

Clark County School District

Hill, Charlotte ES

2025-2026 Status Checks with Notes



Mission Statement

We the staff, parents, students and community of Charlotte Hill Elementary School take responsibility for the academic, social and emotional growth of every child to be college, career and citizenship ready.

Vision

N/A

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/charlotte_hill_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of all students proficient in Reading from 47% in spring 2025 to 57% in spring 2026, as measured by the MAP Reading assessment (61st percentile threshold).

Aligns with District Goal

Formative Measures: NWEA Fall MAP Assessment
NEA Winter MAP Assessment

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Participate in LETRS training schoolwide and implement strategies learned. Position Responsible: RBG3, Site Administration Resources Needed: LETRS certification materials. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2	Oct: In progress October Lessons Learned Teachers are working through the year two LETRS certification modules. October Next Steps/Need Continue to complete LETRS PL as scheduled. Feb: In progress February Lessons Learned 43% of students tested were proficient in reading on the winter MAP assessment. As measured by the winter MAP assessment, 44% of students are projected to be proficient on the spring 2026 ELA SBAC. This is a 2.3% decrease from the prior year winter MAP projected proficiency. February Next Steps/Need Meet with the instructional team and vertical team/PLC leads to review data. Review small group instructional supports. Identify "bubble" students who may benefit from additional support. June: June Lessons Learned June Next Steps/Need

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Provide all Reading teachers with training in the implementation of HMH materials to support small group differentiated instruction with additional classroom support to individual teachers and grade level teams. Position Responsible: RBG3 Resources Needed: HMH program materials. Pacing guides. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 2	Oct: In progress October Lessons Learned All teachers received PL in August. Grade-level teams are now receiving more targeted support. The strategies are believed to be effective. October Next Steps/Need Monitor implementation through instructional walks and teacher observation cycles. Provide follow-up training and support as needed. Feb: In progress February Lessons Learned Strategies to support small-group instruction have been implemented and teachers have increased the frequency and quality of differentiated small-group instruction. However, an increase in reading achievement has not been observed. February Next Steps/Need Meet with the instructional team and vertical team/PLC leads to review data. Review small group instructional supports. Identify "bubble" students who may benefit from additional support. June: June Lessons Learned June Next Steps/Need

Improvement Strategy 3 Details	Reviews
Improvement Strategy 3: Empower teachers by implementing Reading and Writing focused vertical teams to engage in ongoing professional learning, data analysis, and rich collaboration. Position Responsible: Curriculum AP Resources Needed: None Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 2	Oct: Implemented October Lessons Learned The school has implemented and continues to follow a schoolwide collaboration schedule. October Next Steps/Need Continue to implement the collaboration schedule. Feb: In progress February Lessons Learned The school has implemented and continues to follow a schoolwide collaboration schedule. February Next Steps/Need Continue to implement the collaboration schedule. June: June Lessons Learned June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English Learners meeting AGP from 57% (25 of 44) in Spring 2025 to 67% in Spring 2026 as measured by the WIDA assessment.

Aligns with District Goal

Formative Measures: NWEA Map Reading growth.
K-12 Summit progress reports.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: EL students will receive targeted support from classroom teachers and the RBG3 Strategist. Position Responsible: Jennifer Montanez Resources Needed: Fastbridge, Tier 1 Instructional Materials (ELL supports embedded in curriculum), K-12 Summit Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 4	Oct: In progress October Lessons Learned This goal was just added per AB 335. We will review implementation in Feb. October Next Steps/Need This goal was just added per AB 335. We will review implementation in Feb. Feb: In progress February Lessons Learned Overall, 29% of LEP students met the 61st percentile achievement threshold on the winter map assessment. Only 17% of students met the 61st percentile threshold on the fall MAP assessment. This is an increase of 12%. Additionally, the percentage of LEP students meeting the 61st percentile threshold increased by 6% from last winter. Only 23% of LEP students met the 61st percentile threshold on the Winter 24-25 MAP assessment. February Next Steps/Need Continue to implement planned action steps. June: June Lessons Learned June Next Steps/Need

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: English Learners will utilize K-12 Summit for language development. Families of ELs will be given access as well. Position Responsible: RBG3 Strategist Resources Needed: K-12 Summit, Chromebooks Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 4	Oct: In progress October Lessons Learned This goal was just added per AB 335. We will review in Feb. This goal was just added per AB 335. We will review in Feb. October Next Steps/Need This goal was just added per AB 335. We will review in Feb. This goal was just added per AB 335. We will review in Feb. Feb: In progress February Lessons Learned Overall, 29% of LEP students met the 61st percentile achievement threshold on the winter map assessment. Only 17% of students met the 61st percentile threshold on the fall MAP assessment. This is an increase of 12%. Additionally, the percentage of LEP students meeting the 61st percentile threshold increased by 6% from last winter. Only 23% of LEP students met the 61st percentile threshold on the Winter 24-25 MAP assessment. Planned actions steps were implemented. EL students are utilizing K-12 Summit with support from RBG3 Strategist. February Next Steps/Need Continue implementing action steps. June: June Lessons Learned June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase Instructional Walks from three during the 24-25 school year to 9 (monthly) during the 25-26 school year.

Aligns with District Goal

Formative Measures: Monthly walkthrough data captured by Focal Point, CCSD Look-for Tools, or other tools aligned with focus areas.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Conduct monthly instructional walks using available tools to support site instructional goals. Position Responsible: Curriculum AP Resources Needed: Focal Point Look-For Tools Pacing Guides Program Materials Substitute coverage for participants. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned We are implementing monthly Instructional Walks and using the data collected to inform instructional planning. October Next Steps/Need Continue to implement the action step as written. Feb: In progress February Lessons Learned We are implementing monthly Instructional Walks and using the data collected to inform instructional planning. February Next Steps/Need Continue to implement the action step as written. June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: Increase the percentage of students responding favorably to Panorama Survey questions related to connectedness from 76% in spring 2025 to 82% in spring 2026.

Aligns with District Goal

Formative Measures: Panorama Fall Survey Data
Panorama Winter Survey Data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Increase communication by implementing a school Dojo. Position Responsible: RBG3,SSP Resources Needed: Panorama Data Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Panorama survey results were reviewed. Students identified as having a low-to-medium sense of belonging were identified and SEL support team was activated. October Next Steps/Need Continue to monitor the Panorama Survey results and intervene as needed. Feb: In progress February Lessons Learned The percentage of students responding favorably to questions related to sense of belonging increased from 76% in fall 2025-26 to 78% in winter 2025-26, indicating that we are progressing toward our goal. February Next Steps/Need Implement action steps as planned. June: June Lessons Learned June Next Steps/Need