Clark County School District

Schorr, Steve ES

2025-2026 School Improvement Plan

Classification: 2 Star School

Mission Statement

At Steve Schorr Elementary School, our mission is to grow young leaders by educating and empowering the whole child to become lifelong learners. Together, we will nurture our diverse community through relevant learning, collaboration, and good citizenship.

Vision

At Steve Schorr Elementary School, our mission is to grow young leaders by educating and empowering the whole child to become lifelong learners. Together, we will nurture our diverse community through relevant learning, collaboration, and good citizenship.

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/steve_schorr_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Kindergarten students demonstrated significant academic growth on the ELA MAP assessment, with proficiency increasing from 60% in the fall to 79% in the spring. This measurable progress reflects effective early literacy instruction and targeted support throughout the school year.

Student Success Areas for Growth

Based on the 2025 assessment data, 54.2% of 3rd–5th grade students scored proficient on the ELA SBAC, and 63% of K–5th grade students were proficient on the Spring ELA MAP assessment.

To address this, during the 2025–2026 school year, teachers will increase student engagement in Tier 1 instruction by purposefully planning during weekly PLCs with the district-provided reading curriculum, integrating academic vocabulary, and incorporating student discourse and differentiated strategies.

By May 2026, this focus on high-quality Tier 1 instruction will lead to an increase in ELA proficiency to 60% on the SBAC for 3rd–5th grade students and 68% on the MAP for K–5th grade students.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is a 32% achievement gap between the LEP students and non-LEP students in reading.	Utilize asset-based strategies learned through ULD sessions. Teachers will focus on vocabulary and student discourse. Teachers will provide small-group differentiated instruction.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	There is a 19% achievement gap between the Black/ African American Minorities in ELA and other subgroups in reading.	Utilize materials that include representations for diverse populations Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.
Students with IEPs	There is a 33% achievement gap between the IEP student group and non-IEP students in reading.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 2025 Spring MAP ELA results showed that 46% of Schorr ES students in all grades were proficient. Schorr 5th-grade students are currently 34% proficient in ELA (MAP).
Critical Root Cause: Consistent Tier 1 purposeful planning with the curriculum. Little to no differentiation occurred in most classrooms, and there was a lack of purposeful student engagement. Learning tasks did not consistently include differentiation to address varied student needs, i.e., the consistent use of small-group instruction. PLCs must be done weekly using the Teaching and Learning Cycle. Instructional staff must consistently ensure that learning tasks utilize effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups, thereby maintaining proficiency rates.

Adult Learning Culture

Adult Learning Culture Areas of Strength

The measurable growth on the Spring 2025 ELA MAP assessment highlights the strength of our adult learning culture, particularly in the areas of collaboration, data analysis, and responsive instruction. Summative data shows that K–5th grade students improved school-wide ELA achievement from the 53rd percentile to the 64th percentile, with notable gains in kindergarten, first, second, and fourth grades. This growth reflects the effective use of formative measures, such as student work analysis, progress monitoring, and demonstrating our staff's shared commitment to continuous improvement.

Adult Learning Culture Areas for Growth

By analyzing schoolwide data from the 2025 Spring MAP assessment, which showed 63% proficiency in ELA (K–5), and the 2025 SBAC, which showed 54.2% proficiency in ELA (3rd–5th), there is a clear need to strengthen Tier 1 instruction, especially in the areas of reading comprehension, academic vocabulary, and student discourse.

In response, during the 2025–2026 school year, teachers will engage in purposeful planning using the district-provided Tier 1 ELA curriculum and participate in data-driven discussions during Professional Learning Community (PLC) meetings to tailor instruction and provide differentiated support.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is a 32% achievement gap between the LEP students and non-LEP students in reading.	Utilize asset-based strategies learned through ULD sessions. Teachers will focus on vocabulary and student discourse. Teachers will provide small-group differentiated instruction.
Racial/Ethnic Minorities	There is a 19% achievement gap between the Black/ African American Minorities in ELA and other subgroups in reading.	Utilize materials that include representations for diverse populations. Map scores will be utilized to track the achievement of these students. These students will attend Tier 2 groups, utilizing Core 95 as an intervention to address their specific reading deficits.

Student Group	Challenge	Solution
Students with IEPs	There is a 33% achievement gap between the IEP student group and non-IEP students in reading.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. Special Education teachers will participate in grade-level Professional Learning Communities (PLCs) to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): An analysis of our summative and formative data reveals that our Tier 1 instruction and purposeful planning during PLCs are inconsistent.
Critical Root Cause: Teachers are still developing familiarity with the district-provided Tier 1 instructional materials and pacing guides, which impacts their ability to manage instructional time effectively. Additionally, weekly PLCs lack consistency and focus, resulting in planning that is sometimes misaligned with instructional goals and student needs.

Connectedness

Connectedness Areas of Strength

In the area of Social Learning on the district-wide survey, students reported that they were getting along with classmates (81.82%) and respecting their opinions (86.36%), indicating that this was easy or very easy for them.

Connectedness Areas for Growth

In the area of Social Learning on the district-wide survey, students reported feeling frustrated when trying to complete something (46.59%) and when tasks were challenging (52.84%).

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is a 32% achievement gap between the LEP students and non-LEP students in reading.	Translations for school-wide announcements Utilize asset-based strategies learned through ULD sessions. Teachers will focus on vocabulary and student discourse. Teachers will provide small-group differentiated instruction
Racial/Ethnic Minorities	There is a 19% achievement gap between the Black/ African American Minorities in ELA and other subgroups in reading.	Utilize materials that include representations for diverse populations Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.

Student Group	Challenge	Solution
Students with IEPs	There is a 33% achievement gap between the IEP student group and non-IEP students in reading.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. Special Education teachers will participate in grade-level Professional Learning Communities (PLCs) to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Only 50% of students who completed the District-wide survey felt that they could persevere through something even when they felt frustrated, and complete tasks even when they were hard for them.
Critical Root Cause: Students who feel this way may not have a growth mindset or the skills to persevere through complex tasks or situations.

Priority Problem Statements

Problem Statement 1: 2025 Spring MAP ELA results showed that 46% of Schorr ES students in all grades were proficient. Schorr 5th-grade students are currently 34% proficient in ELA (MAP).

Critical Root Cause 1: Consistent Tier 1 purposeful planning with the curriculum. Little to no differentiation occurred in most classrooms, and there was a lack of purposeful student engagement. Learning tasks did not consistently include differentiation to address varied student needs, i.e., the consistent use of small-group instruction. PLCs must be done weekly using the Teaching and Learning Cycle. Instructional staff must consistently ensure that learning tasks utilize effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups, thereby maintaining proficiency rates.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Only 50% of students who completed the District-wide survey felt that they could persevere through something even when they felt frustrated, and complete tasks even when they were hard for them.

Critical Root Cause 2: Students who feel this way may not have a growth mindset or the skills to persevere through complex tasks or situations.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: An analysis of our summative and formative data reveals that our Tier 1 instruction and purposeful planning during PLCs are inconsistent.

Critical Root Cause 3: Teachers are still developing familiarity with the district-provided Tier 1 instructional materials and pacing guides, which impacts their ability to manage instructional time effectively. Additionally, weekly PLCs lack consistency and focus, resulting in planning that is sometimes misaligned with instructional goals and student needs.

Problem Statement 3 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Student Climate Survey, Student Voice
- Other
    - SEL, enVision math, Amplify science, HMH

Adult Learning Culture

- Other
    - Utilization of Tier 1 ELA curriculum, Read by Grade 3 Strategist/Learning Strategist, RTI Process

Connectedness

- Perception/survey data

Inquiry Areas

Revised/Approved: June 30, 2025

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students meeting proficiency in reading from 46% in Spring 2025 to 51% by Spring 2026, as measured by the MAP assessment.

Formative Measures: MAP

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Teachers will improve Tier 1 instruction through the PLC cycle. We will consistently utilize a research-based, highly aligned curriculum. We will improve foundational skills instruction through the use of Core 95 materials.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	PLC Look For tool	Administration Learning strategists	August 2025 - May 2026
2	HMM Look For tool	Administration Learning strategists	August 2025 - May 2026
3	PLC Teaching and Learning Cycle through implementing consistent PLC practices to unwrap standards, plan for instruction, and review student data	Administration Learning strategists	August 2025 - May 2026
4	Core 95 training	District	August 2025 - May 2026
5	Letters training	District	August 2025 - May 2026

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline
6	Identify specific students needing support using a universal screener	Classroom Teachers	August 2025 - May 2026
7	Teachers will provide additional intervention for students identified as 21%-40% and below, according to fall and winter MAP data	Classroom Teachers	August 2025 - May 2026
8	Read by Grade 3 strategist will provide small group instruction to 20% and below percentile students, and will use a highly aligned curriculum	Read by Grade 3 strategist	August 2025 - May 2026
9	Progress monitor students weekly and bi-weekly using Fastbridge	Classroom Teachers RTI Chair	August 2025 - May 2026
10	Professional Learning and coaching on effective tier-one instructional practices and the district ELA curriculum	Administration Learning strategists	August 2025 - May 2026
11	Instructional rounds	Administration Learning strategists Classroom Teachers	August 2025 - May 2026

Position Responsible: Administration

Resources Needed: Read by Grade 3 Strategist - RBG3
Learning Strategist
Accelerated Reader
FastBridge
Core 95
HMH

Evidence Level
Level 1: Strong: 95 Phonics Core
Level 2: Moderate: HMH
Level 3: Promising: easyCBM, Fastbridge, LETRS

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: 2025 Spring MAP ELA results showed that 46% of Schorr ES students in all grades were proficient. Schorr 5th-grade students are currently 34% proficient in ELA (MAP). **Critical Root Cause**: Consistent Tier 1 purposeful planning with the curriculum. Little to no differentiation occurred in most classrooms, and there was a lack of purposeful student engagement. Learning tasks did not consistently include differentiation to address varied student needs, i.e., the consistent use of small-group instruction. PLCs must be done weekly using the Teaching and Learning Cycle. Instructional staff must consistently ensure that learning tasks utilize effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups, thereby maintaining proficiency rates.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the conclusion of the 2025-2026 school year, all Professional Learning Community (PLC) meetings will consistently follow the schoolwide data meeting structure. This will be verified through observations of the meetings, with data gathered from common assessments aligned to the Nevada Academic Content Standards and developed using CCSD's research-based resources.

Formative Measures: PLC monitoring tool
Teaching and Learning Cycle

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Improve the consistency and quality of PLCs school-wide.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Review our Professional Learning Community (PLC) structure and expectations.	Administration Learning strategists	August 2025 - May 2026
2	Monitor PLC meetings and documents using the districtwide observation tool.	Administration Learning strategists	August 2025 - May 2026
3	Provide feedback to grade levels that are struggling with the Professional Learning Community (PLC) process.	Administration Learning strategists	August 2025 - May 2026
4	Struggling grade levels will visit successful grade levels to gain insight into how to improve their grade levels.	Administration Learning strategists	August 2025 - May 2026
5	Learning strategist will attend each PLC meeting to provide guidance and support.	Learning strategists	August 2025 - May 2026

Position Responsible: Administration

Resources Needed: Teaching and Learning Cycle documents
PLC Observation tool
Administration
Read by Grade 3 Strategist
Learning Strategist

Evidence Level
Level 4: Demonstrate Rationale: PLCs

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: An analysis of our summative and formative data reveals that our Tier 1 instruction and purposeful planning during PLCs are inconsistent. **Critical Root Cause**: Teachers are still developing familiarity with the district-provided Tier 1 instructional materials and pacing guides, which impacts their ability to manage instructional time effectively. Additionally, weekly PLCs lack consistency and focus, resulting in planning that is sometimes misaligned with instructional goals and student needs.

Inquiry Area 3: Connectedness

SMART Goal 1: During the 2025-2026 school year, teachers at [School Name] will implement and engage students in Habits 1-5 of the Leader in Me program. As a result, students will increase their self-management skills as measured by the 2026 CCSD district-wide survey. Specifically, the percentage of students who report "getting through something even when I feel frustrated" and "finishing tasks, even when it is hard for me" will increase from 50% to 55% by May 2026.

Formative Measures: Annual school-wide survey

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Provide regular communication and opportunities for parent participation in school activities and decision-making.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Through classroom teachers implementing the 7 Habits of Highly Effective Students, students will learn how to be proactive, put first things first, think win-win, seek first to understand, and begin with the end in mind, and sharpen the saw.	Teachers	August 2025 - May 2026
2	The Leader in Me online resources.	Lighthouse Committee Chair	August 2025 - May 2026
3	The school counselor will provide classroom lessons regarding perseverance and a growth mindset.	School Counselor	August 2025 - May 2026

Position Responsible: Administration

Resources Needed: The Leader in Me Program ($18,550 - Grant funded $10,833.33) (School pays $7,716.67)

Evidence Level
Level 4: Demonstrate Rationale: parent communication

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Only 50% of students who completed the District-wide survey felt that they could persevere through something even when they felt frustrated, and complete tasks even when they were hard for them. **Critical Root Cause**: Students who feel this way may not have a growth mindset or the skills to persevere through complex tasks or situations.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$265,551.50	Learning Strategist (2); Licensed Staff; The Leader in Me Program:	Student Success: Adult Learning: Connectedness
At-Risk Weighted Allocation	$147,934.00	Licensed staffing	Student Success
EL Weighted Allocation	$134,527.88	Licensed staffing	Student Success
Read by Grade 3 funds	$103,707.52	Read by Grade 3 Strategist	Student Success: Connectedness
Grant	$18,550.00	The Leader in Me Program	Student Success: Connectedness

School Continuous Improvement (CI) Team

Team Role	Name	Position
Required	Jennifer Lopuch	Parent
Required	Sheila Helal	Strategist
Required	Shannon Cuddihy	Math Strategist
Required	Holly Senter	RBG3
CI Team Lead	Susan Gant	Assistant Principal
Required	Shannon Williamson	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2025	End of Year Reflection