

Clark County School District

Tarr, Sheila Academy of International Studies ES

2025-2026 Status Checks with Notes



Mission Statement

The Sheila Tarr Academy community encourages students to be internationally minded allowing them to grow academically and socially through rigorous instruction empowering students to achieve their full potential. As global citizens, students will develop compassion toward others and the environment by acting responsibly and respectfully. As partners in this mission, parents, students and teachers work together to make connections between their own worlds and the worlds of others allowing them to accept differences and embrace diversity.

Vision

The Sheila Tarr Academy community will empower students to be responsible citizens demonstrating academic and social achievement in their future endeavors.

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/sheila_r._tarr_elementary_school/nspf/

Table of Contents

Inquiry Areas	4
Inquiry Area 1: Student Success	4
Inquiry Area 2: Adult Learning Culture	6
Inquiry Area 3: Connectedness	8

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of all students proficient in ELA from 61.6% in 2023-2024 to 65% by 2024-2025, as measured by SBAC.

Increase the percentage of students on the spring MAP ELA assessment in the projected CRT Proficiency category from 65% in the 2024-2025 school year to 68% in the spring 2026.

Aligns with District Goal

Formative Measures: MAP Growth Assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Provide students high quality Tier 1 instruction in ELA using the foundational skills from Language Essentials for Teachers of Reading and Spelling (LETRS) so that the core components of reading are taught to students during whole group and small group instruction while ensuring the tasks and assessments are aligned to standards. Position Responsible: Administration Resources Needed: HMH Into Reading Curriculum CCSD HMH Teacher Clarity Guides CCSD Learning Progression of Reading Standards spiraling document Common planning times for grade level teams Tarr PLC Guiding Questions Form Heggerty Curriculum 95 Core Phonics Curriculum Evidence Level Level 2: Moderate: progress monitoring , MAP growth assessments, HMH Into Reading Level 3: Promising: LETRS, analyze data in PLCs, enVision Mathematics Common Core 2020 Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 3 - Connectedness 2	Oct: In progress October Lessons Learned Teachers need support with understanding and using MAP data to inform their instruction. Leveled groups for RTI and classroom instruction have not been implemented long enough to determine areas of growth/need. October Next Steps/Need Administration will provide professional learning related to analyzing MAP data with support from AARSI. Observation will planned during ELA instruction to monitor implementation of HMH and differentiated learning. Feb: In progress February Lessons Learned Continue- Teachers need support with understanding and using MAP data to inform their instruction. Leveled groups for RTI and classroom instruction have not been implemented long enough to determine areas of growth/need. February Next Steps/Need Continue-Administration will provide professional learning related to analyzing MAP data with support from AARSI. Observation will planned during ELA instruction to monitor implementation of HMH and differentiated learning. June: June Lessons Learned June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: During the 2025-2026 school year, increase students' understanding of ELA skills and concepts through the use of varied grouping strategies and individual support to meet students' needs by utilizing HMH Into Reading and strategies from Language Essentials for Teachers of Reading and Spelling (LETRS) as measured by LETRS professional learning attendance, PLC meetings and Tier I Monitoring Tool classroom walkthroughs.

Aligns with District Goal

Formative Measures: Informal Classroom Observations
Completion of assigned LETRS Professional Learning

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: All grade levels will actively participate in weekly PLCs to support the alignment of standards to instruction, learning intentions/success criteria are identified, critical components of the lesson are identified to support differentiation and formative/summative assessments are aligned to the standard. Position Responsible: Administration Resources Needed: HMH Into Reading Program Weekly planning time for teachers Common PLC meeting structure CCSD Clarity Guides CCSD Learning Progression of Reading Standards Spiraling document Tarr PLC form to guide discussions Leveled Reading Books Evidence Level Level 2: Moderate: progress monitoring, MAP growth assessments Level 3: Promising: HMH Into Reading, analyze data in PLCs Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned PLCs do not always have a focus on ELA. Specifically using HMH, the CCSD Clarity Guides and the CCSD Learning Progression of Reading Standards. October Next Steps/Need Administration will rotate between grade levels to help guide PLCs discussions around using HMH, the CCSD Clarity Guides and the CCSD Learning Progression of Reading Standards. Feb: In progress February Lessons Learned Continue-PLCs do not always have a focus on ELA. Specifically using HMH, the CCSD Clarity Guides and the CCSD Learning Progression of Reading Standards. February Next Steps/Need Continue-Administration will rotate between grade levels to help guide PLCs discussions around using HMH, the CCSD Clarity Guides and the CCSD Learning Progression of Reading Standards. June: June Lessons Learned June Next Steps/Need

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Teachers will participate in LETRS professional learning and implement strategies learned during the professional learning into their daily ELA instruction. Position Responsible: Administration Resources Needed: LETRS(r) Professional Learning provided by CCSD Time for teachers to complete the synchronous and asynchronous learning Monitoring system to monitor the teachers' completion of LETRS(r) learning coursework Observations Evidence Level Level 2: Moderate: LETRS(r) Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned Most teachers are on track with the LETRS professional learning. October Next Steps/Need Read By Grade 3 part time strategist will continue to use the LETRS progression board to highlight how teachers are keeping up with and moving through the LETRS modules. Feb: In progress February Lessons Learned Continue-Most teachers are on track with the LETRS professional learning. February Next Steps/Need Continue-Read By Grade 3 part time strategist will continue to use the LETRS progression board to highlight how teachers are keeping up with and moving through the LETRS modules. June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: Increase the number of opportunities students have to show their understanding of what they are learning, why they are learning it and how they will know if they have learned it through their interaction with the learning intentions and success criteria from 36.4% during the 2024-25 school year to 43% by status check 1, 53% by status check 2 and 63% in May 2026 as measured by observations through Focal Point.

Aligns with District Goal

Formative Measures: Tier I instruction observational tool Focal Point

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Students will use strategies and opportunities provided by the teacher to show their understanding of what they are learning, why they are learning it and how they will know if they have learned it that include interaction with the learning intentions and success criteria during multiple points within a lesson. Position Responsible: Administration Resources Needed: Professional development on utilizing the components of the HMH Into Reading program that allow for student self-reflection and checks for understanding by teacher. Observational data through Focal Point Teacher created strategies/tools to check for student's metacognition. Evidence Level Level 1: Strong: build a committed staff and provide professional development Level 2: Moderate: progress monitoring Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Teachers are posting the LI and SC but are not consistently utilizing them throughout their lessons to monitor how successful students are with the concepts being taught in the lesson. October Next Steps/Need Administration will continue to monitor usage of the LI and SC throughout lessons during formal and informal observations. Feedback will be provided to staff based on the data from the observations. Feb: In progress February Lessons Learned Continue-Teachers are posting the LI and SC but are not consistently utilizing them throughout their lessons to monitor how successful students are with the concepts being taught in the lesson. February Next Steps/Need Continue-Administration will continue to monitor usage of the LI and SC throughout lessons during formal and informal observations. Feedback will be provided to staff based on the data from the observations. June: June Lessons Learned June Next Steps/Need