

Clark County School District

Elizondo, Raul P. ES

2025-2026 Status Checks with Notes



Mission Statement

To create a safe, respectful, and inclusive environment where every student gains the skills and confidence for a successful future.

Vision

At Elizondo Elementary, we strive to inspire a love of learning by empowering students and adults to grow, achieve, and thrive together through an innovative and supportive educational experience.

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/raul_p.elizondo_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-5, increase the percent of students who meet their projected growth goal in math from 53% to 70% by Spring 2026.

Aligns with District Goal

Formative Measures: MAP Growth Assessments (fall, winter, spring)
iReady Growth Monitoring
enVision math Common Assessment

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Professional learning opportunities that utilize engagement structures (i.e. cooperative learning structures, sentence frames, CRA) and provide teachers with support and professional development to implement rigorous Tier 1 instructional strategies and curriculum. Provide Tier I and differentiated instruction based on data using appropriate grouping and scaffolds. Position Responsible: Administration Resources Needed: ces Needed: Envision Look For Tools Goal Setting Notebooks for every student in 2nd - 5th Grades Strategist support learning teaching of the 8 mathematical practices Tier I Monitoring Tool Anchor Charts Sentence Frames KAGAN Structures KAGAN mats in each room Math Maps Data Differentiated PD for staff to increase knowledge and skills for improving Tier I CCSD Pacing Guides The Common Core Mathematics Companion Cube Strategy Posters Academic Math Word Walls Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: Engagement Structures Level 3: Promising: envisions 2020	Oct: In progress October Lessons Learned -21 staff went to Kagan Cooperative learning conference, 23 probationary staff members received PL on Kagan Cooperative Learning during the first 3 days back to school -EnVision tier 1 Materials offer CRA with the use of manipulatives, pictorial representation, and abstract problem solving Progress monitoring: -data gathered using MAPs Benchmarking, iReady diagnostics, and Fastbridge Progress Monitoring -quick checks, common grade level assessments/Topic Assessments, iReady Growth Checks -Data folders and goal setting with students October Next Steps/Need Next Steps: -Use iReady Growth Checks to do monthly growth/goal setting with students -iReady Math Fact Fluency Flight -Utilize more Kagan/Cooperative learning structures to allow more student participation and time to work through problems -more use of manipulatives when introducing new topics and concepts -Utilize EnVision diagnostic/intervention kit (black box) more frequently with DI groupings

Problem Statements/Critical Root Cause: Student Success 1

- Implement 3rd-5th Grade students using Math journals
- Needs:
 - Training on Must dos vs. Can dos. for Math EnVision daily lessons
 - Opportunity for newer teachers to observe experienced teachers using Kagan Structures correctly
 - Implementing/Getting Kathy Richardson for Student cooperative learning/hands on
 - Coaching/modeling/training students on how to use the Math journals
 - Staff prioritize major standards, preview summative assessment to plan lessons and practice

Feb:

February Lessons Learned

Action 1 & 2-The learning intention and success criteria are posted, however, the teacher needs to interact with them more intentionally and refer back to them throughout the lesson. The teacher should ensure that at least one Mathematical Practice Standard is explicitly targeted and that students clearly understand whether they were successful in meeting it.

Action 3 & 4: 1-26-26 Math Tier 2 and Tier 3 Training was held on January 26, 2026. The three-hour training focused on Kathy Richardson's work and the Math Diagnosis and Intervention System (MDIS). The session also emphasized the Concrete-Representational-Abstract (CRA) approach and incorporated Kagan strategies such as Numbered Heads Together, Think-Pair-Share, Kagan Mats, and Rally Robin

Action 5: Teachers are not yet consistently implementing DOK Level 3 and 4 questions needed to deepen student reasoning in Math.

Action 6: teachers are entering monthly data in Data sheet to include scores from iReady, MAP, monthly SLG Goals

February Next Steps/Need

Action 1 and 2: Math tasks will be intentionally aligned to the learning intentions and success criteria to effectively monitor student understanding of grade-level concepts. Teachers will utilize Quick Checks to guide instructional decision-making, identify student misconceptions, and determine the need for reteaching, intervention, or enrichment. Action 3 & 4: Four professional development sessions are scheduled to incorporate Kagan Structures and provide teachers with strategies to increase student engagement, collaboration and CRA Approach.

Action 5: Provide ongoing modeling and coaching for teachers

	on how to effectively use the blue questions and math discussion cards to engage students in academic discourse and deepen mathematical understanding. Plan for Math instructional Action step 6: Teachers will continue to utilize student data folders to conduct individual conferences focused on analyzing benchmark results from iReady and MAP in order to set goals and monitor progress. June: June Lessons Learned June Next Steps/Need
Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Provide Tier 1 and differentiated instruction based on data using appropriate grouping and scaffolds. Position Responsible: Administration Resources Needed: Grade-level appropriate manipulatives Envisions Map and iReady Data Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: MAP Growth Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned 21 staff went to Kagan Cooperative learning conference, 23 probationary staff members received PL on Kagan Cooperative Learning during the first 3 days back to school -EnVision tier 1 Materials offer CRA with the use of manipulatives, pictorial representation, and abstract problem solving Progress monitoring: -data gathered using MAPs Benchmarking, iReady diagnostics, and Fastbridge Progress Monitoring -quick checks, common grade level assessments/Topic Assessments, iReady Growth Checks -Data folders and goal setting with students October Next Steps/Need Next Steps: -Use iReady Growth Checks to do monthly growth/goal setting with students -iReady Math Fact Fluency Flight -Utilize more Kagan/Cooperative learning structures to allow more student participation and time to work through problems -more use of manipulatives when introducing new topics and concepts -Utilize EnVision diagnostic/intervention kit (black box) more frequently with DI groupings -Implement 3rd-5th Grade students using Math journals Needs: Training on Must dos vs. Can dos. for Math EnVision daily lessons

- Opportunity for newer teachers to observe experienced teachers using Kagan Structures correctly
- Implementing/Getting Kathy Richardson for Student cooperative learning/hands on
- Coaching/modeling/training students on how to use the Math journals
- Staff prioritize major standards, preview summative assessment to plan lessons and practice

Feb:

February Lessons Learned

Now/Lessons Learned:

- ELL Staff Development focused on the RACE strategy to support students in meeting their monthly Student Learning Goals. The training emphasized effective ELL instructional strategies, including sentence stems, sentence structure, and language discourse strategies. Kagan strategies were also incorporated throughout the training. Based on MAP Data, we are on track with progress.
- SLG Mid-Cycle Review: Each teacher had a one-on-one conference with an administrator to determine whether their class is approaching the 70% benchmark.
- Daily small-group instruction for grades 3-5 was implemented from 1:40-2:10 PM.

February Next Steps/Need

Next Steps/Need:

- CRA Approach: CRA Training was held on January 26, 2026 and emphasized the consistent use of CRA, teachers should plan at least one CRA progression and one TPR strategy in every math lesson.
- During the We Do portion of the Savvas enVision Math lesson, the teacher will incorporate Kagan cooperative learning strategies to promote meaningful math discourse. Students engage in structured partner and peer interactions (such as Think-Pair-Share, Rally Coach, or Timed Pair Share) to explain their thinking, justify strategies, and respond to one another using academic math language.

June:

June Lessons Learned

June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in Mathematics between the LEP and non LEP students from 16.5% in 2025 to 6.5% by 2026, as measured by the state SBAC summative assessment.

Decrease student proficiency gap in English Language Arts between the English Learners and English Proficient students from 23.1% in 2025 to 13.1% in 2026, as measured by the state SBAC summative assessment.

Increase the percentage of short-term proficient EL students from 7.4% in 2025 to 17.4% by 2026, as measured by WIDA summative assessment.

Aligns with District Goal

Formative Measures: Summit K12

MAP Growth Assessments

iReady Growth Monitoring

Classroom Common 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: Administration 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 2: Moderate: MAP Growth Level 4: Demonstrate Rationale: Summit K-12 Problem Statements/Critical Root Cause: Student Success 2	Oct: In progress October Lessons Learned Currently working on establishing small group and DI groupings for ELs Small group of teachers working on monitoring growth and strategies for EL instruction October Next Steps/Need -EL scaffolds and training for Staff by Strategists Feb: February Lessons Learned Now: The majority of our teachers have completed their ULD (85%). The lesson learned regarding PD requirements such as ULD, is that teachers need to be given time to complete the sessions on Staff Development Day. A one-hour work session would help with ensuring all teachers have fulfilled this goal. We have continued to conduct instructional rounds utilizing the Tier I monitoring tool. We have worked with the ELL department on language acquisition goals and staff training. The strategists have not been as involved during this semester with the completion of this task. Based on the walks/ observation data, it was determined that students need more structured discourse opportunities. Teachers were given Professional Development on January 26, 2026. February Next Steps/Need Next Steps: Allow time for the team to conduct instructional walks together on a bi-monthly basis. Based on the walks and/or observations, the team can determine grade-level specific trainings to support students. PLC/Strategize planning time will support opportunities for teachers to plan for discourse opportunities and engagement using ELL strategies such as sentence stems and frames. June: June Lessons Learned June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 academic year, 90% of classroom teachers will consistently execute lessons that feature active student and teacher interaction with the Learning Intentions and Success Criteria. This will include the integration of differentiated instructional strategies aligned with the Success Criteria, as evidenced by the Tier 1 monitoring tool.

Aligns with District Goal

Formative Measures: Tier I Monitoring Tool

Lesson Plan reviews

Teacher Observations

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: All teachers will receive professional learning on utilizing the CCSD Tier I instructional tools to determine learning intentions and success criteria. Position Responsible: Administration Resources Needed: Elizondo PLC template lesson planning tools Tier I curriculum guides Planning documents Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned Now/Lessons Learned: -Strategists and Admin are using Tier 1 Monitoring tool to observe Success Criteria and Learning Intention alignment -Grade Level Department Chairs will be trained on Observations and using Tier 1 Monitoring Tool (scheduled in October) October Next Steps/Need Next Steps: -Differentiated Professional learning for all Staff -Refresher course on aligning standards with learning intention to success criteria Feb: February Lessons Learned Now: -Student-friendly School Improvement Plans have been created and placed in every classroom. -During a staff meeting in January 2026, teachers were instructed to review goal setting and the SIP with students. -During PLC meetings, teachers reflect, plan, and strategize lessons aligned to the CCSD pacing guides and Clarity Guides. -Teachers analyze the Learning Intentions and Success Criteria to provide meaningful tasks that align to those targets and outcomes.

-The administration has conducted weekly classroom walk-throughs using the Tier I Monitoring Tool.

February Next Steps/Need

Next Steps:

-The strategists will begin conducting more walk-throughs to collect evidence of the goal beginning in February 2026 by using the Tier I Monitoring Tool.

-Grade Level Department Chairs need to be trained on conducting walk-throughs and using the Tier I Monitoring Tool.

-Teachers will reflect on alignment of the Learning Intention/ Success Criteria by analyzing the i-Ready monthly growth monitoring data.

June:

June Lessons Learned

June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce suspension rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2025-2026 school year, as measured by school-wide behavior data.

Aligns with District Goal

Formative Measures: MTSS Team Agendas
Infinite Campus Behavior Data
TFI 3.0 School-wide Behavior Data
Social Worker Referrals

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: Administration and PBIS Leadership Team Resources Needed: PBIS Leadership Team (administrator, teachers, student(s), parents(s), community partner(s). TFI 3.0 data Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: PBIS Level 2: Moderate: Leader in Me Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Behavior data has improved, progressive discipline plan working, building relationships with students and parents Attendance improving October Next Steps/Need Next Steps: -Create Poster with School Improvement Plan that is student-friendly -More opportunities to interact with School Improvement Plan Poster -Reflection daily/weekly with teachers and students -create student leaders Feb: February Lessons Learned Now/Lessons Learned: -Student-friendly School Improvement Plans have been created and placed in every classroom. -During a staff meeting in January, 2026, teachers were instructed to review goal setting and the SIP with students. -Behavior data continues to improve, progressive discipline plan working, building relationships with students and parents. Teachers were trained on Tier I SEL, Sanford Harmony on January 26, 2026. February Next Steps/Need Next steps:

-Teachers will implement the Sanford Harmony into the daily instructional schedule to support the SEL and positive behavior.
-Train student leaders to advocate for positive behavior and model appropriate behaviors throughout the school day.
-Utilize post observations, teacher conferences, and interactions for teachers to reflect on classroom management and student response.

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June:

June Lessons Learned

June Next Steps/Need