Clark County School District

Cortez, Manuel J. ES

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I, TSI

Mission Statement

Success is not easy, but together we've got this!

Vision

The Cortez Community is committed to providing high expectations to develop successful learners.

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/manuel_j._cortez_elementary_school/nspf/

Table of Contents

Comprehensive Needs Assessment 4
- Student Success 4
- Adult Learning Culture 8
- Connectedness 11

Priority Problem Statements 13
Comprehensive Needs Assessment Data Documentation 14
Inquiry Areas 15
- Inquiry Area 1: Student Success 15
- Inquiry Area 2: Adult Learning Culture 17
- Inquiry Area 3: Connectedness 19

Schoolwide and Targeted Assistance Title I Elements 21
- 1.1: Comprehensive Needs Assessment 21
- 2.1: School Performance Plan (SPP) developed with appropriate stakeholders 21
- 2.2: Regular monitoring and revision 21
- 2.3: Available to parents and community in an understandable format and language 21
- 2.4: Opportunities for all children to meet State standards 21

2.5: Increased learning time and well-rounded education 21
2.6: Address needs of all students, particularly at-risk 21
3.1: Annually evaluate the schoolwide plan 21
4.1: Develop and distribute Parent Involvement and Family Engagement Policy 22
4.2: Offer flexible number of parent involvement meetings 22
5.1: Determine which students will be served by following local policy 22
Plan Notes 23
School Continuous Improvement Team 24
Community Outreach Activities 25

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Students continue to make gains in math according to MAP Growth Assessment data. According to Spring MAP data, 35% of students scored above the 61st percentile in math. This is a 5% increase from Winter MAP.

Student Success Areas for Growth

Students are not making consistent growth in ELA according to MAP Growth Assessment. According to Spring MAP data, 22% of students scored above the 61st percentile in ELA. This is a 1% decrease from Winter MAP.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teacher small group ELA fluency; Administrator observations and feedback on small group curriculum delivery, peer observations of model lessons, strategist co-teaching for modeling Time to plan with grade level for consistent use of program; Administrators will reserve morning meeting time for grade level collaboration.	Classroom teachers will utilize ELL supports embedded in both enVisions math and HMH ELA curriculum to support students. Students will be identified for additional small group instructional support from ELL strategist.
Foster/Homeless	Students face the challenge of chronic absenteeism and lack of consistent stability and support.	The wraparound team will support students with referrals to available resources and advocate for programs and resources available through CCSD and the broader community.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students face chronic absenteeism challenges.	Students will have the opportunity for after-hours tutoring and/or Saturday study camps provided by licensed and support staff.
Migrant/Title1-C Eligible	Students face instability in this current climate.	Teachers will develop and execute instructional plans and use differentiated Tier I and Tier II programs based on student data. Teachers will utilize the Language Supports manual in envisions and ELL supports in HMH
Racial/Ethnic Minorities	Curriculum that does not connect to their lived experience.	Strategists will analyze ELA data and provide additional small-group instruction to targeted students as needed.
Students with IEPs	Inexperienced special education staff.	Students with IEPs: Students will be supported by implementing additional small group instruction as needed. Special education teachers will collaborate with general education teachers to provide strategies to help students reach their IEP goals. Students will receive additional support via push-in or pull-out, depending on the student's IEP.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): MAP data in the Winter of 2024 predicts that 28.8% of students will be proficient in math on the SBAC in spring of 2025, and 29.2% will be proficient in ELA.
Critical Root Cause: Research based ELA and math curriculum in Tier 1 small differentiated groups has not been implemented with consistency.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers have been attending PLCs once per week this entire school year and are accustomed to the grade level collaboration and discussion regarding the unwrapping of NVACS and utilizing student data to drive instruction. Teachers have consistently delivered instruction using district approved curriculum; HMH for ELA and enVisions for Math. Students continue to make gains in math according to MAP Growth Assessment data. According to Spring MAP data, 35% of students scored above the 61st percentile in math. This is a 5% increase from Winter MAP.

Adult Learning Culture Areas for Growth

Consistent utilization and differentiation of HMH curriculum in Tier 1 small group instruction. Students are not making consistent growth in ELA according to MAP Growth Assessment. According to Spring MAP data, 22% of students scored above the 61st percentile in ELA. This is a 1% decrease from Winter MAP.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teacher small group ELA fluency; Administrator observations and feedback on small group curriculum delivery, peer observations of model lessons, strategist co-teaching for modeling Time to plan with grade level for consistent use of program; Administrators will reserve morning meeting time for grade level collaboration.	Classroom teachers will utilize ELL supports embedded in both enVisions math and HMH ELA curriculum to support students. Students will be identified for additional small group instructional support from ELL strategist.
Foster/Homeless	Students face the challenge of chronic absenteeism and lack of consistent stability and support.	Counselors will provide resources and support to families as needed.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students face chronic absenteeism challenges.	Strategists will analyze ELA data and provide additional small-group instruction to targeted students as needed.
Migrant/Title1-C Eligible	Students face instability in this current climate.	Teachers will develop and execute instructional plans and use differentiated Tier I and Tier II programs based on student data. Teachers will utilize the Language Supports manual in envisions and ELL supports in HMH.
Racial/Ethnic Minorities	Students face the challenge of curriculum that does not connect to their lived experience.	Strategists will analyze ELA data and provide additional small-group instruction to targeted students as needed.

Student Group	Challenge	Solution
Students with IEPs	Students face the challenge of inexperienced special education staff.	Students with IEPs: Strategists will provide additional small group instruction as needed, incorporating data gathered during ELA analysis. Special education teachers will collaborate with general education teachers to provide strategies to help students reach their IEP goals. Additional support may be given by push-in or pull-out, depending on the student's IEP.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers are not fully trained on the use of the HMH curriculum to support differentiated Tier 1 small group instruction.
Critical Root Cause: Teachers made gains in whole group instruction knowledge, however they continued to struggle with Tier 1 differentiated small group consistency.

Connectedness

Connectedness Areas of Strength

According to varied data sources (observational, teacher feedback, counselor referrals, ODR frequency), student improvement strategies increased positive feelings and empathy experienced by students. However, our NSCS data does not reflect the same level of growth.

Connectedness Areas for Growth

Continue with improvement strategies currently in place and build on them to emphasize social skill development and relationship building through community partner and community circles based on student need.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Amount of students and staff needing support versus available staff and training, provide professional learning to staff and options for external community resources to families.	Wraparound team will analyze district survey and Panorama data, as well as day to day observational data, and provide additional small-group instruction to targeted students as needed.
Foster/Homeless	Students face the challenge of chronic absenteeism and lack of consistent stability and support.	Counselor/CIS/Boys Town advocate will provide resources and support to families as needed.
Free and Reduced Lunch	Students face chronic absenteeism challenges.	Strategists will analyze district survey and Panorama data and provide additional small group instruction to targeted students as needed.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Students face instability in this current climate.	Strategists will analyze district survey and Panorama data and provide additional small-group instruction to targeted students as needed.
Racial/Ethnic Minorities	Students face the challenge of a curriculum that does not connect to their lived experience.	Strategists will analyze district survey and Panorama data and provide additional small-group instruction to targeted students as needed.
Students with IEPs	Students face the challenge of inexperienced special education staff.	Strategists will provide additional small-group instruction as needed. Special education teachers will collaborate with general education teachers to develop strategies to help students reach their IEP goals. Depending on the student's IEP, additional support may be given by push-in or pull-out.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The Panorama Survey indicated that students at Cortez achieved a 55/100, on how well students are able to persevere through setbacks to achieve important goals, below the District's average of 61/100. This implies that many Cortez students continue to need support with how to apply the skills necessary to manage emotions, set and achieve positive goals, work through distractions, maintain positive relationships, and make responsible decisions.
Critical Root Cause: Students lack the complete skillset to persevere through setbacks to achieve important goals.

Priority Problem Statements

Problem Statement 1: MAP data in the Winter of 2024 predicts that 28.8% of students will be proficient in math on the SBAC in spring of 2025, and 29.2% will be proficient in ELA.

Critical Root Cause 1: Research based ELA and math curriculum in Tier 1 small differentiated groups has not been implemented with consistency.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers are not fully trained on the use of the HMH curriculum to support differentiated Tier 1 small group instruction.

Critical Root Cause 2: Teachers made gains in whole group instruction knowledge, however they continued to struggle with Tier 1 differentiated small group consistency.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The Panorama Survey indicated that students at Cortez achieved a 55/100, on how well students are able to persevere through setbacks to achieve important goals, below the District's average of 61/100. This implies that many Cortez students continue to need support with how to apply the skills necessary to manage emotions, set and achieve positive goals, work through distractions, maintain positive relationships, and make responsible decisions.

Critical Root Cause 3: Students lack the complete skillset to persevere through setbacks to achieve important goals.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
    - Observation data, extra curricular opportunities

Adult Learning Culture

- Communications data
- Evaluation(s) of professional development implementation and impact
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Teacher evaluation
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- PBIS/MTSS data
- Perception/survey data
- School safety data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of all students projected to be proficient in mathematics from 35% (2025) to 40% by 2026, as measured by MAP growth assessments. Increase the percentage of all students projected to be proficient in ELA from 22 % (2025) to 27% by 2026, as measured by MAP Growth assessments.

May 2024

Formative Measures: MAP

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 1: Implement enVision mathematics instruction consistently across the school, aligned with the district pacing. Continue to implement newly adopted HMH literacy curriculum across the school, aligned with the district pacing.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Review MAP data.	Teachers, Strategists, Admin	25-26 school year
2	Utilize Mountain Math spiral review with all students	Teachers	25-26 school year
3	Use results from the MAP diagnostic to assign differentiated, just in time supports to students prior to teaching units	Teachers, Strategists, Admin	25-26 school year
4	Use results from the MAP assessment to develop small group intervention plans	Teachers, Strategists, Admin	25-26 school year
5	Use results from the MAP assessment to inform small differentiated Tier 1 groupings	Teachers, Strategists, Admin	25-26 school year
6	Increase the frequency of data review and data based planning in PLCs	Teachers, Strategists, Admin	25-26 school year
7	PL on the shifts in math, utilization of the coherence document, and attention to the rigor of the standards	Teachers, Strategists, Admin	25-26 school year

Position Responsible: Admin

Resources Needed: enVisions resources
Mountain Math
HMH Literacy Curriculum

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: MAP data in the Winter of 2024 predicts that 28.8% of students will be proficient in math on the SBAC in spring of 2025, and 29.2% will be proficient in ELA. **Critical Root Cause**: Research based ELA and math curriculum in Tier 1 small differentiated groups has not been implemented with consistency.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, 100% of K-5 staff delivering ELA instruction will utilize the HMH curriculum with fidelity, implementing research-based strategies and data-driven decision making during differentiated Tier 1 small group instruction.

Formative Measures: FocusEd

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Attend multiple professional learning sessions regarding implementation of the HMH curriculum specifically to support high quality small group instruction. Collaborate with colleagues regarding best practices and improvement strategies.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Attend professional learning regarding the HMH curriculum	Teachers, Strategists, Admin	25-26 school year
2	Collaboration with colleagues, strategists, and administrators regarding best practices and improvement strategies	Teachers, Strategists, Admin	25-26 school year
3	Administrators will provide routine observation and feedback cycles specific to the HMH curriculum and small group instruction	Teachers, Strategists, Admin	25-26 school year
4	Instructional rounds/targeted peer observation regarding implementation of the HMH curriculum	Teachers, Strategists, Admin	25-26 school year

Position Responsible: Admin

Resources Needed: HMH training and support documents
Current student data and Tier 1 expectations documents
Upcoming standards as determined by grade level/District pacing guides

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Teachers are not fully trained on the use of the HMH curriculum to support differentiated Tier 1 small group instruction. **Critical Root Cause**: Teachers made gains in whole group instruction knowledge, however they continued to struggle with Tier 1 differentiated small group consistency.

Inquiry Area 3: Connectedness

SMART Goal 1: During the 25-26 school year, increase the number of students, as indicated by the Panorama Survey, that are are able to persevere through setbacks to achieve important goals, from 55/100 to the District's average of 61/100.

Formative Measures: Panorama

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 1: Continue to implement a school wide SEL curriculum and PBIS structure, supported by our counselors, BoysTown representative, and behavior strategist. Classroom teachers will engage in daily SEL focused morning meetings to foster community and connectedness.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Review school climate survey data	Teachers, Wraparound Team, Admin	25-26 school year
2	Review Panorama data	Teachers, Wraparound Team, Admin	25-26 school year
3	Identify students in need of individual support and develop plans for those students (CICO/community circles/targeted skill building)	Teachers, Wraparound Team, Admin	25-26 school year
4	Identify school trends by analyzing counselor referrals and classroom teacher data	Teachers, Wraparound Team, Admin	25-26 school year
5	Adhere to PBIS structures and supports	Teachers, Wraparound Team, Admin	25-26 school year

Position Responsible: Admin

Resources Needed: Continued training on school wide SEL curriculum and PBIS structures, including school wide classroom integration of PBIS expectation

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: The Panorama Survey indicated that students at Cortez achieved a 55/100, on how well students are able to persevere through setbacks to achieve important goals, below the District's average of 61/100. This implies that many Cortez students continue to need support with how to apply the skills necessary to manage emotions, set and achieve positive goals, work through distractions, maintain positive relationships, and make responsible decisions. **Critical Root Cause**: Students lack the complete skillset to persevere through setbacks to achieve important goals.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Strategist, grade level leader, PLC, and RTI teams meet regularly to assess student need and provide differentiated support.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

As part of the SOT process, stakeholder are able to review data, add input, and provide feedback for plan development. Additionally, stakeholders are engaged at school community events to provide guidance and feedback from their perspective.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Title 1 funds staffing, This provides the opportunities for smaller class sizes and paraprofessionals to provide in classroom targeted support to students.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

We offer parent involvement opportunities during monthly family engagement, virtually, and at beginning of the year events.

5.1: Determine which students will be served by following local policy

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$4,838,000	Staffing, prep buy-out, supplies, tutoring, CIS, Boys Town	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$575,300	Staffing, prep buy-out	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$591,300	Staffing, supplies	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	$85,300	Additional curriculum, staffing	Student Success, Adult Learning Culture,
At-Risk Weighted Carry Forward	$58,300	Additional supplies	Student Success, Adult Learning Culture,
EL Weighted Carry Forward	$41,000	Tutoring	Student Success
Title IA	$338,100	Staffing	Student Success, Adult Learning Culture, Connectedness

School Continuous Improvement Team

Team Role	Name	Position
Parent	Adriana Arce	Parent
SPTA	Karla Martinez	Paraprofessional
Teacher	Pam Smith	Licensed
Strategist	Nanci Sochol	Licensed
CI Team Lead	Dawn Rivera	AP
CI Team Lead	Lin Soriano	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Staff Meetings	Weekly	
School Organizational Team Meetings	Monthly	
Family Nights	Monthly	
Title 1 Meetings		
Website	Ongoing	