

Clark County School District

Thorpe, Jim ES

2026-2027 Status Checks with Notes



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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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 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.

Formative Measures: i-Ready

Aligns with District Goal

Improvement Strategy 1 Details		Reviews
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through content to support access to Tier I instruction for all English learners. 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		Oct: No review October Lessons Learned October Next Steps/Need Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Improvement Strategy 2 Details		Reviews
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 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		Oct: No review October Lessons Learned October Next Steps/Need Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

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.

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

Aligns with District Goal

Improvement Strategy 1 Details		Reviews
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. 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		Oct: No review October Lessons Learned October Next Steps/Need Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

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.

Formative Measures: PLC Monitoring Tool

Aligns with District Goal

Improvement Strategy 1 Details		Reviews
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. 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		Oct: No review October Lessons Learned October Next Steps/Need Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

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.

Formative Measures: MTSS TFI Documentation, FocusEd Absenteeism reports

Aligns with District Goal

Improvement Strategy 1 Details		Reviews
Improvement Strategy 1: Teachers will consistently provide Multi-Tiered Systems of Support to improve attendance		Oct: No review
Position Responsible: Admin, Staff, leadership team		October Lessons Learned
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		October Next Steps/Need
		Feb: No review
		February Lessons Learned
		February Next Steps/Need
		June:
		June Lessons Learned
		June Next Steps/Need
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		