

# Clark County School District

## Moore, William K. ES

### 2025-2026 School Improvement Plan

Title I



# 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/](https://nevadareportcard.nv.gov/DI/nv/clark/william_k.moore_elementary_school/nspf/)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

One area of student success in Math during the 2023–24 academic year was the significant improvement in MAP Growth scores. The percentage of students performing at or above the 61st percentile increased from 18% in Fall 2024 to 31% in Spring 2025, reflecting a 13 percentage point gain. 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 Spring 2025 to Spring 2026, as measured by the MAP assessment. In Math, we made significant progress, increasing the percentage of students scoring at or above the 61st percentile from 18% in 2023–2024 to 31% in 2024–2025—a 13 percentage point gain. In ELA, while the growth was more modest, we still saw an increase from 21% to 23% over the same time period. Our focus moving forward is to build on this momentum by implementing targeted interventions, differentiated instruction, and data-informed strategies to further increase the number of students reaching and exceeding the 61st percentile in both subjects.

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	<p>LEP Proficiency for Math was 27.5% and Non-LEP Proficiency was 58.6% LEP Proficiency for ELA was 27.1% and Non-LEP Proficiency was 72.2%</p> <p>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.</p>	<p>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.</p>
<b>Foster/Homeless</b>	<p>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.</p>	<p>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.</p>

Student Group	Challenge	Solution
<b>Free and Reduced Lunch</b>	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.
<b>Racial/Ethnic Minorities</b>	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	<p>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%</p> <p>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.</p>	<p>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.</p> <p>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.</p>

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** The problem we face is 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 lack the skill set in effective scaffolding and differentiation to ensure high growth for Tier II and Tier III students.

**Critical Root Cause:** Inconsistent Tier I curriculum delivery; Tier I & II groups were not strategically planned for to meet student(s) needs.

**Problem Statement 2 (Prioritized):** As evidenced by focus ed data, the problem is ELs are performing below other identified student groups at Moorein the state/in the district].

**Critical Root Cause:** The low performance of ELs in language proficiency and content achievement is due to consistent 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. These high percentages reflect a strong schoolwide commitment to instructional coherence across grade levels.

## 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.

## Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	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
<b>Foster/Homeless</b>	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.
<b>Free and Reduced Lunch</b>	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.
<b>Racial/Ethnic Minorities</b>	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):** Teachers are not consistently engaging students with the daily learning intentions nor are they monitoring student success with the aligned success criteria.

**Critical Root Cause:** Teachers were not being held accountable when it comes to effective instructional practices. Teachers also do not feel like they have a strong level of instructional capacity in the NEPF indicators and standards. In addition, the administration has observed a lack of understanding and application on how to use learning intentions and success criteria to engage students' metacognition, monitor learning, and adjust daily instruction and Tier I small groups.

# Connectedness

## Connectedness Areas of Strength

Parent and guardian survey data from 2024 to 2025 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. This goal responds to survey data indicating a need for enhanced communication and parent involvement, as reflected by only 87.65% of parents feeling they receive effective communication.

## Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	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.
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.

Student Group	Challenge	Solution
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:** The problem we face is 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 lack the skill set in effective scaffolding and differentiation to ensure high growth for Tier II and Tier III students.

**Critical Root Cause 1:** Inconsistent Tier I curriculum delivery; Tier I & II groups were not strategically planned for to meet student(s) needs.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Teachers are not consistently engaging students with the daily learning intentions nor are they monitoring student success with the aligned success criteria.

**Critical Root Cause 2:** Teachers were not being held accountable when it comes to effective instructional practices. Teachers also do not feel like they have a strong level of instructional capacity in the NEPF indicators and standards. In addition, the administration has observed a lack of understanding and application on how to use learning intentions and success criteria to engage students' metacognition, monitor learning, and adjust daily instruction and Tier I small groups.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Chronic absenteeism is at 36.1% (166 students) at Moore ES due to a disconnect with our school community.

**Critical Root Cause 3:** 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 3 Areas:** Connectedness

**Problem Statement 4:** As evidenced by focus ed data, the problem is ELs are performing below other identified student groups at Moorein the state/in the district].

**Critical Root Cause 4:** The low performance of ELs in language proficiency and content achievement is due to consistent use of appropriate scaffolds and differentiation within Tier I Instruction.

**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

- End-of-Unit Assessments
- Grades
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
  - Classroom Observations, Lesson Plans

## Adult Learning Culture

- Lesson Plans
- 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
- Walk-through data
- Other
  - PLC and Tier I instruction expectations

## Connectedness

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

# 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		
<b>Improvement Strategy 1:</b> 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	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers will purposefully plan instruction in alignment with lesson planning expectations following CCSD Reg 6122 guidelines.	Classroom Teachers	August 25-May 26			
2	Teachers will utilize approved Tier 1 instructional materials to plan and deliver high-quality Tier 1 and Tier 2 instruction.	Classroom Teachers	August 25-May 26			
3	Teachers will use and follow CCSD Pacing Guides in all content /subjects when planning lessons/tasks.	Classroom Teachers	August 25-May 26			
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 25-May 26			
5	Administration will monitor and support the use of approved Tier 1 instructional materials by all teachers.	Administration	August 25-May 26			
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 25-May 26			
<b>Position Responsible:</b> Administration <b>Resources Needed:</b> Envisions 2.0 materials HMH Into Reading materials 95 Core Phonics Exact Path CCSD Pacing Guides Focal Point Tier I and II instructional materials  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>Evidence Level</b> Level 2: Moderate: HMH, Tier 2 instruction, Exact Path Level 3: Promising: enVision math <b>Problem Statements/Critical Root Cause:</b> Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
<b>Problem Statement 1:</b> The problem we face is 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 lack the skill set in effective scaffolding and differentiation to ensure high growth for Tier II and Tier III students. <b>Critical Root Cause:</b> Inconsistent Tier I curriculum delivery; Tier I & II groups were not strategically planned for to meet student(s) needs.

## 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		
<b>Improvement Strategy 1:</b> Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.				Status Check		EOY Reflection
				Oct	Feb	June
				Revisions needed	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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 2025.			
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 2025-2026 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 2025-2026 school year.			
<b>Position Responsible:</b> School leadership team, learning strategist, teachers.						
<b>Resources Needed:</b> ULD professional learning series Tier I Monitoring Tool						
<b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2						
<b>Evidence Level</b> Level 4: Demonstrate Rationale: Summit K12						
<b>Problem Statements/Critical Root Cause:</b> Student Success 2						

Improvement Strategy 2 Details				Reviews		
<b>Improvement Strategy 2:</b> 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
				No Review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Implement Focused Language Study (FLS) Tier II support for newcomers.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.			
2	Implement Summit K12 Tier II support for STELs.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.			
3	Implement Academic Content Language Expansion (ACLE) Tier II for LTELs.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.			
4	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS and and ACLE.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.			
5	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 2025-2026 school year.			
<b>Position Responsible:</b> School leadership team, learning strategist, teachers, EL School Support Coordinator. <b>Resources Needed:</b> FLS instructional materials, QTEL Newcomer Curriculum. Summit K12 ACLE instructional materials, English 3D. FLS and ACLE Look For Tools  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>Evidence Level</b> Level 4: Demonstrate Rationale: Summit K12 <b>Problem Statements/Critical Root Cause:</b> Student Success 2						

## SMART Goal 2 Problem Statements:

Student Success
<b>Problem Statement 2:</b> As evidenced by focus ed data, the problem is ELs are performing below other identified student groups at Moorein the state/in the district]. <b>Critical Root Cause:</b> The low performance of ELs in language proficiency and content achievement is due to consistent use of appropriate scaffolds and differentiation within Tier I Instruction.

## 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		
<b>Improvement Strategy 1:</b> 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.				Status Check		EOY Reflection
				Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers and Leadership Team will engage in weekly PLCs to implement the Teaching and Learning Cycle: Plan Component.	Classroom Teachers, Administration, & Strategists	August 25-May 26			
2	Teachers will utilize CCSD Pacing Guides and Teacher Clarity Guides in conjunction with the Teaching and Learning Cycle: Plan component to plan for instruction.	Classroom Teachers	August 25-May 26			
3	Teachers will collaborate to determine high-quality and rigorous common summative assessments for units of study.	Classroom Teachers	August 25-May 26			
4	Teachers will complete one-on-one conference information in October and January.	Classroom Teachers	October 25 & January 26'			
5	Teachers (as a grade level) will complete the Student Culture Needs Assessment and Monitoring Tool in September, December, and April.	Classroom Teachers	August 25-May 26			
6	Administration will monitor each PLC 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 25-May 26			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
7	Administration will develop and support teacher leaders to facilitate PLCs.	Administration	August 25-May 26

**Position Responsible:** Administration

**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

**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

	No review	
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## SMART Goal 1 Problem Statements:

## Adult Learning Culture

**Problem Statement 1:** Teachers are not consistently engaging students with the daily learning intentions nor are they monitoring student success with the aligned success criteria.

**Critical Root Cause:** Teachers were not being held accountable when it comes to effective instructional practices. Teachers also do not feel like they have a strong level of instructional capacity in the NEPF indicators and standards. In addition, the administration has observed a lack of understanding and application on how to use learning intentions and success criteria to engage students' metacognition, monitor learning, and adjust daily instruction and Tier I small groups.

### 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		
<b>Improvement Strategy 1:</b> 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	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers will create open lines of communication, utilizing CCSD email and Class Dojo.	Classroom Teachers	August 25-May 26			
2	Teachers will consistently record morning and afternoon attendance.	Classroom Teachers	August 25-May 26			
3	Teachers may be requested to attend scheduled attendance conferences.	Classroom Teachers	August 25-May 26			
4	The office will notify administration of chronically absent students on the day of each absence.	Classroom Teachers	August 25-May 26			
5	The office will call parents regarding 2 or more tardies (by semester).	The office	August 25-May 26			
6	The office will call home after 3 or more consecutive absences.	The office	August 25-May 26			
7	The office will record the RPC in IC.	The office	August 25-May 26			
8	The office will schedule a meeting with the administration.	The office	August 25-May 26			
9	The administration will conduct parent meetings to communicate attendance.	Administration	August 25-May 26			
10	The administration will explain the impact on learning.	Administration	August 25-May 26			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
11	The administration will remove barriers to regular attendance.	Administration	August 25-May 26
12	The administration will connect students and families to wrap around services: Communities in Schools.	Administration	August 25-May 26
13	The administration will initiate the CCF-731: Retention checklist.	Administration	August 25-May 26

**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

# 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 2025	End of Year Review
SOT Meeting	August 2025	
Meet the Teacher	August 2025	
School to Home Connection	August 2025	
SOT Meeting	September 2025	
SOT Meeting	October 2025	Fall Data Review