

Clark County School District

Long, Walter V. ES

2026-2027 Status Checks with Notes

Accreditation Status

Accredited



District Approval Date: October 15, 2026

Mission Statement

Increase abilities for all.

Vision

We will improve student academic achievement by increasing student engagement and teacher capacity through quality learning experiences for all students and teachers.

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/long, walter v es/2026/nspf/>

Table of Contents

Inquiry Areas	4
Inquiry Area 1: Student Success	4
Inquiry Area 2: Adult Learning Culture	10
Inquiry Area 3: Connectedness	13

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students proficient in Math from 23% in 2026 to 33% in 2027, as measured by the SBAC assessment, and in ELA from 25% in 2026 to 35% in 2027, as measured by the SBAC assessment. (Academic Excellence: Strong Readers, Writers, and Communicators), (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: Increase the percentage of all students who met projected growth in the winter formative assessment from 24% in Reading 2025-2026 to 29% in Reading 2026-2027 and from 22% in Mathematics 2025-2026 to 27% in Mathematics 2026-2027.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: All students will demonstrate evidence of high cognitive lift and independent master during all parts of the lessons by consistently engaging in high-level tasks aligned to the full depth and rigor of grade-level standards. Position Responsible: Administration, Learning Strategists, Activators, Classroom Teachers Resources Needed: PLC Agendas, Activator meeting agendas, master calendar, PLC Observation Tool, Tier 1 Monitoring Tool, Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Four Domains for Rapid School Improvement Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned We have successfully created and used common language and expectations to enhance understanding and mindset using out high-cognitive lift observation tool. October Next Steps/Need During Wednesday Learning Bursts we are continuing to refine staff practice and during Tuesday/Thursday PLCS we are working to find clarity of standards and instructional materials aligned to tasks. 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: Student Success Improvement Strategy 1003(a): Provide evidence-based Tier I and/or Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data. Position Responsible: Janine Jauregui, Learning Strategist, Meagan Patterson, 95 Percent Group, Administration Resources Needed: Title I 1003(a) funds will provide: 95 Percent Group Implementation Manager Additional Resources: 95 Percent Group (funded centrally) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Core Phonics Problem Statements/Critical Root Cause: Student Success 2	Oct: In progress October Lessons Learned During 95 Phonics walks we observed teachers requiring students to choral respond, use instructional dialogue and using gestures to respond. October Next Steps/Need Many teachers are still struggling to pace through the lessons and will still need support in this area. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Improvement Strategy 3 Details	Reviews
Improvement Strategy 3: Student Success Improvement Strategy 1003(a): Increase the effectiveness of Tier I Instruction. Position Responsible: RBG3 Strategist TBD, Alyssa Mitchel, HMH, Administration Resources Needed: Title I 1003(a) funds will provide: HMH Consultant Coaching Licenses Additional Resources: HMH Curriculum (funded centrally) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: HMH Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned Teachers are following the Master Schedule, using the pacing and clarity guides October Next Steps/Need Through Learning Bursts, PLCs, and individual teacher coaching sessions we are continuing to support teachers in delivering standards based instruction utilizing Houghton Mifflin Harcourt (HMH) for Tier I English language arts curriculum. 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: Decrease the student proficiency gap in English Language Arts between English Learners and English Proficient students from 20% in spring 2025-2026 to 10% percentage points by spring 2026 - 2027, as measured by spring formative assessment data. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Decrease the student proficiency gap in Mathematics between English Learners and English Proficient students from 9% in spring 2025-2026 to 0 percentage points by spring 2026 - 2027, as measured by spring formative assessment data. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Increase the percentage of students scoring in the Expanding (4) and Bridging (5) categories from 15.2% in spring 2025-2026 to 25.4% in spring 2026-2027, as measured by spring summative data (WiDa). (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: Summit K12
MAP data/iReady data/WiDa data
Grades and/or classroom assessments

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 Leadership Team , learning strategist, teachers Resources Needed: ULD professional learning series Tier I Monitoring Tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: HMH English Level 4: Demonstrate Rationale: Summit K-12 Problem Statements/Critical Root Cause: Student Success 2	Oct: In progress October Lessons Learned As of September 14, 2026 Staff Status 48% of teachers have completed ULD Session 1 42% of teachers have completed ULD Session 2 38% of teachers have completed ULD Session 3 38% of teachers have completed ULD Session 4 During ELL walks, teachers were observed to utilize learning intentions, having students echo read, using a visual timer, attention getters, modeling and using hand gestures with students. October Next Steps/Need Teachers were observed to still need support with pacing, classroom management, circulating, utilizing sentence stems, increasing choral responses from students, more time for students to work independently and signals for starting and ending routines. 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 support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL) Position Responsible: School leadership team, learning strategist, teachers and EL School Support Coordinator Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum. Summit K12 FLS Look For Tools Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 4: Demonstrate Rationale: West Ed QTEL Newcomer Curriculum (FLS) Problem Statements/Critical Root Cause: Student Success 2	Oct: In progress October Lessons Learned Students are steadily utilizing Summit K12. October Next Steps/Need We have not yet implemented FLS groups. 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 classroom observations that show evidence that all students are using Tier I instructional materials to the full depth and breath of the rigor of grade-level standards from 80% at the end of the 2025-2026 school year to 100% at the end of the 2026-2027 school year, as measured by the Long ES: T-Chart for High-Cognitive Lift Observations. (Academic Excellence: Valued Educators)

Aligns with District Goal

Formative Measures: Increase the percentage of classroom observations that show evidence that all students are receiving engaging reading instruction with evidence-based, scientifically researched Tier I instructional materials from 73% in Spring 2025 - 2026 to 80% in Winter 2026-2027, as measured by the Long ES: T-Chart for High-Cognitive Lift Observations

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: All teachers will provide opportunities for students to demonstrate evidence of high-cognitive lift and independent mastery during all parts of the lessons by consistently engaging in high-level tasks aligned to the full depth and rigor of grade-level standards. Position Responsible: Administration, Learning Strategists, Activators, Classroom Teachers Resources Needed: PLC Agendas, Activator meeting agendas, master calendar, PLC Observation Tool, Tier 1 Monitoring Tool, Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Four Domains for Rapid School Improvement Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned Weekly Learning Bursts have focused on components of the high-cognitive lift observation tool. October Next Steps/Need More time is needed to teach all components of the tool and for teachers to brainstorm ways to implement them in their own classrooms. 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: Adult Learning Culture Improvement Strategy 1003(a): Provide evidence-based Tier I and/or Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data. Position Responsible: Janine Jauregui, Learning Strategist, Meagan Patterson, 95 Percent Group Implementation Manager, Administration Resources Needed: Title I 1003(a) funds will provide: 95 Percent Group Implementation Manager Additional Resources: 95 Percent Group (funded centrally) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Core Phonics Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned During observations completed on September 11, 2026 Most of the teachers were holding their TE's and had their presentation files up Your teachers were circulating, and some were utilizing clickers to enable them to monitor student responses. The first-grade teachers were using the manipulatives, which was great! Teachers were not distracted by student behaviors, and strong management enabled them to teach the curriculum. The third-grade team demonstrated a strong comfort level with the instructional dialogue and matched it smoothly to the presentation file. Each grade level was either on the same lesson or within one day of one another. October Next Steps/Need We saw some choral response occurring, but some teachers either called on students one at a time, or had "echo chamber" responses, which limits practice opportunities for all students to practice as well as running the risk of students hearing the incorrect information. Coaching Focus and Leadership Follow-up Focus will include: Use of TE and adherence to instructional dialogue Pacing (use of timers) Choral responses Once these three Big Rocks are firmly established, secondary areas of focus will include: Use of the gradual release of responsibility during instruction Use of corrective feedback throughout instructional routines Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Improvement Strategy 3 Details	Reviews
Improvement Strategy 3: Adult Learning Culture Improvement Strategy 1003(a): Increase the effectiveness of Tier I Instruction. Position Responsible: TBD, Read by Grade 3, Alyssa Mitchel, HMH Implementation Manager, Administration Resources Needed: Title I 1003(a) funds will provide: HMH Consultant Coaching Licenses Additional Resources: HMH Curriculum (funded centrally) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: HMH Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned During walks completed October 1, the team observed strong behavioral engagement, active response routines, and usage of graphic organizers/sentence frames. October Next Steps/Need The team note common areas of refinement: Visibly post Learning Intentions and Success Criteria (LI/SC) in large print and explicitly reference them during instruction. Shift cognitive ownership to students by increasing wait time, prompting elaboration, and maintaining instructional pacing. 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: Reduce the suspension rate for the Black/African American students to be less than a 10 percentage point difference from the student group enrollment (14.1%) during the 2025-2026 school year, as measured by school-wide office discipline referrals. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: Reduce the suspension rate for Black/African American students from 31.7% in Spring 2025-2026 to 26.7% at the end of the 1st quarter of the 2026-2027 school year, as measured by school-wide behavioral data.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by implementing the focus items and action steps, based on the results of the Tiered Fidelity Inventory (TFI) 3.0. Position Responsible: Amanda Alcala, Assistant Principal Resources Needed: Time to share baseline data with teachers and explain the three focus areas Schoolwide and Targeted Assistance Title I Elements: 2.6 Evidence Level Level 1: Strong: PBIS Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned The school counselor taught the meaning of Paw Points in all classrooms (including full-day PreK) and created a song to help students (and teachers) remember what each part of the acronym stands for. October Next Steps/Need We have not yet finished the TFI but know that an area to focus on will be the students who are not motivated by PAW points or the prizes we currently have. We will also need to target the students who were suspended last year with groups or individual behavior plans. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need