August 26-May 27					
2	Teachers will utilize approved Tier 1 instructional materials to plan and deliver high-quality Tier 1 and Tier 2 instruction.	Classroom Teachers	August 26-May 27					
3	Teachers will use and follow CCSD Pacing Guides in all content /subjects when planning lessons/tasks.	Classroom Teachers	August 26-May 27					
4	Administration will conduct classroom instructional observations to monitor and provide post-observation feedback conferences with all teachers to support Tier 1 instruction.	Administration	August 26-May 27					
5	Administration will monitor and support the use of approved Tier 1 instructional materials by all teachers.	Administration	August 26-May 27					
6	Administration will monitor the use of CCSD Pacing Guides by all teachers to ensure instructional planning and delivery are aligned with the use of common summative and formative assessments.	Administration	August 26-May 27					
Position Responsible: Administration Resources Needed: Envisions 2.0 materials HMH Into Reading materials 95 Core Phonics iReady CCSD Pacing Guides Focal Point Tier I and II instructional materials Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: HMH, Tier 2 instruction, Exact Path Level 3: Promising: enVision math Problem Statements/Critical Root Cause: Student Success 1								

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Moore students have demonstrated a lack of sufficient growth and proficiency in ELA and Math. Purposeful planning and engaging instructional delivery are needed to produce effective Tier I instruction in ELA and Math. Additionally, teachers inconsistently structure scaffolding and differentiation to ensure high growth for Tier II and Tier III students. Critical Root Cause: Inconsistent differentiated Tier I curriculum delivery.

Inquiry Area 1: Student Success

SMART Goal 2: Decrease the proficiency gap of Math LEP (Limited English) students from 11% in spring 2026 (26% LEP Proficient and 37% non-LEP) as measured by the MAP assessment to 8% in spring 2027 as measured by the iReady Inform assessment.

Decrease the proficiency gap of ELA LEP (Limited English) students from 10% in spring 2026 (22% LEP Proficient and 32% non-LEP) as measured by the MAP assessment to 7% in spring 2027 as measured by the iReady Inform assessment.

(AB335)

Formative Measures: Summit K12

iReady

Grades and/or classroom assessments

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Implement Academic Language Acquisition through content to support access to Tier I instruction for all English learners.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
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: School leadership team, learning strategist, teachers. 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 4: Demonstrate Rationale: Summit K12 Problem Statements/Critical Root Cause: Student Success 2							

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 2: As evidenced by FocusEd data, an achievement gap exists between ELs and other identified student groups. Critical Root Cause: The low performance of ELs in language proficiency and content achievement may be attributed to inconsistent use of appropriate scaffolds and differentiation within Tier I Instruction.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Create and implement a PLC observation tool to measure the quality and the impact of PLCs. Increase from 0 PLC observations to 3 per month (Spring 2026- Spring 2027).

Formative Measures: PLC observations, lesson plans, and formative assessments.

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Observe PLCs using a common PLC observation tool to evaluate and increase PLC effectiveness.						Status Check		EOY Reflection
						Oct	Feb	June
						No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Teachers and Leadership Team will engage in weekly PLCs to implement the Teaching and Learning Cycle: Plan Component.	Classroom Teachers, Administration, & Strategists	August 26-May 27					
2	Administrators and learning strategists will develop a common PLC observation tool.	Administrators and Strategists	August 26-Sept 26					
3	Administration will monitor PLCs to provide feedback, provide coaching, and determine differentiated action steps to support the capacity of each grade level and department in the effective implementation of PLCs.	Administration	August 26-May 27					
Position Responsible: Administration								
Resources Needed: Leadership team								
Shared observation tool								
PLC planning resources								
Schoolwide and Targeted Assistance Title I Elements:								
2.4, 2.5, 2.6, 4.1, 4.2								
Evidence Level								
Level 3: Promising: PLCs								
Problem Statements/Critical Root Cause: Adult Learning Culture 1								

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: While teachers increased utilization of the PLC plan document, opportunities exist to increase the quality of PLC discussions in order to maximize the impact of data-informed planning and engagement with the teaching and learning cycle. **Critical Root Cause:** Teachers would benefit from coaching and feedback to support quality PLCs.

Inquiry Area 3: Connectedness

SMART Goal 1: By Spring 2027, reduce chronic absenteeism in grades K-5 from 19.2% (Excluding MDP 2025-2026) to 15% (Spring 2027) through a coordinated effort of all stakeholders. Parents, office staff, teachers, and administration will each have defined roles and responsibilities in monitoring attendance, conducting outreach, and implementing interventions, with progress tracked monthly to ensure accountability.

Formative Measures: Weekly Attendance Reports and Chronic Absenteeism Report.

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Utilize the Attendance Roles and Responsibilities chart to ensure clear communication among teachers, parents, office staff, and administration.						Status Check		EOY Reflection
						Oct	Feb	June
						No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Teachers will create open lines of communication, utilizing CCSD email and Class Dojo.	Classroom Teachers	August 26-May 27					
2	Teachers will consistently record morning and afternoon attendance.	Classroom Teachers	August 26-May 27					
3	Teachers may be requested to attend scheduled attendance conferences.	Classroom Teachers	August 26-May 27					
4	The office will notify administration of chronically absent students on the day of each absence.	Classroom Teachers	August 26-May 27					
5	The office will call parents regarding 2 or more tardies (by semester).	The office	August 26-May 27					
6	The office will call home after 3 or more consecutive absences.	The office	August 26-May 27					
7	The office will record the RPC in IC.	The office	August 26-May 27					
8	The office will schedule a meeting with the administration.	The office	August 26-May 27					
9	The administration will conduct parent meetings to communicate attendance.	Administration	August 26-May 27					
10	The administration will explain the impact on learning.	Administration	August 26-May 27					

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
11	The administration will remove barriers to regular attendance.	Administration	August 26-May 27	
12	The administration will connect students and families to wrap around services: Communities in Schools.	Administration	August 26-May 27	
13	The administration will initiate the CCF-731: Retention checklist.	Administration	August 26-May 27	

Position Responsible: Administration

Resources Needed: Class Dojo

Parent Portal

Parent Letters

Translation when needed

School website communication

School Newsletter

Counselors

Boys Town

Truancy Officer

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 3: Promising: creating a positive school climate and culture

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Chronic absenteeism is at 36.1% (166 students) at Moore ES due to a disconnect with our school community. **Critical Root Cause:** There has been a disconnect with the school community at large with the importance of daily attendance and the impact of instruction to support student academic achievement.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

At William K. Moore Elementary, the comprehensive needs assessment process involves analyzing multiple data sources—including academic performance, attendance, behavior, survey feedback, and classroom observations—to identify strengths, gaps, and priority areas. This data is reviewed collaboratively by the leadership team, staff, and stakeholders to inform school improvement planning and ensure alignment with student needs..

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

Staff, families, and community members are actively involved in the plan development process through surveys, focus groups, and School Organizational Team (SOT) meetings. Feedback is regularly solicited, reviewed, and incorporated to ensure the plan reflects the needs and priorities of all stakeholders.

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. Plans are regularly monitored through data reviews, classroom observations, and leadership team meetings to assess progress toward goals. Revisions are made as needed based on ongoing feedback from staff, families, and student performance data to ensure the plan remains responsive and effective.

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. The school plan is shared with parents and the community through multiple formats, including newsletters, parent meetings, and the school website, using clear, family-friendly language. With 111 languages in our district, translation services are available upon request to ensure all families can access and understand the information, regardless of language background.

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. In addition, Title I funds at William K. Moore Elementary support major initiatives that provide all students with equitable opportunities to meet state standards. Key initiatives include funding teacher salaries to reduce class sizes, allowing for more individualized instruction, and supporting targeted intervention programs, professional development, and access to high-quality instructional materials.

2.5: Increased learning time and well-rounded education

Title I funds at William K. Moore Elementary support major initiatives that provide all students with equitable opportunities to meet state standards. These include funding teacher salaries to reduce class sizes for more personalized instruction, supporting targeted interventions, professional development, and access to high-quality materials. Additionally, funds were used to purchase supplies for family involvement activities through the School Connection program, which strengthens the partnership between home and school to support student success.

2.6: Address needs of all students, particularly at-risk

Title I funds at William K. Moore Elementary are used to support major initiatives that address the needs of all students, with a focused emphasis on those most at risk of academic failure. These initiatives include hiring additional teaching staff to reduce class sizes, implementing targeted intervention programs, and providing professional development to enhance instructional practices. Funds also support access to evidence-based resources and assessments that help identify and respond to student learning needs more effectively.

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

The school leadership team has planned numerous family engagement events that will be held consistently throughout the year, so families have ample time to plan for attendance.

5.1: Determine which students will be served by following local policy

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$157,287.13	Preparation Periods, Support Professional Stipend, General Supplies, and Apparel-CCSD/School Affiliation	Goal 1, 2, 3
At-Risk Weighted Allocation	\$19,317.89	Licensed and Administrative Stipend, and Extra Duty Licensed	Goal 1, 2, 3
EL Weighted Allocation	\$0.00		Goal 1, 2, 3
General Carry Forward	\$0.00	N/A	Goal 1, 2, 3
At-Risk Weighted Carry Forward	\$0.00	N/A	Goal 1, 2, 3
EL Weighted Carry Forward	\$0.00	N/A	Goal 1, 2, 3
Title IA	\$714.32	General Supplies	Goal 1, 2, 3

School Continuous Improvement (CI) Team

Team Role	Name	Position
CI Team Member/Parent	Stephanie Vargas	Clerk
CI Team Member	Alfredo Blondet	3rd Grade Teacher
CI Team Member	Laura Kyes	1st Grade Teacher
CI Team Member	Sara Jefferson	Strategist
CI Team Member	Robert Espey	Strategist
CI Team Member	Jennifer Hutchinson	Strategist
CI Team Member	Tyler Podvoll	Strategist
CI Team Member	Bertrand Christophe	Assistant Principal
CI Team Member	Kelly Leong	Assistant Principal
CI Team Lead	Alexandra Robertson	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 18, 2026	Act 3/1 School Improvement Plan