

Clark County School District

Cortez, Manuel J. ES

2025-2026 Status Checks with Notes



District Approval Date: February 23, 2026

Mission Statement

Success is not easy, but together we've got this!

Vision

The Cortez Community is committed to providing high expectations to develop successful learners.

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/manuel_j._cortez_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of all students projected to be proficient in mathematics from 35% (2025) to 40% by 2026, as measured by MAP growth assessments. Increase the percentage of all students projected to be proficient in ELA from 22 % (2025) to 27% by 2026, as measured by MAP Growth assessments.

May 2024

Aligns with District Goal

Formative Measures: MAP

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement enVision mathematics instruction consistently across the school, aligned with the district pacing. Continue to implement newly adopted HMH literacy curriculum across the school, aligned with the district pacing. Position Responsible: Admin Resources Needed: enVisions resources Mountain Math HMH Literacy Curriculum 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 We learned that we are implementing the improvement strategies as planned and the challenges and gaps in performance we are noticing are with differentiation. October Next Steps/Need What we need to do next is implement targeted groupings for small group instruction. We need to reinforce teacher knowledge of specific standards and skills. We will continue to implement a common method of data analysis of summative assessments and utilize the learning progression spiraling document. Feb: In progress February Lessons Learned We learned that we are noticing an increase in our MAP data by implementing the improvement strategies as planned. We are noticing the gaps in student performance with differentiated small group interventions. February Next Steps/Need We will continue to increase the frequency of data analysis and data based planning during PLCs. We will continue to utilize the results from MAP assessments to develop small group interventions and inform small differentiated Tier 1 groups. We will continue to reinforce teacher knowledge of specific standards and skills in PL, focusing on math. June: Continue June Lessons Learned We learned that MAP math scores have decreased and a possibly problem could be student absenteeism. We have noticed an increase in MAP ELA scores due to an increase in executing HMH curriculum with fidelity and using various strategies to implement during small group instruction June Next Steps/Need Support teachers to aggregate MAP data in order to drive instruction, creating small groups, and reinforce teacher knowledge of specific standards.

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in ELA between the English Learners and English Proficient students from 24.3% in the 2024-2025 school year to 14.3% by end of 2025-2026 school year as measured by state summative assessments. Decrease student proficiency gap in Math between the English Learners and English Proficient students from 16.5% in the 2024-2025 school year to 6.5% by end of 2025-2026 school year as measured by state summative assessments. Increase the percentage of WIDA proficient in language acquisition from 15.6% in 2025 to 25.6% by 2026, as measured by WIDA.

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 1 instruction for all English learners. Position Responsible: Administration Resources Needed: ULD professional learning series Tier 1 Monitoring Tool 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 1	Oct: In progress October Lessons Learned Just added AB 335 language October Next Steps/Need Need to implement strategies. Feb: In progress February Lessons Learned We learned that 90% of our teachers completed the CCSD's adopted Language Development Approach, Understanding Language Development (ULD). February Next Steps/Need We will continue to participate in instructional rounds utilizing Tier I monitoring tools. We will continue to identify professional learning and coaching needs for our school. We need to ensure 100% of teachers completed the ULD. June: Continue June Lessons Learned We will continue to provide professional learning and coaching needs for our school. June Next Steps/Need We will reach out to staff members to ensure 100% completion of ULD.

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: AB 335: Implement Tier II support for identified EL student groups (newcomers, short-term English learners (STEL), and long-term English learners (LTEL)) Position Responsible: Administration Resources Needed: Summit K12 FLS Instructional Materials FLS 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 1	Oct: In progress October Lessons Learned Just added AB 335 language October Next Steps/Need Need to implement strategies. Feb: In progress February Lessons Learned We've seen an increase in expressive language forms such as speaking and writing for EL students with the implementation of Summit K12 Tier II and FLS support. February Next Steps/Need We will continue to implement Summit K12 Tier II and FLS support for EL student groups. We need to determine professional learning and coaching needs for the school with instructional rounds. June: Continue June Lessons Learned Based on our WIDA ACCESS data, we have seen an increase in scores in our speaking and writing sections. We will continue with Summit K12 Tier II and FLS supports for EL student groups. June Next Steps/Need We will continue to implement Summit K12 Tier II and FLS support for EL student groups.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, 100% of K-5 staff delivering ELA instruction will utilize the HMH curriculum with fidelity, implementing research-based strategies and data-driven decision making during differentiated Tier 1 small group instruction.

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Attend multiple professional learning sessions regarding implementation of the HMH curriculum specifically to support high quality small group instruction. Collaborate with colleagues regarding best practices and improvement strategies. Position Responsible: Admin Resources Needed: HMH training and support documents Current student data and Tier 1 expectations documents Upcoming standards as determined by grade level/District pacing guides Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned Yes, we are implementing the improvement strategy as planned. Our challenges with implementation and gaps are the implementation of professional learning takeaways into the classroom. October Next Steps/Need Next, we will ensure integration of self reflection and exit tickets for all professional learning and provide an opportunity for teachers to plan integration of the professional learning and analyze the data that applies to that professional learning. We need to ensure the focus on planning. Feb: In progress February Lessons Learned We learned that we've seen an improvement of best practices in HMH curriculum with routine observations and instructional rounds by administrators. February Next Steps/Need We need to integrate more self reflection and exit tickets for professional learning. We will continue to collaborate with colleagues, strategists, and administrators for best practices and improvement strategies. June: Continue June Lessons Learned We learned that the additional professional learning and coaching improved best practices of HMH curriculum and small group instruction, resulting increase in student growth and achievement in the spring MAP ELA assessment. June Next Steps/Need We need to ensure PLC and collaborations are meaningful and productive to ensure best practices in the school and overall continued success for our students.

Inquiry Area 3: Connectedness

SMART Goal 1: During the 25-26 school year, increase the number of students, as indicated by the Panorama Survey, that are able to persevere through setbacks to achieve important goals, from 55/100 to the District's average of 61/100.

Aligns with District Goal

Formative Measures: Panorama

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Continue to implement a school wide SEL curriculum and PBIS structure, supported by our counselors, BoysTown representative, and behavior strategist. Classroom teachers will engage in daily SEL focused morning meetings to foster community and connectedness. Position Responsible: Admin Resources Needed: Continued training on school wide SEL curriculum and PBIS structures, including school wide classroom integration of PBIS expectation Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Yes, we are implementing the improvement strategy as planned. Our challenges continue to be the behaviors that students come to school exhibiting. October Next Steps/Need Next, we will specifically integrate perseverance, lesson lessons into our morning community building. We need to develop a common language with both staff and students around perseverance and what that looks like, sounds like, and feels like on our school campus. Feb: In progress February Lessons Learned Based on our Panorama data, there is an increase of students who are able to persevere through setbacks and achieve important goals. February Next Steps/Need We will continue to identify students in need of individual support and develop plans and adhere to PBIS structures and supports. June: Continue June Lessons Learned Based on our Panorama data, there was a 1% decrease of student who were able to preserve through setbacks and achieve important goals. June Next Steps/Need We will implement growth mindset, goal setting, and additional PBIS structures and supports. We will incorporate morning meeting with SEL lessons and team building activities.