

# Clark County School District

## Thorpe, Jim ES

### 2025-2026 Status Checks with Notes



**District Approval Date:** February 26, 2026

# Mission Statement

Jim Thorpe is committed to providing its students a rigorous and relevant education within a safe, positive and productive school environment. Collaboratively we will develop students who are lifelong learners and who can apply their talents and knowledge to become successful, contributing members in our culturally diverse and ever changing society.

## Vision

We are a community of learners working together as a team to strive for victory in all areas of life.

### Our Core Beliefs are as follows:

- \*All children can learn.
- \*Quality teaching matters.
- \*High expectations are essential
- \*Strong leadership is essential for success.
- \*The education of a child includes the child, staff, parents, and community.
- \*Invest in one another.
- \*All teachers must be teachers of 21st Century literacy skills.
- \*Students and teachers must be lifelong learners.
- \*Schools must provide safe and caring environments.

# 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/jim\\_thorpe\\_elementary\\_school/2024/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/jim_thorpe_elementary_school/2024/nspf/)

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# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** AB335: Decrease student proficiency gap in ELA between the English Learners and English Proficient students from 22.9% gap in points in 2024-2025 school year to 18% gap in points by 2025-2026 as measured by the state summative assessment.

Increase the percentage of Asian students proficient in WIDA from 0 % 2024-2025 to 20% in 2025-2026 as measured by WIDA.

**Aligns with District Goal**

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> AB335: Implement Academic Language Acquisition through content to support access to Tier I instruction for all English learners.</p> <p><b>Position Responsible:</b> School administration</p> <p><b>Resources Needed:</b> ULD professional learning series, Tier I Monitoring Tool</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> Implemented</p> <p><b>October Lessons Learned</b></p> <p>Since the beginning of the year, we have seen measurable progress in our efforts to close the ELA proficiency gap for English Learners. Our English Learner (EL) student population has grown, highlighting the increasing importance of ensuring equitable access to grade-level content through strong Tier I instruction. Despite the growing number of EL students, we are encouraged by the upward trajectory in their performance data, indicating that our focus on academic language development within content areas is making a positive impact. Early implementation of strategies such as structured academic talk, visual supports, sentence frames, and intentional vocabulary instruction across content areas has contributed to this growth. Teachers have begun to integrate language objectives into daily lessons and are providing more opportunities for EL students to engage in meaningful discourse and demonstrate understanding using academic language.</p> <p><b>October Next Steps/Need</b></p> <p>We will continue to provide professional learning and coaching to strengthen Tier I practices, with a focus on scaffolding language without reducing content rigor. Sustained efforts in these areas will be essential to maintaining our momentum and achieving our year-end goal.</p>

**Feb:** Implemented

**February Lessons Learned**

Since October, the school has implemented targeted small-group instruction for English Learners and has utilized the FLS and Summit K-12 programs to support English language development. In addition, English Learners participated in small-group WIDA practice testing to increase familiarity with assessment expectations. All teachers have completed their designated ULD professional learning.

Despite these efforts, a 33% proficiency gap remains between English Learners and non-English Learner students. Analysis of instructional practices and student performance data indicates a need to further strengthen academic discourse and instructional scaffolding. Moving forward, teachers will increase the use of visual supports, structured sentence frames, and intentional opportunities for student discourse to support language development and access to grade-level content.

**February Next Steps/Need**

We will continue to provide professional learning and coaching to strengthen Tier I practices, with a focus on scaffolding language without reducing content rigor. Sustained efforts in these areas will be essential to maintaining our momentum and achieving our year-end goal.

**June:** Implemented

**June Lessons Learned**

Since October, the school has implemented targeted small-group instruction for English Learners and has utilized the FLS and Summit K-12 programs to support English language development. In addition, English Learners participated in small-group WIDA practice testing to increase familiarity with assessment expectations. All teachers have completed their designated ULD professional learning.

**June Next Steps/Need**

We have decreased the proficiency gap from 33% to 18%. We will create a new goal for next year.

**Improvement Strategy 2 Details**

**Improvement Strategy 2:** Ab335: Implement Tier II supports for identified EL student groups (newcomers, short term (STEL), long term English learners)

**Position Responsible:** School administration

**Resources Needed:** FLS instructional materials, QTEL Newcomer Curriculum, Summit K12, FLS

**Reviews**

**Oct:** Implemented

**October Lessons Learned**

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**Problem Statements/Critical Root Cause:** Student Success 1

English Learners. Our English Learner (EL) student population has grown, highlighting the increasing importance of ensuring equitable access to grade-level content through strong Tier I instruction. Despite the growing number of EL students, we are encouraged by the upward trajectory in their performance data, indicating that our focus on academic language development within content areas is making a positive impact. Early implementation of strategies such as structured academic talk, visual supports, sentence frames, and intentional vocabulary instruction across content areas has contributed to this growth. Teachers have begun to integrate language objectives into daily lessons and are providing more opportunities for EL students to engage in meaningful discourse and demonstrate understanding using academic language.

**October Next Steps/Need**

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**February Lessons Learned**

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scaffolding language without reducing content rigor. Sustained efforts in these areas will be essential to maintaining our momentum and achieving our year-end goal.

**June:** Implemented

**June Lessons Learned**

Since October, the school has implemented targeted small-group instruction for English Learners and has utilized the FLS and Summit K-12 programs to support English language development. In addition, English Learners participated in small-group WIDA practice testing to increase familiarity with assessment expectations. All teachers have completed their designated ULD professional learning.

**June Next Steps/Need**

We have decreased the proficiency gap from 33% to 18%. We will create a new goal for next year.

## Inquiry Area 1: Student Success

**SMART Goal 2:** Increase the percentage of all students meeting their projected growth on the Spring MAP assessment from 47% to 52% in ELA and from 58% to 63% in Math by Spring 2026 as measured by Spring MAP test.

### Aligns with District Goal

**Formative Measures:** Winter MAP data, instructional walkthrough data/look-for tools

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Teachers will deliver effective, engaging instruction aligned to standards, learning intentions, and success criteria, using high-leverage instructional strategies to meet the needs of all learners.</p> <p><b>Position Responsible:</b> Admin</p> <p><b>Resources Needed:</b> Presentation, PLC docs for norms, roles/responsibilities, Teaching and Learning Cycle, Lookfor tool, PLC observation tool, function vs. impact quadrant, Important Roles and Key Qualities for Success, article (3 reasons activators are crucial for PLC success, Guide to Activating Effective PLC notetaker, New PLC agenda template, New PLC doc template including question bank, examples of procedural/behavioral norms, balanced assessment framework, Teacher Clarity Guide, sign in sheet</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b> Level 2: Moderate: Coaching Level 3: Promising: HMH Into Reading, Envision math, MAP Growth Assessment</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 2</p>	<p><b>Oct: Implemented</b></p> <p><b>October Lessons Learned</b> Since the beginning of the year, we have seen encouraging growth in both ELA and Math as reflected in our SBAC scores. These early indicators suggest that our instructional shifts and targeted supports are having a positive impact on student learning. While we are still awaiting updated MAP data, we will revisit and analyze official growth scores following the winter benchmark to further assess progress toward our year-end goals.</p> <p><b>October Next Steps/Need</b> To continue building on this momentum, we will launch cycles of Learning Walks that provide opportunities for teachers to observe peers and engage in reflective dialogue around the implementation of varied instructional strategies. These walkthroughs will serve as a platform for professional collaboration, helping to build collective efficacy, promote the sharing of best practices, and reinforce high-impact instructional moves aligned to our MAP growth goals.</p> <p><b>Feb: Implemented</b></p> <p><b>February Lessons Learned</b> By February, the school has implemented the planned instructional shifts and targeted supports with fidelity and continues to see measurable growth in both ELA and Math. Winter MAP results indicate that 57% of students met projected growth in ELA and 64% met projected growth in Math, demonstrating progress toward the Spring 2026 goals. These results confirm that current instructional practices and supports are positively impacting student learning and moving the school closer to its targeted growth benchmarks.</p>

**February Next Steps/Need**

To sustain and accelerate growth, the school will provide targeted professional learning focused on effective PLC practices and high-leverage instructional strategies. Cycles of Learning Walks will be launched to allow teachers to observe peers across schools and reflect on instructional practices to build collective efficacy. Additionally, the school will schedule structured, data-based grade-level collaboration time that integrates professional learning with data analysis and instructional planning. Formal coaching cycles will be implemented by identifying teachers for coaching support focused on goal setting, guided practice, and reflection on instructional impact.

**June:** Implemented

**June Lessons Learned**

We have learned that targeted, data-informed instruction and structured intervention systems are positively impacting student growth, as evidenced by ongoing progress monitoring and classroom data trends. Our focus on small-group instruction, particularly through CTT support, has strengthened student engagement and provided more opportunities for differentiated instruction.

For English Learners, we have learned that intentional focus on academic discourse, language development, and structured programs (Summit K-12 and Functional Language Skills) supports increased student participation and language production. These strategies are helping move students toward both language proficiency and content access.

We have also identified that while scaffolds support access, over-scaffolding can limit student independence and rigor, reinforcing the need to gradually release responsibility to students.

**June Next Steps/Need**

Next steps focus on sustaining growth while increasing proficiency outcomes:

Maintain and refine small-group instruction, ensuring it is data-driven and standards-aligned

Continue targeted English Learner supports, including discourse strategies, Summit K-12, and Functional Language Skills implementation

Intentionally plan for rigorous, student-centered tasks that require higher-order thinking and reduce over-scaffolding  
Monitor and adjust instruction based on MAP, WIDA, and

formative assessment data as it becomes available  
Expand our goal setting for the 2026-2027 school year to include:  
Continued student growth targets (MAP)  
Added proficiency goals in both ELA and Math  
Provide professional learning and coaching focused on "shifting the lift" to ensure students are doing the majority of the thinking and learning

## Inquiry Area 2: Adult Learning Culture

**SMART Goal 1:** Using the PLC Monitoring Tool, increase the percentage of PLCs that consistently unwrap and discuss standards- including vocabulary, vertical alignment, learning progressions, standards learning intentions, and success criteria- from 20% in August 2025 to 100% by May 2026.

**Aligns with District Goal**

**Formative Measures:** PLC Monitoring Tool

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Teachers will consistently engage in PLCs based on the Teaching and Learning Cycle to provide high quality, data driven instruction that is aligned to standards</p> <p><b>Position Responsible:</b> Admin</p> <p><b>Resources Needed:</b> Presentation, PLC docs for norms, roles/responsibilities, Teaching and Learning Cycle, Lookfor tool, PLC observation tool, function vs. impact quadrant, Important Roles and Key Qualities for Success, article (3 reasons activators are crucial for PLC success, Guide to Activating Effective PLC notetaker, New PLC agenda template, New PLC doc template including question bank, examples of procedural/behavioral norms, balanced assessment framework, Teacher Clarity Guide</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b> Level 2: Moderate: PLC Documentation</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>	<p><b>Oct:</b> Implemented</p> <p><b>October Lessons Learned</b> At the start of the year, we conducted a baseline review using the PLC Monitoring Tool. This revealed that currently, no PLC teams are fully implementing all six required components. While this data highlights a clear opportunity for growth, it also reflects the realistic starting point of our work toward more intentional and impactful PLC practices.</p> <p>Some PLC progress was temporarily paused to allow time for essential instructional work, such as grouping students and grading the writing benchmark. This has shown us the importance of balancing instructional demands with PLC development.</p> <p><b>October Next Steps/Need</b> Reestablish Core PLC Structures: We will re-launch PLCs with a renewed focus on foundational structures through prework and guided sessions. These sessions will reinforce shared norms, roles, responsibilities, and introduce key collaborative tools to support consistent and effective PLC operations.</p> <p>Weekly Strategist Support: Weekly support from strategists will guide PLC activators in applying the PLC framework. Teachers will engage in structured PLCs to deepen their instructional planning, unwrap standards with clarity, and collaboratively analyze student assessment data.</p> <p>Leadership Team Observation Cycles: The leadership team will implement PLC observation cycles</p>

using the PLC Monitoring Tool to gather real-time evidence of implementation. This will allow for timely, targeted feedback and coaching support to help each team strengthen and sustain high-impact collaborative practices.

**Feb:** Implemented

**February Lessons Learned**

By February, implementation of PLC structures has strengthened, as evidenced by teachers consistently using approximately 75% of the PLC "look-fors" and collaborative tools outlined in the PLC Monitoring Tool. This growth reflects increased clarity around PLC expectations and improved consistency in unwrapping standards, instructional planning, and assessment discussions. While not yet at full implementation, PLC teams are demonstrating meaningful progress toward more intentional and effective collaborative practices.

**February Next Steps/Need**

To continue building toward full implementation, PLC structures will be reestablished through regular temperature checks that review norms, roles, responsibilities, and key collaborative tools. With ongoing weekly strategist support for PLC activators, teachers will engage in structured PLCs to apply established PLC processes to strengthen instructional planning and assessment analysis. The leadership team will continue PLC observation cycles using the PLC Monitoring Tool to gather evidence, provide targeted feedback, and support the consistent implementation of effective PLC practices.

**June:** Implemented

**June Lessons Learned**

We have learned that clear structures, defined roles, and consistent monitoring lead to full PLC implementation. The PLC Reset, ongoing strategist support, and use of the PLC Monitoring Tool created clarity and accountability across all teams. As a result, all PLCs are now consistently unwrapping and discussing standards, including key components such as vocabulary, learning progressions, and success criteria. We also learned that ongoing calibration (through activator meetings and leadership observations) is critical to maintaining fidelity, and that teams benefit from differentiated support based on their specific needs. Additionally, initial walkthroughs of small-group math instruction suggest that while planning structures are strong, alignment between PLC

planning and classroom execution varies.

**June Next Steps/Need**

Next steps focus on refinement, impact, and sustainability:  
Continue leadership observation cycles using the PLC Monitoring Tool, with a stronger emphasis on evidence of transfer from PLCs to classroom instruction, specifically cognitive lift.

Use small-group math walkthrough data to identify trends and provide targeted coaching and professional learning

Strengthen PLC conversations around student data, misconceptions, and instructional adjustments

Maintain activator meetings to calibrate expectations and problem-solve team-specific needs

Provide targeted modeling and coaching aligned to Thorpe's small-group math expectations

Begin planning for next year by identifying which PLC practices must be sustained and embedded as non-negotiable  
Now that systems are in place, we need to shift from compliance to instructional impact. This includes ensuring that the work completed in PLCs is consistently reflected in Tier 1 instruction and small-group practices.

**Inquiry Area 3: Connectedness**

**SMART Goal 1:** Enhance students' interest in coming to school and decrease the percentage of chronic absenteeism from 28% in 2024-2025 to 23% by the end of 2025-2026 as measured by the Attendance Report on Focus Ed through positive behavior supports, relationship building, and monthly check ins.

**Aligns with District Goal**

**Formative Measures:** MTSS TFI Documentation, FocusEd Absenteeism reports

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Teachers will consistently provide Multi-Tiered Systems of Support to improve attendance</p> <p><b>Resources Needed:</b> Time for staff to conduct monthly student check-ins and follow-ups, Support staff to monitor attendance data regularly and flag concerns early, Training for staff on trauma-informed practices, relationship-building strategies, and restorative practices, Workshops on implementing and sustaining school-wide Positive Behavior Support (PBS) systems, Access to Focus Ed Attendance Reports (with training if needed), Data dashboards or trackers to monitor attendance trends and intervention impact, Tools for communication with families (e.g., texting), Incentives for improved attendance (e.g., recognition programs, small rewards, attendance challenges), Tiered intervention materials (e.g., reflection sheets, goal-setting tools, attendance contracts), Mental health or SEL resources for students experiencing barriers to attendance, Materials and messaging to help families understand the impact of chronic absenteeism, Partnerships with community agencies for support with transportation, basic needs, or mentorship, Space and staff for family engagement events or attendance support meetings</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b> Level 1: Strong: MTSS</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b> Implemented</p> <p><b>October Lessons Learned</b> Early in the school year, we have learned that consistent communication with families is essential to improving attendance accuracy and outcomes. One key area of growth is reminding parents and guardians to submit medical notes so that excused absences are properly recorded. We have continued to make regular phone calls home, which has supported relationship building and improved tracking of student needs.</p> <p>Currently, our chronic absenteeism rate has decreased to 23%, which meets our year-end goal. However, we recognize that sustaining and improving this rate requires continued focus and proactive systems throughout the year.</p> <p><b>October Next Steps/Need</b> <b>Teach and Reinforce Behavioral Expectations:</b> School administration will explicitly teach school-wide behavioral expectations to all students at the beginning of the school year and will revisit these expectations following major breaks to maintain consistency and positive school culture.</p> <p><b>Ongoing Staff Engagement in Attendance Support:</b> Staff members will continue to make calls home and assist in developing individual attendance plans for students who are at risk of becoming chronically absent.</p> <p><b>Implement Attendance Incentives:</b> We will introduce and maintain attendance incentives for both students and staff to encourage daily attendance and celebrate consistent participation in the school community.</p>

These next steps will help ensure that our current progress is not only maintained but enhanced as we move toward creating a culture where every student is excited and motivated to attend school every day.

**Feb: Implemented**

**February Lessons Learned**

By February, the school's chronic absenteeism rate has increased to 31%, aligning with this same point in the previous school year. Data analysis indicates a notable rise in chronic absenteeism among kindergarten students, highlighting the need for earlier and more targeted family outreach and support. While consistent communication with families has supported relationship building, these findings reinforce that attendance improvement requires sustained, differentiated strategies and close monitoring throughout the year.

**February Next Steps/Need**

To address chronic absenteeism, the school will continue sending monthly chronic absenteeism letters, hosting perfect attendance celebrations, and having teachers make phone calls home when students are absent. Targeted student check-ins will be conducted by the instructional coach and Ms. Karen to support students identified as most at risk. In addition, school administration will explicitly teach and reteach school-wide behavioral expectations, particularly following major breaks, to reinforce a positive school climate and encourage consistent student attendance.

**June: Implemented**

**June Lessons Learned**

We have learned that our multi-year attendance efforts are working, as evidenced by a steady decrease in chronic absenteeism over the past three years. However, we also see a recurring pattern of increased absences in the final month of school, indicating that universal strategies alone are not enough to sustain attendance through the end of the year. This suggests that while Tier 1 supports are improving overall attendance, Tier 2 and Tier 3 interventions need to be more strategic and intensified during high-risk periods. We've also learned that students nearing chronic status represent a critical leverage point where intervention can have the greatest impact. We have decreased our chronic absenteeism to 24%.

**June Next Steps/Need**

Next steps include implementing a targeted "last-chance" intervention plan for students with 10-17 absences. This will include:

- Personalized outreach (calls, meetings, attendance plans)
- Short-term, high-interest incentives specifically for this group
- Increased progress monitoring (weekly attendance checks)
- Collaboration with support staff (counselor, social worker, admin) to address individual barriers

In addition, we will:

- Launch a schoolwide end-of-year attendance campaign to maintain momentum
- Continue analyzing attendance trends weekly to adjust supports in real time
- Begin planning earlier interventions for the 2026-2027 school year to proactively address the end-of-year attendance decline

We need targeted, time-sensitive interventions to prevent students on the cusp of chronic absenteeism from crossing the 18-day threshold. With current data showing a continued decline in chronic absenteeism (40.5% - 31.6% - 27.1% to 24%) work on specific kids.