

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/>

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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
<p>Improvement Strategy 1: Teachers will utilize the instructional materials to plan and deliver rigorous, standards-based instruction that incorporates scaffolds and supports.</p> <p>Position Responsible: Administration, Learning Strategists, Activators, Classroom Teachers</p> <p>Resources Needed: PLC Agendas, Activator meeting agendas, master calendar, PLC Observation Tool, Tier 1 Monitoring Tool,</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 1: Strong: Four Domains for Rapid School Improvement</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>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.</p> <p>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.</p> <p>Feb: In progress</p> <p>February Lessons Learned Of the 47 classrooms observed, 93% utilized Tier I instructional materials during the period from August 11, 2025 to December 18, 2025. Leadership team observed 5th grade PLC and the lesson taught in each 5th grade class. Leadership debriefed to discuss that despite planning together, implementation of the lesson plan looked different across all four rooms.</p> <p>February Next Steps/Need During activator meetings more discussion of how to talk through strategies used in class to teach each lesson, including sharing manipulatives, choosing explicit questions to ask and problems to solve. Having grade-levels solve math problems during PLC to see what strategies were used and how to best explain them to students.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Improvement Strategy 2 Details	Reviews
<p>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.</p> <p>Position Responsible: Janine Jauregui, Learning Strategist, Meagan Patterson, 95 Percent Group, Administration</p> <p>Resources Needed: Title I 1003(a) funds will provide: 95 Percent Group Implementation Manager</p> <p>Additional Resources: 95 Percent Group (funded centrally)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 1: Strong: 95 Core Phonics</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>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.</p> <p>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.</p> <p>Feb: In progress</p> <p>February Lessons Learned 95 CORE Instructional Walks were completed in 14 classrooms in the Fall semester. 57% of classrooms used 95 materials all of the time. 50% of classrooms were appropriately paced all of the time. 57% of the classrooms used choral responses all of the time.</p> <p>February Next Steps/Need Data will be shared with all teachers as well as time to reflect on how lessons are working. Teachers will take a more active role in creating Tier II groups during monthly PLL PLCs.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Improvement Strategy 3 Details	Reviews
<p>Improvement Strategy 3: Student Success Improvement Strategy 1003(a): Increase the effectiveness of Tier I Instruction.</p> <p>Position Responsible: Kristen Boesch, Learning Strategist, Alyssa Mitchel, HMH, Administration</p> <p>Resources Needed: Title I 1003(a) funds will provide: HMH Consultant Coaching Licenses</p> <p>Additional Resources: HMH Curriculum (funded centrally)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: HMH</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned During HMH walkthroughs, strengths observed included vocabulary instruction, classroom routines, gradual release, classroom environment, engagement strategies, and small-group instruction.</p> <p>October Next Steps/Need Opportunities for growth were noted as: movement breaks, balance of strategies, positive reinforcement, collaboration, assessment prep, and varied instructional strategies.</p> <p>Feb: In progress</p> <p>February Lessons Learned During HMH walkthroughs, strengths observed include Instructional strengths: clear learning focus, gradual release, strategic use of slides, Teaching Pal and MyBook, circulating, use of anchor charts, sentence starters and graphic organizers, Classroom Culture: well-behaved, compliant and respectful students, attention-getters and routines are established, soft redirection and proximity, calm, safe, and welcoming classrooms, Student access: quiet prompting for below-level readers, visual supports, and flexibility in writing tasks.</p> <p>February Next Steps/Need Opportunities for growth were notes as: Too much sitting/few transitions between lesson parts, popcorn reading is breaking flow and engagement, and student thinking isn't visible enough, pacing, lag time and cognitive drift, and behavior is often a signal, not the problem, independent and peer support are underused.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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
<p>Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.</p> <p>Position Responsible: School Leadership Team , learning strategist, teachers</p> <p>Resources Needed: ULD professional learning series Tier I Monitoring Tool</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 3: Promising: HMH English Level 4: Demonstrate Rationale: Summit K-12</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	<p>Oct: In progress</p> <p>October Lessons Learned Through the process of the WiDa screener we have identified newcomer and new ELs to the school/district.</p> <p>October Next Steps/Need We need to ensure all teachers are utilizing Summit K-12 on a regular basis with both Newcomer and STELs.</p> <p>Feb: In progress</p> <p>February Lessons Learned 123/246 students utilized Summit K-12 this year.</p> <p>February Next Steps/Need 123/246 students have not yet utilized Summit K-12. Each of their teachers were emailed individually with a reminder to have them use the program daily for 20 minutes per day.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Improvement Strategy 2 Details	Reviews
<p>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))</p> <p>Position Responsible: School leadership team, learning strategist, teachers and EL School Support Coordinator</p> <p>Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum. Summit K12 FLS Look For Tools</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 4: Demonstrate Rationale: West Ed QTEL Newcomer Curriculum (FLS)</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	<p>Oct: In progress</p> <p>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.</p> <p>October Next Steps/Need We need more teachers trained in the FLS K-5.</p> <p>Feb: In progress</p> <p>February Lessons Learned We have continued to offer FLS in before and after school tutoring.</p> <p>February Next Steps/Need We still need more teachers trained in the FLS. As more students move through the PLL program we will have more teachers available to teach FLS.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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
<p>Improvement Strategy 1: Teachers will utilize the instructional materials to plan and deliver rigorous, standards-based instruction that incorporates scaffolds and supports.</p> <p>Position Responsible: Administration, Learning Strategists, Activators, Classroom Teachers</p> <p>Resources Needed: PLC Agendas, Activator meeting agendas, master calendar, PLC Observation Tool, Tier 1 Monitoring Tool,</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 1: Strong: Four Domains for Rapid School Improvement</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>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?</p> <p>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.</p> <p>Feb: In progress</p> <p>February Lessons Learned 36.9% of students were engage in the learning process. We did anticipate that this might fall as the year progressed.</p> <p>February Next Steps/Need Teachers will be reviewing their HMH routines per our Coachly walks as well as implementing a variety of math strategies to reengage students in their learning.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Improvement Strategy 2 Details	Reviews
<p>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.</p> <p>Position Responsible: Janine Jauregui, Learning Strategist, Meagan Patterson, 95 Percent Group Implementation Manager, Administration</p> <p>Resources Needed: Title I 1003(a) funds will provide: 95 Percent Group Implementation Manager</p> <p>Additional Resources: 95 Percent Group (funded centrally)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 1: Strong: 95 Core Phonics</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>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.</p> <p>October Next Steps/Need We will be setting up opportunities for teachers to observe one another in 95 Phonics, HMH and enVision.</p> <p>Feb: In progress</p> <p>February Lessons Learned Activators have had montly opportunities to observe in classrooms and share ideas back with their grade-level.</p> <p>February Next Steps/Need Model teachers are being established utilizing our program consultants, for example, Mrs. Dolan in 5th grade is working with Meagan from 95 to polish up her use of the program in order to create a "gem" classroom that can be observed by other intermediate teachers.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Improvement Strategy 3 Details	Reviews
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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
<p>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.</p> <p>Position Responsible: Amanda Alcala, Assistant Principal</p> <p>Resources Needed: Time to share baseline data with teachers and explain the three focus areas</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Evidence Level Level 1: Strong: PBIS</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>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?</p> <p>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.</p> <p>Feb: In progress</p> <p>February Lessons Learned As of December 2025 the suspension rate for Black/African American students was 33%.</p> <p>February Next Steps/Need Our December TFI recognized our classroom practices as a strong area but school-wide practices and school-wide acknowledgement as an area of weakness. We will continue to look for ways to celebrate PAWS in a school-wide way. One thing we plan to try starting in February is citizen of the month for each class who will earn a school t-shirt.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>