

Clark County School District

Moore, William K. ES

2025-2026 Status Checks with Notes



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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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:</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: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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 Implementation of AB335.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</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: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</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:</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: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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:</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: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>