

Clark County School District

Moore, William K. ES

2025-2026 Status Checks with Notes



District Approval Date: February 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/

Table of Contents

Inquiry Areas 4

 Inquiry Area 1: Student Success 4

 Inquiry Area 2: Adult Learning Culture 9

 Inquiry Area 3: Connectedness 11

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: ELA: By Spring 2026, increase the percentage of students scoring at or above Level 3 on the Smarter Balanced ELA Assessment from 26.7% (Spring 2025) to 37%, through targeted instructional strategies, intervention programs, and ongoing progress monitoring.

Math: By Spring 2026, increase the percentage of students scoring at or above Level 3 on the Smarter Balanced Mathematics Assessment from 20.8% (Spring 2025) to 30%, by implementing focused math interventions, data-driven instruction, and collaborative PLC planning.

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: All students will engage in high-quality standards-based Tier 1 Instruction that is scaffolded to meet all students' instructional needs.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Envisions 2.0 materials HMH Into Reading materials 95 Core Phonics Exact Path CCSD Pacing Guides Focal Point Tier I and II instructional materials</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: HMH, Tier 2 instruction, Exact Path Level 3: Promising: enVision math</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Clear alignment to CCSD Regulation 6122, pacing guides, and the use of approved Tier 1 instructional materials has supported stronger coherence across classrooms and grade levels. In addition, regular administrative walkthroughs and post-observation feedback conferences have helped teachers refine instructional delivery and ensure pacing and materials align to district expectations.</p> <p>Addition of AB335 Goal</p> <p>October Next Steps/Need Strengthen grade-level and vertical planning meetings to reinforce consistent decision-making and alignment across classrooms while allowing for appropriate flexibility based on student needs. Use clear look-fors and shared observation tools to ensure that teachers understand and internalize expectations around lesson design, pacing, and use of Tier 1 materials.</p> <p>Feb: In progress</p> <p>February Lessons Learned Over time, we have moved one step further beyond basic alignment. Teachers are now collaboratively unpacking</p>

standards, calibrating expectations during PLCs, and using common formative assessment data to make timely adjustments to pacing and instructional delivery. Administrative walkthroughs, targeted feedback cycles, and follow-up coaching conversations have supported this growth, shifting practice from implementation to intentional refinement and ensuring that rigor and student tasks consistently reflect district expectations and grade-level standards.

February Next Steps/Need

Utilize a shared instructional look-for tool aligned to CCSD Regulation 6122 and Tier 1 expectations. Conduct inter-rater reliability walkthroughs with admin and teacher leaders to ensure consistent understanding of rigor, alignment, and student task quality across classrooms.

June: Continue

June Lessons Learned

Using a shared instructional look-for tool aligned to CCSD Regulation 6122 and Tier 1 expectations, strengthened consistency in identifying effective instructional practices across classrooms. Collaborative observations and calibration discussions helped administrators and teacher leaders develop a more common understanding of rigor, standards alignment, and student task quality. This process increased confidence in providing feedback and highlighted areas where instructional expectations were consistently met, as well as areas requiring additional support.

June Next Steps/Need

Continue conducting regular walkthroughs and use collected evidence to identify schoolwide trends. Provide targeted professional learning and coaching focused on strengthening rigorous, standards-aligned tasks and Tier 1 instructional practices to ensure consistent implementation across all classrooms.

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 45.1% percentage points in 24-25 to 25% percentage points by 25-26, as measured by state summative assessments.

Decrease student proficiency gap in Mathematics between the English Learners and English Proficient students from 31.1% percentage points in 24-25 to 15% percentage points by 25-26, as measured by state summative assessments.

Aligns with District Goal

Formative Measures: Summit K12
MAP projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.</p> <p>Position Responsible: School leadership team, learning strategist, teachers.</p> <p>Resources Needed: ULD professional learning series Tier I Monitoring Tool</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 4: Demonstrate Rationale: Summit K12</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	<p>Oct: Revisions needed</p> <p>October Lessons Learned Now: Addition of AB 335 Language</p> <p>October Next Steps/Need Next/Need Utilize AB 335 Language</p> <p>Feb: In progress</p> <p>February Lessons Learned Further training is needed to ensure consistent utilization of Language Development Approach, Understanding Language Development (ULD).</p> <p>February Next Steps/Need Work with the ELL Department to plan a professional development session for upcoming PD day.</p> <p>June: Continue</p> <p>June Lessons Learned Collaboration with the ELL Department to plan a professional development session increased awareness of effective strategies for supporting multilingual learners within Tier 1 instruction. The planning process helped align instructional practices with student language needs and provided staff with practical approaches to increase access, engagement, and academic discourse for all learners.</p> <p>June Next Steps/Need Implement the professional development session and gather staff feedback to determine areas for continued support. Follow up with classroom observations and coaching opportunities to monitor implementation of ELL strategies and ensure they are effectively integrated into daily instruction.</p>

Improvement Strategy 2 Details	Reviews
<p>Improvement Strategy 2: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL))</p> <p>Position Responsible: School leadership team, learning strategist, teachers, EL School Support Coordinator.</p> <p>Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum. Summit K12 ACLE instructional materials, English 3D. FLS and ACLE Look For Tools</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 4: Demonstrate Rationale: Summit K12</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	<p>Oct: In progress</p> <p>October Lessons Learned We learned how to utilize the Summit program.</p> <p>October Next Steps/Need We will continue to implement Summit with all of our ELL students.</p> <p>Feb: In progress</p> <p>February Lessons Learned All students have completed the Initial and Mid-Year Assessment for the Summit Program.</p> <p>February Next Steps/Need Further assistance is needed to utilize the Summit reports and develop a system to ensure teachers can monitor and adjust instruction to best fit the needs of students.</p> <p>June: Cancel</p> <p>June Lessons Learned Despite efforts to utilize Summit reports to monitor student performance and inform instructional decisions, the available reporting features did not consistently provide the level of detail needed for teachers to effectively analyze student progress and adjust instruction in a timely manner. As a result, teachers experienced challenges identifying specific skill deficits, monitoring growth trends, and using the data to drive targeted interventions. Additional systems and supplemental data sources were often needed to gain a clearer understanding of student needs.</p> <p>June Next Steps/Need Explore alternative reporting processes and complementary data sources that provide more actionable information for teachers. Collaborate with district support staff to identify available tools, create data protocols, and develop a consistent system that enables teachers to efficiently monitor student progress and make informed instructional adjustments.</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2024-2025 school year, increase the percentage of grade-level teams completing PLC plan documents from 40% to 100% by implementing revised, user-friendly PLC forms and providing targeted training, with progress monitored through monthly Leadership Team observations of data-driven decision making.

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Teachers will engage in effective Professional Learning Communities (PLC) to plan standards-based instruction, analyze assessment data, and respond using appropriate instruction for students during Tier I small groups.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Leadership team Professional Development District PLC expectations and accountability support Teacher Clarity guides for each subject Tier I pacing guides and curriculum Teaching and Learning Cycle</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 3: Promising: PLCs</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Weekly PLCs centered on the Teaching and Learning Cycle: Plan Component have increased collaboration and alignment around instructional priorities and pacing. Consistent reference to CCSD Pacing Guides and Teacher Clarity Guides has helped teams plan with clear learning intentions, success criteria, and purposeful instructional sequencing.</p> <p>October Next Steps/Need Use PLC time to unpack teacher decision points within the Plan component--such as task alignment, scaffolding, and differentiation--to build shared understanding of what high-quality planning looks like.</p> <p>Feb: In progress</p> <p>February Lessons Learned We learned that the rigor of the lesson is determined less by the standard posted and more by the cognitive demand of the task students are asked to complete. Intentional analysis of tasks during PLCs elevated overall lesson design.</p> <p>February Next Steps/Need Implement a consistent PLC planning protocol that requires teams to identify one critical teacher decision point (task, scaffolding, or differentiation), predict its impact on student learning, and then verify effectiveness through student work analysis in the following PLC cycle.</p> <p>June: Continue</p>

June Lessons Learned

The implementation of a consistent PLC planning protocol helped teams become more intentional in examining the connection between instructional decisions and student outcomes. By identifying a specific teacher decision point and analyzing student work during subsequent PLC cycles, teachers were better able to reflect on the effectiveness of their instructional choices.

June Next Steps/Need

Refine and monitor the PLC protocol to ensure consistent implementation across all teams. Provide additional support on analyzing student work, identifying high-impact instructional decisions, and using evidence to determine next instructional steps. Continue to build teacher capacity to use PLCs as a cycle of inquiry that directly informs teaching and learning.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the second quarter of the 2025-2026 school year, reduce chronic absenteeism in grades K-5 from 30.43% (2024-2025) to 15% 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.

Aligns with District Goal

Formative Measures: Weekly Attendance Reports and Chronic Absenteeism Report.

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Utilize the Attendance Roles and Responsibilities chart to ensure clear communication among teachers, parents, office staff, and administration.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Class Dojo Parent Portal Parent Letters Translation when needed School website communication School Newsletter Counselors Boys Town Truancy Officer</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 3: Promising: creating a positive school climate and culture</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Consistent same-day notification of chronically absent students has allowed administration and support staff to respond quickly with outreach and interventions. Streamlined communication between the office, administration, and classroom teachers has resulted in more accurate attendance tracking and fewer delays in identifying patterns of concern.</p> <p>October Next Steps/Need Offer brief refreshers for office and administrative staff to reinforce expectations for timely reporting and consistent documentation.</p> <p>Feb: In progress</p> <p>February Lessons Learned Operational expectations must be intentionally revisited not assumed. Even strong systems can drift over time.</p> <p>February Next Steps/Need Establish bi-weekly 15-minute operations refresher during administrative and office team meetings to review reporting timelines, documentation protocols, and non-negotiables. Include a brief scenario-based check for understanding and provide a one-page reference guide to ensure clarity, consistency, and accountability moving forward.</p> <p>June: Continue</p> <p>June Lessons Learned Establishing bi-weekly operations refreshers created a more structured approach to reviewing reporting timelines, documentation protocols, and operational expectations.</p> <p>June Next Steps/Need Continue the bi-weekly operations refreshers and regularly update the one-page reference guide to address emerging needs and common areas of misunderstanding.</p>