

Clark County School District

Long, Walter V. ES

2025-2026 Status Checks with Notes



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/walter v. long elementary school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/walter_v._long_elementary_school/nspf/)

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of all students scoring at or above the 40th percentile in reading from 46% in Spring 2025 to 56% in Spring 2026, as measured by MAP Growth Assessments.

Aligns with District Goal

Formative Measures: Increase the percentage of all students scoring at or above the 40th percentile in reading from 46% in Spring 2025 to 51% in Winter 2026, as measured by MAP Growth Assessments.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will utilize the instructional materials to plan and deliver rigorous, standards-based instruction that incorporates scaffolds and supports. 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 Of the 27 classrooms observed, 89% utilized Tier I instructional materials during the period from August 11, 2025, to September 24, 2025. A conversation was held on September 11, 2025, with grade levels, particularly 2nd, 3rd, and 4th, regarding the use of only Tier I or Tier II instructional materials in the classroom, without any supplementary materials. October Next Steps/Need Most PLCs focused on assessments being given with little discussion of the lessons being taught leading up to those assessments. The leadership coach met with each activator to ask what support they need to change the focus of PLCs from solely focusing on assessments to focusing on the lessons leading up to the assessments and what vocabulary and strategies need to be taught to prepare students to fully understand the scope of the standard being taught. 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 1	Oct: In progress October Lessons Learned 95 Phonics lessons are being utilized with varying success. Some teachers need a "perkier pace", some need to establish better routines and procedures, and some need to stick to the allotted time. 15 teachers had the opportunity to participate in a 3-day coaching cycle with coaches from the 95 Percent Group. October Next Steps/Need After the coaching cycle, we will follow up with teachers utilizing our own on-campus strategist, allowing teachers the opportunity to see the parts of the program they are struggling with. 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: Kristen Boesch, Learning Strategist, 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 During HMH walkthroughs, strengths observed included vocabulary instruction, classroom routines, gradual release, classroom environment, engagement strategies, and small-group instruction. October Next Steps/Need Opportunities for growth were noted as: movement breaks, balance of strategies, positive reinforcement, collaboration, assessment prep, and varied instructional strategies. 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 student proficiency gap in English Language Arts between the English Learners and English Proficient students from 31.2% in 2025 to 24.5% percentage points by 2026, as measured by state summative assessments.

Decrease student proficiency gap in Mathematics between the English Learners and English Proficient students from 13.2% in 2025 to 8.2% percentage points by 2026, as measured by state summative assessments., as measured by state summative assessments.

Increase the percentage of short term EL students proficient from 4% in 2025 to 14% by 2026, as measured by WIDA.

Aligns with District Goal

Formative Measures: Summit K12
MAP projected proficiency 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 Through the process of the WiDa screener we have identified newcomer and new ELs to the school/district. October Next Steps/Need We need to ensure all teachers are utilizing Summit K-12 on a regular basis with both Newcomer and STELs. 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 After-school and before-school tutoring is being offered to targeted groups of ELLs in 5th grade. The Reading Skills Center is supporting 4th grade with the FLS curriculum during their intervention block. October Next Steps/Need We need more teachers trained in the FLS K-5. 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 receiving engaging reading instruction with evidence-based, scientifically researched Tier I instructional materials from 36% in Spring 2025 to 46% in Spring 2026, as measured by the Tier I Monitoring Tool (Focal Point).

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 36% in Spring 2025 to 41% in Winter 2025, as measured by the Tier I Monitoring Tool (Focal Point).

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will utilize the instructional materials to plan and deliver rigorous, standards-based instruction that incorporates scaffolds and supports. 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 54.2% percent of students were engaged in the learning process. Do we maintain our current goal in the hope of sustaining such a high level of engagement through additional observations as the school year progresses? Or do we set a new goal with 54.2% as the new baseline? October Next Steps/Need After discussing this with stakeholders, we will keep the goal the same; teachers will be using information from the HMH, enVision, and 95 Percent Group walks and coaching cycle to increase and vary the strategies used to engage students in Tier 1 instruction. 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 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 After our 95% 3-Day Coaching Cycle, we observed that many teachers require additional support with lesson pacing and establishing effective classroom routines. We also found many teachers who are able to model those skills for others. Similarly, after walks with HMH and enVision we see where there are teachers who need more support and teachers who are excelling in utilizing the programs effectively. October Next Steps/Need We will be setting up opportunities for teachers to observe one another in 95 Phonics, HMH and enVision. 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: Kristen Boesch, Learning Strategist, 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 our Coachly walkthroughs, we observed numerous examples of effective engagement, pacing, classroom routines, and teachers utilizing the materials correctly. October Next Steps/Need We also identified opportunities to enhance engagement by varying the engagement strategies and reading routines used. 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 Black/African American students from 17.5% to 7.5% during the 2025-2026 school year, as measured by school-wide behavioral data.

Aligns with District Goal

Formative Measures: Reduce the suspension rate for Black/African American students from 17.5% to 12.5% by December 2025, 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 identifying necessary 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 This month, we did a TFI check to see how many staff members were familiar with the PAWS acronym. We were disappointed to learn that very few staff members were able to identify the terms that go with the acronym. If staff members are not familiar with it, then how can we expect students to be? October Next Steps/Need We will be purchasing incentives for teachers and conducting our own TFI checks to encourage more staff members to familiarize themselves with the PAWS acronym and utilize it when rewarding students. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need