

Clark County School District

Alamo, Tony ES

2025-2026 Status Checks with Notes



Mission Statement

The mission of Tony Alamo Elementary School is to provide a safe and positive educational environment that promotes learning and achievement.

Students, staff, families and the community will work together in a caring and respectful manner in order to achieve academic and behavioral expectations.

Vision

Tony Alamo Elementary School is committed to academic excellence.

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/tony_alamo_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Decrease the percent of students scoring below the 41st percentile in reading from 34% (spring, 2024) to 29% by spring of 2025 as measured by MAP Growth Assessments.

Aligns with District Goal

Formative Measures: MAP Growth Reading

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Design and deliver high quality rigorous differentiated Tier 1 reading instruction by integrating LETRS informed instructional practices on the science of reading with adopted curriculum, instructional modeling and observation, and teacher-led discussions during PLCs, with an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Position Responsible: Principal Resources Needed: LETRS training materials and online learning sessions Literacy Specialist to provide instructional coaching and support Extra duty pay and purchase prep periods to provide time for learning walks, instructional coaching, collaboration, and to design professional learning Data from MAP Growth assessments, summative assessments, and other schoolwide formative assessments HMH Into Reading curriculum 95 Phonics Core curriculum Tier 1 literacy monitoring tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.2 Evidence Level Level 1: Strong: 95 Phonics Core Program Level 2: Moderate: HMH Into Reading; Coaching; Data Analysis Level 3: Promising: LETRS (Language Essentials for Teachers of Reading and Spelling); Professional Learning Communities (PLC); Exact Path (Edmentum) Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned We are implementing most of our action steps for this improvement strategy. The percentage of students below the 41st percentile in reading (29%) as measured by the Fall MAP Growth is unchanged since the administration last spring. However, the MAP Growth norms changed over the summer, reflecting a downward shift in student achievement and now the 80th percentile is most closely aligned with proficiency. This means 22% of Alamo students are currently achieving at proficient levels according to Fall MAP Growth. MAP Growth shows a performance gap with 52% of ELL students performing below the 41st percentile, which is significantly higher than the school overall percentage. SBAC data from last spring shows 56.5% proficiency in ELA and 52% of students meeting adequate yearly growth (AGP). Planning days were utilized to deepen understanding of standards and pacing and embed literacy practices within science and math instruction. October Next Steps/Need Continue actions for implementation of current improvement strategy, and ensure all students are accessing learning paths on Exact Path. Provide bi-weekly Exact Path usage reports to support classroom teachers. Continue supporting teachers in embedding literacy practices across content areas. Feb: In progress

February Lessons Learned

We are implementing most of our action steps for this improvement strategy. Additionally, after school tutoring was provided to ELL students for a period of 6 weeks, 4 days per week. The percentage of students below the 41st percentile in reading as measured by the MAP Growth has reduced from 29% to 23% since the fall administration. However, the MAP Growth norms changed over the summer, reflecting a downward shift in student achievement and now the 80th percentile is most closely aligned with proficiency. This means 28% of Alamo students are currently achieving at proficient levels according to Winter MAP Growth. This is an increase of 6 percentage points since the fall administration. MAP Growth shows a performance gap with 39% of ELL students performing below the 41st percentile, which is a decrease of 13 percentage points since the fall administration.

February Next Steps/Need

Continue actions for implementation of current improvement strategy. ELL Department will provide support in extending use of Summit online program for ELL students.

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

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Provide evidence-based intensive Tier 2 reading intervention in small groups to provide targeted, supplemental instruction for students who are not making adequate progress. Position Responsible: Administration, Literacy Strategist, and Literacy Interventionist Resources Needed: Literacy Specialist to provide instructional coaching and support Literacy Interventionist to provide interventions and facilitate learning lab Certified Temporary Tutors (CTTs) to provide Tier II interventions to students identified as "at-risk" Extra duty pay and purchase prep periods to provide time for learning walks, instructional coaching, and designing professional learning Data from MAP Growth assessments, summative assessments, and other schoolwide formative assessments 95 Comprehension program 95 Surge Vocabulary program 95 Phonics Tier 2 program and Phonics Leveled Library FastBridge Progress Monitoring measures Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 1: Strong: Multi-Tiered Systems of Support (MTSS); 95 Phonics Intervention Programs Level 2: Moderate: Coaching; Data Analysis Level 3: Promising: MAP Growth assessment Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned The change to our Tier 2 structure with the inclusion of the Reading Lab has resulted in an increased number of students receiving small group interventions. New materials purchased also align with the Tier 1 phonics program. Instructional coaches have initiated individual meetings with teachers to identify students most at-risk, reducing our response time to addressing instructional needs. October Next Steps/Need Continue actions for implementation of current improvement strategy and continue monitoring. Feb: In progress February Lessons Learned We implemented all of our action steps for this improvement strategy which resulted in clear evidence of growth and impact most students. Sixty percent of students receiving decoding interventions meeting or exceeding Winter MAP Growth goals, and 80 percent of students receiving small group instruction in the Reading Lab either meeting or exceeding Winter MAP Growth goals. Seventy-one percent of students who performed above the 41st percentile on Fall MAP Growth who received Reading Lab services during Semester 1 met or exceeded their Winter MAP Growth goals. February Next Steps/Need Continue actions for implementation of current improvement strategy and continue monitoring. June: June Lessons Learned June Next Steps/Need

Improvement Strategy 3 Details	Reviews
Improvement Strategy 3: Extend learning opportunities with after school reading groups and family literacy events. Position Responsible: Principal Resources Needed: ELL Student Success Advocate to organize after-school programs Extra duty pay to pay licensed teachers to plan and deliver supplemental instruction, and assist with family literacy events Data from MAP Growth assessments, WIDA assessments, and other schoolwide literacy measures FastBridge Progress Monitoring measures Focused Language Study (FLS) program Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 4: Demonstrate Rationale: parent literacy events Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned October Next Steps/Need Feb: In progress February Lessons Learned We are implementing most of our action steps for this improvement strategy. After school instruction was provided to ELL students for a period of 6 weeks, 4 days per week. The percentage of students below the 41st percentile in reading as measured by the MAP Growth has reduced from 29% to 23% since the fall administration. MAP Growth shows a performance gap with 39% of ELL students performing below the 41st percentile, which is a decrease of 13 percentage points since the fall administration. Two family literacy events were promoted, but one was cancelled due to lack of community response. The second event hosted 7 attendees, and response surveys were favorable in the area of impacting literacy at home. February Next Steps/Need Continue actions for implementation of current improvement strategy. ELL Department will provide support in extending use of Summit online program for ELL students. Create task force to source ideas for increasing community attendance at parent events. June: June Lessons Learned June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in Mathematics between the English Learners and English Proficient students from fifteen percentage points in 2024-2025 to ten percentage points by 2025-2026, as measured by state summative assessments. Decrease student proficiency gap in ELA between the English Learners and English Proficient students from thirty-three percentage points in 2024-2025 to twenty-three percentage points by 2025-2026, as measured by state summative assessments.

Aligns with District Goal

Formative Measures: Summit K12
MAP projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. Position Responsible: Principal Resources Needed: ULD professional learning series Tier I Monitoring Tool Evidence Level Level 4: Demonstrate Rationale: Summit K12 Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned October Next Steps/Need Feb: In progress February Lessons Learned We are implementing most of our action steps for this improvement strategy. Data collected from instructional rounds has informed PLC agendas and professional learning needs. February Next Steps/Need Continue actions for implementation of current improvement strategy. June: June Lessons Learned June Next Steps/Need

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL). Position Responsible: Principal Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum. Summit K12 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 4: Demonstrate Rationale: Focused Language Study (FLS) program; Summit K12 Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned October Next Steps/Need Feb: In progress February Lessons Learned We are implementing most of our action steps for this improvement strategy. After school instruction was provided to ELL students for a period of 6 weeks, 4 days per week. The percentage of students below the 41st percentile in reading as measured by the MAP Growth has reduced from 29% to 23% since the fall administration. MAP Growth shows a performance gap with 39% of ELL students performing below the 41st percentile, which is a decrease of 13 percentage points since the fall administration. February Next Steps/Need Continue implementation of current improvement strategy. ELL Department will provide support in extending use of Summit online program for ELL students. June: June Lessons Learned June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, walkthrough observation data will show that in 50% of observations, collaborative work is aligned with the Analyze and Respond components of the CCSD Teaching & Learning Cycle as measured by the PLC Observation Tool.

Aligns with District Goal

Formative Measures: PLC observation tool

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement and refine PLCs by blending administrative coaching, teacher-leader training, onsite professional learning, and instructional modeling and observation, embedding best practices. Position Responsible: Principal Resources Needed: Materials for PLC meetings Literacy Specialist & Math Strategist to train & facilitate grade level teachers in conducting data-driven PLC meetings Extra duty pay and purchase prep periods to provide time for teachers to attend PLCs, collaboration, and to design professional learning Data from MAP Growth assessments, summative assessments, and other schoolwide formative assessments HMH Into Reading curriculum 95 Phonics Core curriculum Tier 1 literacy monitoring tool PLC Observation tool PLC Reflection Tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 1: Strong: Build a committed staff and provide professional development Level 2: Moderate: PLCs - level Level 3: Promising: Analyze data in PLC's Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned Teacher teams have increased ownership of PLC topics by assuming responsibility of agendas and notetaking/next steps. PLC walk-through data shows the focus of collaborative work varies across grade levels, with the majority of meetings (44%) focused on planning and 27% of PLC meetings focused on analyzing and responding to evidence of student learning. The PLC team in third grade math spent sixty-two percent of meetings focused on analyzing and responding to evidence of student learning. Planning days were utilized this quarter to strengthen team norms, shared ownership, and collaboration, as well as frontload the heavy lifting of long-term curriculum design in order to shift PLC time toward meaningful instructional reflection, student work analysis, and strategy-sharing. October Next Steps/Need We will continue implementing the improvement strategies and provide professional learning to strategists and teachers on PLC Activating in order to drive adult learning and maximize our collaborative expertise. Feb: In progress February Lessons Learned Teacher teams continue to increase ownership of PLC topics. Teams submit agendas ahead of time to strategists and administrators showing their discussion topics for each meeting. PLC walk-through data shows the focus of collaborative work varies across grade levels, with the majority of meetings (58%) still focused on planning, 31% focused on the discussions of teaching, and 11% focused on assessing and

analyzing the evidence of student learning. Teachers continue to utilize the data gathered during planning days to guide their next steps in PLCs with SLGs and reflections on weekly data. Personnel changes have also been made during kindergarten and 5th grade PLCs to ensure a stronger collaboration between the remaining members of the team, while still sharing all information with all grade level members.

February Next Steps/Need

Continue the current strategies with grade level collaboration by releasing more control to the teachers to lead and guide each PLC to allow more ownership of the time spent on each subject while following the curriculum map.

June:

June Lessons Learned

June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the 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: TFI 3.0, School-wide behavior data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen Tier 1 Positive Behavior Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0. Resources Needed: Harmony (District provided) Panorama (District provided) Counselor (District Provided) Behavior Interventionist (Weighted) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Counselor 1 Level 4: Demonstrate Rationale: Rethink Ed; Student mentoring Problem Statements/Critical Root Cause: Connectedness 1	Oct: Implemented October Lessons Learned Schoolwide SEB expectations learned with the staff based on the PBIS teaching matrix. Lesson plans shared with staff. First three weeks of school set aside specifically for SEL lessons, procedures for each class, and counseling lessons shared. October Next Steps/Need Create PBIS team with previous staff members who were on the team, add new members from each grade level, and continue to gain points on the TFI 3.0 scale. Feb: In progress February Lessons Learned Schoolwide expectations continued and practiced regularly with staff using the PBIS teaching matrix. Counselor continuing to use lessons in classes based on individual teachers' needs. The number of non-attendance behavior events as of February 20th is 210, compared to 432 at this time in 2025, which is a decrease of 51.4%. February Next Steps/Need Continue with PBIS team. Complete TFI 3.0 scale with all 3 tier levels to determine next steps to move to full Tier 2 implementation. June: June Lessons Learned June Next Steps/Need