Clark County School District

Thorpe, Jim ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

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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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.
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	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:** In progress **October Lessons Learned** 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 **October Next Steps/Need** Continue iReady and FLS professional learning to support student achievement and interpret data. Need: Increased need for professional learning on FLS iReady assessments and data review **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:** In progress **October Lessons Learned** 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 **October Next Steps/Need** Continue iReady and FLS professional learning to support student achievement and interpret data. Need: Increased need for professional learning on FLS iReady assessments and data review **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. 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
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:** In progress **October Lessons Learned** 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 **October Next Steps/Need** Continue iReady professional learning to support student achievement and interpret data. Need: Increased need for professional learning on iReady assessments and data review. Conduct schoolwide walkthroughs with the leadership team using the Thorpe Look-for Tool to establish a baseline for student cognitive lift and identify trends across classrooms. Continue team coaching and reflection to support teachers in strengthening questioning, task rigor, student discourse, and ownership of learning. **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.
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
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:** In progress **October Lessons Learned** 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 **October Next Steps/Need** Analyze and share the observational data with staff to identify strengths, trends, and areas for growth, then use the findings to guide team coaching and future professional learning. We need consistent evidence of how cognitive lift is reflected in teacher planning, instructional tasks, questioning, and student engagement. Additional observation and PLC data will help determine the specific adult learning needs and ensure professional learning is targeted to the practices that will have the greatest impact on student cognitive lift. **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.
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
Improvement Strategy 1: Teachers will consistently provide Multi-Tiered Systems of Support to improve attendance **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	**Oct:** In progress **October Lessons Learned** Thorpe has established systems to promote attendance, connection, and positive school experiences, including Monthly Attendance Parties, schoolwide behavior expectations, revised attendance procedures, Torchy's Choices, MTSS action planning, and ongoing family communication. Chronic absenteeism has decreased from 21.1% to 19.1% compared to this time last year, showing early progress. **October Next Steps/Need** Continue implementing attendance celebrations and targeted family outreach while using the Attendance Team and MTSS process to identify barriers and develop individualized action steps for students with chronic or emerging attendance concerns. Use attendance data to monitor progress and adjust supports throughout the year. 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 **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**