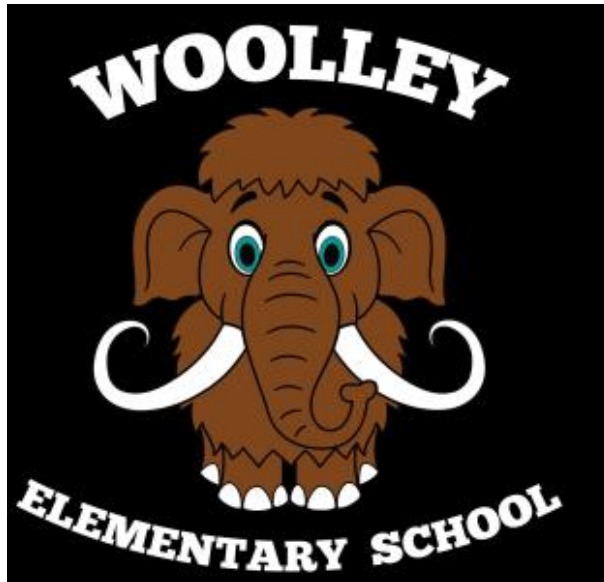


Clark County School District

Woolley, Gwendolyn ES

2025-2026 Status Checks with Notes



Mission Statement

We are Gwendolyn Woolley Elementary School, a community of learners. Each day we are dedicated to creating a positive learning environment that celebrates mutual respect, personal responsibility, and academic success as we prepare for our future.

Vision

Vision Statement

Woolley Elementary School's vision is focused on student success, ensuring every child is equipped for a bright future. We aim to create a safe, empathetic, and positive learning environment that fosters mutual respect, personal responsibility, and academic achievement.

- **Student Success:** We are dedicated to helping students grow and thrive, both academically and personally.
- **Safe and Empathetic Learning Environment:** We strive to create a space where students feel secure and supported.
- **Mutual Respect:** We emphasize the importance of valuing others and working together.
- **Personal Responsibility:** We aim to instill a sense of accountability and ownership in students' learning.
- **Academic Achievement:** We focus on providing high-quality instruction and supporting students in meeting their academic goals.

Preparing for the Future: We aim to equip students with the skills and knowledge they need to succeed in the world.

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/gwendolyn_woolley_elementary_school/nspf/

Table of Contents

Inquiry Areas 4

 Inquiry Area 1: Student Success 4

 Inquiry Area 2: Adult Learning Culture 9

 Inquiry Area 3: Connectedness 10

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the overall percent of the school's students meeting/exceeding their growth target in Reading by 5% from the Fall of 2025 to the in the Spring of 2026, as assessed by MAP assessments; and increase the overall percent of school's students meeting/exceeding their growth target in Math by 5% from the Fall of 2025 to the Spring of 2026, as measured by MAP assessments.

Aligns with District Goal

Formative Measures: MAPS

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Deliver high quality Tier 1 and effective data driven differentiated instruction. Position Responsible: Principal Resources Needed: Woolley ES will provide dedicated and ongoing time to engage in PLC collaboration with Leadership Team members attending as well to monitor adherence to protocol and determine ongoing effectiveness. Woolley ES will provide a written protocol that will be followed with desired outcomes being recorded for each PLC meeting. Teachers will bring all current formative and summative data to the PLC for the purpose of informing and guiding the collaboration of and evaluating the effectiveness of the plans implemented, as a result of the PLC. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Phonics, A-Z collections for blended learning, Amplify science, counselor, PBIS, RAZ Plus Level 2: Moderate: AIMSweb, BrainPop, coaching, data analysis, Kagan, PLC Level 3: Promising: Communities in Schools, enVision, Freckle, Imagine Learning, MAP growth assessment Level 4: Demonstrate Rationale: CHAMPS, collections, HMH, truancy diversion, wraparound services Problem Statements/Critical Root Cause: Student Success 1, 2	Oct: In progress October Lessons Learned The five actions steps identified in this improvement strategy appear to have a positive impact on students' progress in Reading; however, additional emphasis and support needs to be given to Math growth. October Next Steps/Need Walk Throughs and Look Fors will include additional times for review of math instruction in order to determine strengths/ challenges and address them accordingly. Additional emphasis will be placed on coaching, mentoring, and modeling solid Tier 1 instruction. Feb: In progress February Lessons Learned Instructional rounds provide valuable exposure to instructional practices across classrooms. The school's mentorship program provides teachers with meaningful opportunities to reflect, collaborate, and share updates on mentor/mentee progress. Leadership actively monitors the implementation of curriculum and instructional programs and consistently participates in PLC discussions focused on program implementation. Administration actively monitors the effectiveness of instructional programs by participating in data dives with each grade level to analyze student achievement.

February Next Steps/Need

Plan instructional rounds intentionally around rotation schedules to ensure observers can view small-group instruction, small-group instruction, and targeted interventions in action. Expand observation rounds with an added intentional focus on PBIS-aligned practices, behavior management, and SEL strategies that support effective instruction. Continue strategic support during PLCs to strengthen data analysis and instructional planning. Continue administrative participation in data dives and support teacher decision-making by monitoring outcomes and making program adjustments as needed to ensure instructional effectiveness for all learners.

June:**June Lessons Learned****June Next Steps/Need**

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English Language (EL) students proficient in Reading by 5% in year 2025 to year 2026, as measured by World-Class Instructional Design and Assessment (WIDA); and increase the percentage of EL students proficient in both Reading and Math by 5% in year 2025 to year 2026, as measured by SBAC.

Aligns with District Goal

Formative Measures: MAP proficiency data, classroom grades, and classroom assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier 1 instruction for all EL students. Position Responsible: School principal and assistant principals Resources Needed: ULD professional learning series and Tier 1 Monitoring Tool Evidence Level Problem Statements/Critical Root Cause: Student Success 2	Oct: In progress October Lessons Learned Overall, EL students appear to be progressing at a similar rate as the rest of the school's sub-group populations, based on recent MAPs data and ongoing instructional rounds. EL strategies that are identified to assist this population of learners are applicable and beneficial to all sub populations and will be utilized accordingly. October Next Steps/Need Emphasis on strong Tier 1 instruction will continue to be monitored by the school's administration, Learning Strategists, Reading Center Specialist, and District EL consultant via instructional rounds and in-class visitations. Insure that the Summit K12 program is being utilized effectively as designed, and that EL students are receiving designated minutes of targeted instruction. Feb: In progress February Lessons Learned Overall, EL students continue appear to be progressing at a similar rate as the rest of the school's sub-group populations, based on recent MAPs data and ongoing instructional rounds. EL strategies that are identified to assist this population of learners are applicable and beneficial to all sub populations and will be utilized accordingly. Inclusion of the school's District EL contact in grade level PLC's is helpful in targeting areas of glow and areas of grow to include providing strategies and resources to assist in student progress. February Next Steps/Need Continue utilizing the school's District EL contact in participating with instructional rounds and debriefing during grade level PLC's. 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 principal and assistant principals Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum, Summit K12, ACLE instructional materials, English 3D, and FLS and ACLE Look For Tools 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 2	Oct: In progress October Lessons Learned From MAPs and WIDA data, Tier II targeted instruction with identified students appears to be making a positive impact on their learning and closing of achievement gaps. October Next Steps/Need Continue to implement K12 Tier II instruction with fidelity, monitor student progress, and take appropriate actions needed based on monitoring data. Feb: In progress February Lessons Learned From MAPs and WIDA data, Tier II targeted instruction with identified students appears to continue to making a positive impact on their learning and closing of achievement gaps. February Next Steps/Need Continue to implement K12 Tier II instruction with fidelity, monitor student progress, and take appropriate actions needed based on monitoring data. June: June Lessons Learned June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May of 2026, 100% of Woolley Elementary School staff will attend targeted and differentiated professional development based on identified needs, as documented by ELMS transcripts, Staff Development Day sign-in sheets, and all ongoing in-house training/coaching/modeling events which will include a roster of participants and a summary of content delivered.

Aligns with District Goal

Formative Measures: Professional Development Agendas, Sign-In Sheets, and ELMS transcripts.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Provide targeted, differentiated high quality professional learning opportunities for all staff. Position Responsible: Principal Resources Needed: The acquisition and scheduling of targeted, research based, best practices Professional Learning Education (PDE) that will support overall teacher effectiveness, insure implementation of program fidelity, and address individual student needs, is an ongoing challenge. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: PBIS, build a committed staff and provide professional development Level 2: Moderate: coaching, PLCs Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned Planning for effective use of time requires that schedules are effective and maintained on an on-going basis. October Next Steps/Need Provide additional mentoring, coaching, and modeling to teachers as identified and continue to provide professional development based on expressed needs and student assessment data. Feb: In progress February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: Based on the results of the 2026 Woolley Spring Annual Family Engagement Surveys, 75% or more of responses to the survey question or statement stems will be: "agree or strongly agree," "positive or very positive," or "periodically or often."

Aligns with District Goal

Formative Measures: Spring 2026 Woolley ES Family Engagement Surveys

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Provide targeted outreach to families of diverse backgrounds, address current identified needs, and secure resources/connections that support ongoing family engagement and ultimate student learning. Position Responsible: Principal Resources Needed: Woolley ES will seek support and guidance from the Equity Committee to enhance engagement and connections with diverse families. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: counselor Level 4: Demonstrate Rationale: Communities in Schools, social worker Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Due to the larger than anticipated parent turn-out at school events, future planning must include expanding time allowed and size of the venue for future events, a positive lesson learned for the school. October Next Steps/Need Plan future family events that accommodate larger crowds and incorporate additional space for events. Feb: In progress February Lessons Learned Parents need more opportunities to celebrate the successes of the school and their individual students. February Next Steps/Need Administration and teachers will continue to communicate weekly with parents regarding student success and challenges, and continued efforts will be made for administration and the Attendance Officer to contact parents regarding attendance with offers of support to the families if needed. June: June Lessons Learned June Next Steps/Need