Clark County School District

Thorpe, Jim ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 3 Star School

Title I

District Approval Date: August 25, 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/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Our area is strength is: Having Collaborative Structures and Common Tier I Curriculum

Thorpe has successfully implemented weekly Professional Learning Communities (PLCs) and adopted a common Tier I curriculum, creating a strong foundation for consistent, aligned instruction. These collaborative structures allow teachers to discuss student progress and MAP growth data, align instructional strategies and pacing, and work collectively toward school wide improvement goals. According to MAP Spring results, 52% of our students met their growth goal in math and 55.5% of the students met their growth goal in reading.

Student Success Areas for Growth

Our area for growth is: Deepening Use of Teacher Clarity Guides, students carrying the lift during cognitive tasks and Increasing Student Engagement

Although structures are in place, two key areas need targeted development to meet our growth goals:

1. Limited Use and Understanding of Teacher Clarity Guides (TCGs):
   Teachers need more support in using TCGs to unpack standards, identify precise learning intentions, and create aligned success criteria. Without this clarity, instruction may not meet the depth of knowledge required for students to show measurable growth, especially on assessments like MAP.
2. Inconsistent Use of Student Engagement Strategies:
   Engagement is a necessary condition for learning. Many classrooms need more intentional use of strategies that promote active participation, student voice, and ownership of learning (e.g., cooperative learning, choice-based tasks, and authentic discussions). Low engagement can hinder both access to grade-level content and sustained academic growth.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is an 7.78% achievement gap between the students that are not LEP and ELs in math, and an 17.95% achievement gap between the students that are not LEPand ELs in reading. • Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills. • Due to the volume of English words and the nuances of their meanings, ELs are struggling with understanding complex texts, including idioms, figurative language, and different text structures.	• Weighted funding will be used to launch and sustain a Reading Skills Center focused on connecting language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development for targeted ELs. • Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD). • Weighted funding will be used to employ a Language Learner Strategist to provide ongoing language-focused support.
Foster/Homeless	**The inconsistent attendance and interactions with the the tier I materials are major challenges for our students currently residing in foster care or coded as homeless.** There is currently no identifiable achievement gap between Foster/ Homeless and Not Foster/Homeless students.	Social Worker/counselor will check in weekly with identified students

Student Group	Challenge	Solution
Free and Reduced Lunch	Our school has100% FRL, a challenge for all students is low achievement and not meeting growth targets. There is currently no identifiable achievement gap between Foster/Homeless and Not Foster/ Homeless students.	Differentiation and tier 2 instruction in small groups to address differentiated learning needs.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Achievement gaps in different ethnic groups have been identified as a major challenge.	Achievement gaps will be identified in MAP data and differentiation/ tier 2 instruction in small groups to address differentiated learning needs.
Students with IEPs	Knowledge of all IEP goals were not being accessed to differentiate curriculum for students needs.	Grade level teachers will review student's IEP goals and Differentiation in small groups to address scaffolded learning needs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): AB335: As evidenced by WIDA 2025-2026, the problem is ELs are performing below other identified student groups at Thorpe ES in Clark County School District.
Critical Root Cause: AB335: The low performance of ELs in language proficiency and content achievement is due to students missing specific knowledge/skills and limited time allotted to practicing these skills.

Problem Statement 2 (Prioritized): We had 59% of our students meeting adequate growth percentile on the Spring 2025 on MAP in ELA. Additionally, 62% met their adequate growth percentile in Math.
Critical Root Cause: There was an inconsistent implementation of engagement strategies and lack of engagement with the Tier I materials.

Inquiry Area 1: Student Success

SMART Goal 1: AB335: Decrease student proficiency gap in ELA between the English Learners and English Proficient students from 18% gap in points in 2025-2026 school year to 15% gap in points by 2026-2027 as measured by the iReady assessment. Decrease student proficiency gap in Math between the English Learners and English Proficient students from 11% gap in points in 2025-2026 school year to 8% gap in points by 2026-2027 as measured by the iReady assessment.

Increase the percentage of Hispanic students proficient in WIDA from 7.1 % 2025-2026 to 10% in 2026-2027 as measured by WIDA.
Strategic Plan alignment:
Academic Excellence: Strong Readers, Writers, and Communicators
Academic Excellence: Confident Mathematical Thinkers and Problem Solvers
Academic Excellence: Inclusive Classrooms that Support Every Learner

Aligns with District Goal

Formative Measures: i-Ready

Improvement Strategy 1 Details

Improvement Strategy 1: AB335: Implement Academic Language Acquisition through content to support access to Tier I instruction for all English learners.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD), and utilize Summit K-12 including initial assessments	School leadership team	Completed by October 2026	
2	Monitor implementation of English learner support in Tier I and Tier II by participating in instructional rounds utilizing the Monitoring Tools, and usage reports from Summit K-12	School leadership team and strategists	Two times during the 2026-2027 school year. One in September and one in January.	
3	Based on the instructional rounds and results of Summit K-12 usage, identify professional learning, professional learning community, and coaching needs of the school.	School leadership team and strategists	Ongoing during the 2026-2027 school year.	

Position Responsible: School administration

Resources Needed: ULD professional learning series, Tier I Monitoring Tool, Summit K-12 reporting

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Focused Language Study (FLS) Tier II support for newcomers	CTTs	Ongoing during the 2026-2027 school year	
2	Implement Summit K12 Tier I support for STELS	Admin/ strategists	Ongoing during the 2026-2027 school year	
3	Monitor implementation of English language support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS	Admin/ strategists	Ongoing during the 2026-2027 school year	
4	Based on the instructional rounds, identify the professional learning, professional learning community, and coaching needs for the school.	Admin/ strategists	Ongoing during the 2026-2027 school year	

Position Responsible: School administration

Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum, Summit K12, FLS Look for Tool

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 1: Strong: Amplify Science
Level 2: Moderate: HMH Into Reading, Envisions

Problem Statements/Critical Root Cause: Student Success 2

Inquiry Area 1: Student Success

SMART Goal 2: Using 2025-2026 SBAC proficiency data as the baseline, increase the percentage of students scoring at or above proficiency from 39.3% to 44% in ELA and from 35% to 40% in Math by the conclusion of the 2026-2027 school year. Increase the percentage of all students meeting their projected growth on the Spring iReady assessment from 59% to 63% in ELA and from 62% to 66% in Math by Spring 2027 as measured by Spring iReady assessment. Based on iReady assessment for fall 20206, there are 77% of students that scored below grade level in ELA and 93% students scored below level in math.
Strategic Plan alignment:
Academic Excellence: Strong Readers, Writers, and Communicators
Academic Excellence: Confident Mathematical Thinkers and Problem Solvers
Academic Excellence: Inclusive Classrooms that Support Every Learner

Aligns with District Goal

Formative Measures: iReady data, instructional walkthrough data/look-for tools

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Students will engage in rigorous, standards-aligned tasks in all Tier I lessons and content areas that promote higher-level thinking and require them to take ownership of their learning.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action for Implementation #1 Staff will define and calibrate a common vision and expectations for student cognitive lift and ownership of learning with standards-aligned learning tasks.	Davis, Bennett, Casey, Taylor, Hancock, Bristley, Walker	8/5/26-5/23/27	
2	Action for Implementation #2-Introduce "Shift the Lift" to staff and develop a common understanding of schoolwide goals and improvement strategies. Provide professional learning for "Accountable Talk" stems and common transition words.	Davis, Bennett, Casey, Taylor, Hancock, Bristley, Walker	8/5/26-5/23/27	
3	Action for Implementation #3 Schedule data-based grade level collaboration days that combine professional learning with structures time for teachers to plan, analyze data, and align instruction collaboratively.	Davis, Bennett, Casey, Taylor, Hancock, Bristley, Walker	8/5/26-5/23/27	
4	Action for Implementation #4 Lead a "PLC Reset" to accommodate the focus of "shifting the lift". Conduct baseline observations and calibrate current state of "cognitive lift" in all classrooms.	Davis, Bennett, Casey, Taylor, Hancock, Bristley, Walker	8/5/26-5/23/27	

Position Responsible: Admin

Resources Needed: 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, new walk through tool including shift the lift, accountable sentence stems.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 2: Moderate: Coaching
Level 3: Promising: HMH Into Reading, Envision math, iReady Growth Assessment

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

PLC meetings occur consistently twice a week, providing regular opportunities for collaboration. Instructional strategists are present during meetings to provide modeling, guidance, and support. Grade-level teams are showing growth in balancing time between assessment analysis and instructional planning.

Adult Learning Culture Areas for Growth

The PLC process needs further refinement through clearly defined norms, roles, and responsibilities to ensure consistent and productive collaboration. Teams need additional support in deepening their assessment analysis (including how to respond) and effectively using the Teacher Clarity Guide to plan standards-based rigorous instruction.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners		
Foster/Homeless	The inconsistent attendance and interactions with the the tier I materials are major challenges for our students currently residing in foster care or coded as homeless.	Social Worker/counselor will check in weekly with identified students
Free and Reduced Lunch	Our school has100% FRL, a challenge for all students is low achievement and not meeting growth targets.	Differentiation and tier 2 instruction in small groups to address differentiated learning needs.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Achievement gaps in different ethnic groups have been identified as a major challenge.	Achievement gaps will be identified in MAP data and differentiation/ tier 2 instruction in small groups to address differentiated learning needs.
Students with IEPs	Knowledge of all IEP goals were not being accessed to differentiate curriculum for students needs.	Grade level teachers will review student's IEP goals and Differentiation in small groups to address scaffolded learning needs.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Refine PLC structures to ensure they are effective and sustainable. Develop the capacity of grade-level PLC activators to lead meetings that are grounded in standards-based planning and assessment analysis. Students are not carrying the cognitive load for the rigorous tasks.
Critical Root Cause: While regular PLCs are in place, teachers are still developing a deep understanding of the curriculum, Teacher Clarity Guide, and the standards. This impacts their ability to plan instruction collaboratively and analyze assessment data effectively. Teachers are over scaffolding rigorous tasks.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of observations where students are engaged in purposefully planned, rigorous, standards-aligned tasks that promote higher-level thinking and require them to take ownership of their learning from 0% in August of 2026 to 50% by January 2027 and 90% by May of 2027, as measured by the Thorpe Look-For Tool.
Tier I Monitoring Matrix: Necessary scaffolding is observed, gradual release model is observed, DOK levels and engagement strategies are observed. 20% of classes in September to 90% in May
Strategic Plan alignment:
Academic Excellence: Inclusive Classrooms that Support Every Learner
Academic Excellence: Valued Educators

Aligns with District Goal

Formative Measures: PLC Monitoring Tool

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Staff will define and calibrate a common vision and expectations for student cognitive lift and ownership of learning with standards-aligned learning tasks.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action for Implementation #1 Reestablish PLC structures through prework and guided sessions focused on norms, roles, responsibilities, and key collab tools.	Davis, Bennett, Casey, Taylor, Hancock, Bristley, Walker	8/5/26-8/29/26 and again in January 2027	
2	Action for Implementation #2 Leadership Team will launch team coaching cycles to support planning and implementation of increased student cognitive lift.	Davis, Bennett, Casey, Taylor, Hancock, Bristley, Walker	8/10-10/30/26	
3	Action for Implementation #3 Collect baseline data for team coaching. Use baseline data to develop a differentiated plan for team coaching.	Davis, Bennett, Casey, Taylor, Hancock, Bristley, Walker	August-September	✓
4	Engage in mid-cycle team coaching reflections to support next steps.	Davis, Bennett, Casey, Taylor, Hancock, Bristley, Walker	October-December	

Position Responsible: Admin

Resources Needed: 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, new walkthrough tool, accountable sentence stems.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 2: Moderate: PLC Documentation

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

Our chronic absenteeism has decreased from 45% in 2022-2023 to 28% in 2024-2025 to 24% in 25-26. Another strength is we have an improved family outreach and positive school climate. Thorpe has made notable progress in building stronger school-family connections and fostering a safe, welcoming environment for students:

- Teachers are increasingly proactive in calling families regarding attendance, which helps strengthen relationships and communicate the importance of school.
- Monthly incentives for perfect attendance have reinforced a culture of recognition and accountability.
- With 90% of students reporting they feel safe at school, Thorpe has established a strong climate of trust and security, which is foundational for student connectedness.

Connectedness Areas for Growth

An area for growth is: Student Engagement and Consistent Implementation of School wide Expectations

Despite improvements in outreach and safety, chronic absenteeism remains high at nearly 24%, indicating that deeper root causes—especially related to student engagement and daily school experience—still need to be addressed.

- Instructional engagement: Many students may not yet see school as a place where learning is relevant, exciting, or worth showing up for daily. Instructional practices may need to shift toward more student-centered, engaging lessons that tap into student interests and foster curiosity.
- Consistency in school wide expectations: Implementing and reinforcing clear behavioral and attendance expectations throughout the entire year—not just at the start—is essential to building a culture of accountability and belonging. ALL teachers must be on board to enforce the expectations as well and do refreshers with their students as needed throughout the year, especially due to the high transiency rate.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners		
Foster/Homeless	The inconsistent attendance and interactions with the the tier I materials are major challenges for our students currently residing in foster care or coded as homeless.	Social Worker/counselor will check in weekly with identified students
Free and Reduced Lunch	Our school has100% FRL, a challenge for all students is low achievement and not meeting growth targets.	Differentiation and tier 2 instruction in small groups to address differentiated learning needs.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Achievement gaps in different ethnic groups have been identified as a major challenge.	Achievement gaps will be identified in MAP data and differentiation/ tier 2 instruction in small groups to address differentiated learning needs.
Students with IEPs	Knowledge of all IEP goals were not being accessed to differentiate curriculum for students needs.	Grade level teachers will review student's IEP goals and Differentiation in small groups to address scaffolded learning needs.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Since the pandemic, Chronic Absenteeism has been a major problem. Our school is trending down in this area, decreasing from 55% chronic absenteeism to 24%, this is still too high.
Critical Root Cause: Lack of consistent positive relationships, lack of consistent use of school wide expectations, and student and staff incentives for attendance.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of chronic absenteeism from 24% in 2025-2026 to 20% by the end of 2026-2027 as measured by the Attendance Report on Focus Ed through positive behavior supports, relationship building, and monthly check ins.
Strategic Plan Alignment:
Safe and Supportive Schools: Welcoming Schools
Safe and Supportive Schools: Students Who Are Known, Valued, and Connected
Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments

Aligns with District Goal

Formative Measures: MTSS TFI Documentation, FocusEd Absenteeism reports

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Teachers will consistently provide Multi-Tiered Systems of Support to improve attendance

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Admin will teach school-wide behavioral expectations to students at the beginning of the year and revisit after breaks.	Walker, Davis, Hancock	8/13/26-8/14/26	✓
2	Staff will be trained in the attendance procedures that have been modified for increased engagement with families	Davis, Walker, Engram, H.Taylor, A. Taylor, Hancock, Bennett, Casey, and classroom teachers	8/5/26-9/11/26	✓
3	Incentives for attendance for both students and staff- Monthly	A. Taylor and Hancock	9/4/26, 10/9/26, 11/6/26, 12/11/26	
4	Building positive relationships/MTSS/ Restorative justice	Walker, MTSS Committee, Teachers	8/14/26-10/10/26	✓
5	Teachers and staff will explicitly teach TEAM expectations, and share progressive discipline/ incentive plans with families	Team leaders, Davis, Walker	8/24/26	✓
6	Teachers will explicitly teach Torchy Expectations	Staff	8/24/26	✓

Position Responsible: Admin, Staff, leadership team

Resources Needed: 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), , School created materials for Torchy's Choices, 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

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 1: Strong: MTSS

Problem Statements/Critical Root Cause: Connectedness 1

Priority Problem Statements

Problem Statement 1: AB335: As evidenced by WIDA 2025-2026, the problem is ELs are performing below other identified student groups at Thorpe ES in Clark County School District.

Critical Root Cause 1: AB335: The low performance of ELs in language proficiency and content achievement is due to students missing specific knowledge/skills and limited time allotted to practicing these skills.

Problem Statement 1 Areas: Student Success

Problem Statement 2: We had 59% of our students meeting adequate growth percentile on the Spring 2025 on MAP in ELA. Additionally, 62% met their adequate growth percentile in Math.

Critical Root Cause 2: There was an inconsistent implementation of engagement strategies and lack of engagement with the Tier I materials.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Refine PLC structures to ensure they are effective and sustainable. Develop the capacity of grade-level PLC activators to lead meetings that are grounded in standards-based planning and assessment analysis. Students are not carrying the cognitive load for the rigorous tasks.

Critical Root Cause 3: While regular PLCs are in place, teachers are still developing a deep understanding of the curriculum, Teacher Clarity Guide, and the standards. This impacts their ability to plan instruction collaboratively and analyze assessment data effectively. Teachers are over scaffolding rigorous tasks.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Since the pandemic, Chronic Absenteeism has been a major problem. Our school is trending down in this area, decreasing from 55% chronic absenteeism to 24%, this is still too high.

Critical Root Cause 4: Lack of consistent positive relationships, lack of consistent use of school wide expectations, and student and staff incentives for attendance.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- WIDA ACCESS for ELLs
- WIDA Screener

Adult Learning Culture

- Coaching Logs
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Enrollment trends
- PBIS/MTSS data
- Perception/survey data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

At our school, the comprehensive needs assessment process is conducted through monthly meetings with the School Organization Team, which includes the principal, assistant principal, support staff, licensed teachers, and parents. During these meetings, we review district survey results and school-wide data to evaluate progress and determine the status of our goals.

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

The Site Based Committee, which includes staff, parents, and community members, meets twice in the fall to review the plan and provide input for revisions. Additional stakeholder feedback is gathered through district surveys and family engagement events where suggestions and concerns are collected and considered in the planning process.

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.

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. With 111 languages in our district, translation services are available upon request.

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.

2.5: Increased learning time and well-rounded education

At Thorpe Elementary, Title I funds support key initiatives that help all students meet state standards. These include the Reading Skills Center for English learners, which integrates language acquisition with literacy development, and the use of Certified Temporary Tutors (CTTs) to provide small group instruction during Tier I. Additionally, Title I funds are used to hire additional teachers, enabling class size reduction, which allows for more individualized attention and helps all students succeed.

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

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

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

At Thorpe Elementary, we offer a flexible number of parent involvement opportunities by hosting events at various times throughout the day and on different days of the week to accommodate diverse family schedules. These include morning engagement courses, evening family nights, and mid-day workshops to ensure all parents have the chance to participate and stay engaged in their child's education.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$4,086,838.19	All jobs and positions	SS, AL, and C
At-Risk Weighted Allocation	$296,218.84	• 2 Classroom Licensed Staff • Counselor (Split funded) • 1 Strategist • 1 Strategist split funded	SS, AL, and C
EL Weighted Allocation	$252,417.61	2.25 Licensed Staff Strategist-Split Funded	SS, AL, and C
General Carry Forward	$107,129.00	▪ Licensed & Support Extra Duty Pay ▪ General Supplies ▪ Student/Staff Apparel ▪ Instructional Materials ▪ Field Trips ▪ Custodial Supplies ▪ Software/Technology ▪ Library Books ▪ 2 CTTs	SS, AL, and C
At-Risk Weighted Carry Forward	$0		
EL Weighted Carry Forward	$ 54254	Software/Technology Prep Buyout	SS, AL, and C

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
Title IA	$178,486	1.75 class size reduction teachers	SS, AL, and C

Community Outreach Activities

Activity	Date	Lesson Learned