

Clark County School District

Iverson, Mervin R. ES

2025-2026 Status Checks with Notes

District Approval Date: March 8, 2026

Mission Statement

Growing and learning on purpose.

Vision

Growing and learning on purpose.

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/mervin_iverson_elementary_school/nspf/

Table of Contents

Inquiry Areas 4

 Inquiry Area 1: Student Success 4

 Inquiry Area 2: Adult Learning Culture 13

 Inquiry Area 3: Connectedness 16

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students meeting or exceeding the established growth target in math from 59% 2025 (spring) to 64% (spring) by 2026, and reading from 43% 2025 (spring) to 48% (spring) by 2026, as measured by Met Projected Growth (MPG) in the MAP(r) Growth Assessments.

Aligns with District Goal

Formative Measures: MAP Growth reading and math

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will implement consistent Tier I instruction that meets the expectations of the Teaching and Learning Cycle observed. Position Responsible: Administration Resources Needed: Literacy and math specialist Instructional Frameworks Teaching and Learning Cycle documents Pacing Guides Tier I program teacher's edition and online access Teacher Clarity Guides Learning Progression of Standards Exact Path Reading and Math Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Phonics Core Program Level 2: Moderate: HMH Into Reading Level 3: Promising: enVision Mathematics Common Core 2020 Problem Statements/Critical Root Cause: Student Success 1	Oct: Revisions needed October Lessons Learned Now: Added AB 335 Goal and equity supports for EL. 23.5% LEP enVisions math: 20/23 teachers are consistently using tier 1 program daily HMH reading: 17/23 teachers are consistently using tier 1 program daily HMH writing: 14/23 teachers are consistently using tier 1 program daily 95 Phonics: 23/23 teachers are consistently using tier 1 program daily Each week more teachers are consistently using tier 1 programs Challenges: comfort level of HMH programs, teachers feel writing does not provide enough opportunities to model effectively, time management, standards language vs. academic language used in the programs vary Reading assessments are long October Next Steps/Need Next: All staff participating in LETRS training School based professional development at morning meetings on Fridays Co-planning, modeling, and co-teaching opportunities for all

teachers
Teachers observe other teachers

Need:

Continue to provide professional development, observe co-workers, co-planning, modeling, and co-teaching opportunities for all teachers

Update pacing guides to allow for testing time

More time to build in RACE strategy

Graphic organizers for writing

Feb: In progress

February Lessons Learned

Now:

Added AB 335 Goal and equity supports for EL. 20.3% LEP
enVisions math: 21/23 teachers are consistently using tier 1
program daily

HMH reading: 21/23 teachers are consistently using tier 1
program daily

HMH writing: 15/23 teachers are consistently using tier 1
program daily

95 Phonics: 23/23 teachers are consistently using tier 1
program daily

Each week more teachers are consistently using tier 1
programs

Challenges: comfort level of HMH programs, teachers feel
writing does not provide enough opportunities to model
effectively, time management, standards language vs.
academic language used in the programs vary

Reading assessments are long

February Next Steps/Need

Next:

All staff participating in LETRS training

School based professional development at morning meetings
on Fridays

Co-planning, modeling, and co-teaching opportunities for all
teachers

Teachers observe other teachers

Model lesson from Math Department for intermediate teachers

Need:

Discourse strategies consistently

Continue to provide professional development, observe co-workers, co-planning, modeling, and co-teaching opportunities for all teachers

Update pacing guides to allow for testing time
More time to build in RACE strategy
Graphic organizers for writing

June: Correct

June Lessons Learned

Now:

Spring 2026, 52.6% of students (220/418) met Projected Growth (MPG) on the MAP(r) Growth Mathematics Assessment
Spring 2026, 50.5% of students (210/416) met Projected Growth (MPG) on the MAP(r) Growth Reading Assessment
AB 335 Goal and equity supports for EL. 23.5% LEP
enVisions math: 21/23 teachers are consistently using tier 1 program daily
HMH reading: 21/23 teachers are consistently using tier 1 program daily
HMH writing: 18/23 teachers are consistently using tier 1 program daily
95 Phonics: 23/23 teachers are consistently using tier 1 program daily

Challenges: comfort level of HMH programs, teachers feel writing does not provide enough opportunities to model effectively, time management, standards language vs. academic language used in the programs vary
Reading assessments are long. Will the new assessments in Version 3 be shorter?

June Next Steps/Need

Next:

All staff participating in LETRS training
School based professional development at morning meetings on Fridays and provide differentiated options
Co-planning, modeling, and co-teaching opportunities for all teachers
Teachers observe other teachers
Model lesson from Math Department for kinder teachers, follow up PLC for primary teachers, and observe Step 3 for intermediate teachers

Need:

Discourse strategies consistently
Continue to provide professional development, observe co-workers, co-planning, modeling, and co-teaching opportunities for all teachers
Update pacing guides to allow for testing time

	Support for pacing of Version 3 HMH writing
Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Provide school-wide intervention and enrichment for reading and mathematics. Position Responsible: Administration Resources Needed: Teacher's Guide and online resources for 95 Phonics Intervention and enVision's intervention. A Guide to Rigor in Mathematics. CCSS Where to Focus Mathematics from Student Achievement Partners. Weekly Wire for professional learning offered in ELMS. Manipulatives for reading and mathematics. Placement guidelines for phonics or comprehension/vocabulary groups. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Phonics Intervention Program, Lexia Level 3: Promising: enVision Mathematics Common Core 2020 Problem Statements/Critical Root Cause: Student Success 1	Oct: Revisions needed October Lessons Learned Now: Not all students have progress monitoring set up Increase the percent of teachers providing tier 1 small group instruction October Next Steps/Need Next: Increase the usage of math manipulatives used in classroom instruction. Everyone using RACE; modeling and direct instruction three days a week of math Track growth of reading intervention groups Need: RACE strategy professional development and how to fit into schedule Review Summit K12 reports In intermediate classrooms, time in schedule for interim SBACs Students in some grades are not able to read the feedback in the Summit K12 and teachers are not sure how to see the feedback, so they can support the students Teacher access to Summit K12 reports Feb: In progress February Lessons Learned Now: Progress monitoring is set up Increase the percent of teachers providing tier 1 small group instruction and consistent Tier 2 reading Phonics Lesson Library Lessons Math Tier 1: 61% Reading Tier 1: 52% Reading Tier 2 PLL: 87% February Next Steps/Need Next: Increase the usage of math manipulatives used in classroom instruction. Everyone using RACE; modeling and direct instruction three

days a week of math
Review growth of reading intervention groups and regroup students as needed
30 minutes per week dedicated in intermediate classes for interim SBACs
Review and discuss next steps in Summit K12 reports
Need:
RACE strategy professional development and how to fit into schedule

June: Continue

June Lessons Learned

Now:

Achievement percentage from Spring 2025 to Spring 2026 in math.

1-20th%tile: Spring 2025 13% to Spring 2026 12%

21-40%tile: Spring 2025 11% to Spring 2026 16%

41-60%tile: Spring 2025 21% to Spring 2026 18%

Achievement percentage from Spring 2025 to Spring 2026 in reading.

1-20th%tile: Spring 2025 15% to Spring 2026 17%

21-40%tile: Spring 2025 16% to Spring 2026 17%

41-60%tile: Spring 2025 20% to Spring 2026 18%

Progress monitoring is being used consistently

Increase the percent of teachers providing tier 1 small group instruction and consistent Tier 2 reading Phonics Lesson

Library Lessons

Math Tier 1: 65%

Reading Tier 1: 55%

Reading Tier 2 PLL: 90%

June Next Steps/Need

Next:

Increase the usage of math manipulatives used in classroom instruction.

Everyone using RACE; modeling and direct instruction three days a week of math

Review growth of reading intervention groups and regroup students as needed

Review and discuss teacher access in Summit K12 reports

Need:

RACE strategy professional development and how to fit into schedule for whole school

Inquiry Area 1: Student Success

SMART Goal 2: AB 335:

Increase the percentage of EL Met AGP from 33.8% in 2024-2025 to 38.8% by 2025-2026, as measured by the Language Summative Assessment.

Increase the percentage of EL proficient students in reading and math from 22.6% in 2024-2025 to 27.6% by 2025-2026, as measured by Mathematics and ELA Summative Assessment.

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: AB 335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. Position Responsible: School leadership team, learning strategist, teachers Resources Needed: PLC school guidance Tier I Monitoring Tool Tier I Teacher's editions Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Phonics Core Program Level 2: Moderate: HMH Into Reading K-5 Level 3: Promising: enVision Mathematics Common Core 2020 Level 4: Demonstrate Rationale: Summit K12 Problem Statements/Critical Root Cause: Student Success 2	Oct: In progress October Lessons Learned Now: Need all classrooms to have access to all adopted Tier 1 programs: enVisions math: 20/23 teachers are consistently using tier 1 program daily HMH reading: 17/23 teachers are consistently using tier 1 program daily HMH writing: 13/23 teachers are consistently using tier 1 program daily 95 Phonics: 23/23 teachers are consistently using tier 1 program daily PLCs are scheduled for each grade level Sabo met with each grade level for revised PLC protocols October Next Steps/Need Next: Continue classroom observations and attending PLCs Are norms set for each grade level? Need: All classroom teachers using the adopted programs Use Look for Tool for observations and noting discourse opportunities or notated in PLC notes for planning Use data from observations for feedback/professional development individually, as a grade level or as a staff

Feb: In progress

February Lessons Learned

Now:

AB335: 67% non-perficient in math and 75% non-perficient

Need all classrooms to have access to all adopted Tier 1

programs:

enVisions math: 87% teachers are consistently using tier 1

program daily

HMH reading: 74% teachers are consistently using tier 1

program daily

HMH writing: 57% teachers are consistently using tier 1

program daily

95 Phonics: 100% teachers are consistently using tier 1

program daily

PLCs are scheduled for each grade level

Sabo met with each grade level for revised PLC protocols

February Next Steps/Need

Next:

Continue classroom observations and attending PLCs

Are norms set for each grade level?

Need:

All classroom teachers using the adopted programs

Use Look for Tool for observations and noting discourse

opportunities or notated in PLC notes for planning

Use data from observations for feedback/professional
development individually, as a grade level or as a staff

June: Correct

June Lessons Learned

Now:

AB335: 67% non-perficient in math and 75% non-perficient;

WIDA overall 2024-2025 18/115 (15.7%) were Bridging and

Expanding;

Prelim WIDA 2025-2026: 30/109 ((27.5%) were Bridging and

Expanding

Need all classrooms to have access to all adopted Tier 1

programs:

enVisions math: 91% teachers are consistently using tier 1

program daily

HMH reading: 91% teachers are consistently using tier 1

program daily

HMH writing: 78% teachers are consistently using tier 1

	program daily 95 Phonics: 100% teachers are consistently using tier 1 program daily PLCs are scheduled for each grade level Sabo met with each grade level for revised PLC protocols June Next Steps/Need Next: Continue classroom observations and attending PLCs Incorporate questioning from the 26-27 Clarity Guide for planning Need: All classroom teachers using the adopted programs Use Look for Tool for observations and noting discourse opportunities or notated in PLC notes for planning Use data from observations for feedback/professional development individually, as a grade level or as a staff
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 Look For Tools Table Top Lessons from HMH Core Curriculum for planning Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Amplify Science, 95 Phonics Core Program Level 2: Moderate: HMH Into Reading K-5 Level 3: Promising: enVision Mathematics Common Core 2020 Level 4: Demonstrate Rationale: Summit K12 Problem Statements/Critical Root Cause: Student Success 2	Oct: In progress October Lessons Learned Now: Grades 1-5 have ELL groups pulled for support on tabletop mini lessons four days a week 79% of EL students are active on Summit K12; Kinder 0%, Grade 1- 95%, Grade 2- 85%, Grade 3- 100%, Grade 4- 96%, and Grade 5- 100% October Next Steps/Need Next: Increase the percent of students using Summit K12 to at least 95% of students actively using Coordinate support in resource room for EL students who have IEPs. Need: Consistently use Summit K12 for all grade levels Provide kindergarten teachers support to use program Use Look for Tool for observations and noting discourse opportunities or notated in PLC notes for planning Feb: In progress February Lessons Learned Now: Grades 1-5 have ELL groups pulled for support on tabletop mini lessons four days a week

30% of EL students are active meeting goal minutes on Summit K12; Kinder 18%, Grade 1- 43%, Grade 2- 54%, Grade 3- 57%, Grade 4- 17%, and Grade 5- 13%

February Next Steps/Need

Next:

Increase the percent of students using Summit K12 to at least 95% of students actively using to meet minute goals

Coordinate support in resource room for EL students who have IEPs.

Need:

Consistently use Summit K12 for all grade levels

Provide kindergarten teachers support to use program

Use Look for Tool for observations and noting discourse opportunities or notated in PLC notes for planning

June: Continue

June Lessons Learned

Now:

Grades 1-5 have ELL groups pulled for support on tabletop mini lessons four days a week

30% of EL students are active meeting goal minutes on Summit K12; Kinder 25%, Grade 1- 95%, Grade 2- 94%, Grade 3- 100%, Grade 4- 95%, and Grade 5- 94%

June Next Steps/Need

Next:

Continue to use Summit K12 with at least 95% of students actively using to meet minute goals for the 26-27 school year

Coordinate support in resource room for EL students who have IEPs for the 26-27 school year

Need:

Provide kindergarten teachers support to use program

Analyze Summit usage compared to WIDA Access scores to determine next steps

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the number of grade levels using common formative and summative assessment data to inform instruction and monitor students' learning from four at the end of semester 1 to eight at the end of semester 2, as measured by PLC observations

Aligns with District Goal

Formative Measures: PLC spreadsheet

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Administration intentionally supports PLC meetings. Position Responsible: Administration Resources Needed: Tier I curriculum materials Pacing Guides Teacher Clarity Spiraling document Vertical Alignment document Teaching and Learning Cycle PLC Plan Template "Look Fors" document with pacing guidelines for math and reading Elementary Mathematics Framework Savvas, HMH, and CCSD professional learning: live sessions or playbacks Elementary Literacy Framework Student language domain proficiency levels Common Assessments PLC Observation Tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: Professional Learning Communities (PLC) Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned Now: PLCs are scheduled for each grade level Sabo met with each grade level for revised PLC protocols Challenge is sticky to using Tier 1 materials instead of supplementing October Next Steps/Need Next: Continue classroom observations and attending PLCs Are norms set for each grade level? Need: Use Look for Tool for observations and noting discourse opportunities or notated in PLC notes for planning Use data from observations for feedback/professional development individually, as a grade level or as a staff Feb: In progress February Lessons Learned Now: PLCs are scheduled for each grade level Sabo met with each grade level for support on PLC protocols Challenge is sticky to using Tier 1 materials instead of supplementing 75% of grade levels (6 out of 8) are using common, formative, and summative data during PLCs February Next Steps/Need Next: Continue classroom observations and attending PLCs Continue norms during each meeting

Need:

Use Look for Tool for observations and noting discourse opportunities or notated in PLC notes for planning

Use data from observations for feedback/professional development individually, as a grade level or as a staff

June: Continue

June Lessons Learned

Now:

Challenge is sticking to using Tier 1 materials instead of supplementing

75% of grade levels (6 out of 8) are using common, formative, and summative data during PLCs

June Next Steps/Need

Next:

Continue classroom observations and attending PLCs

Continue norms during each meeting

Need:

Use new Version 3 weekly assessments.

As a grade level team, determine a plan for each writing module. What modules are taught to the full extent?; In the earlier modules, what standards from the rubric are assessed?

Use Look for Tool for observations and noting discourse opportunities or notated in PLC notes for planning

Use data from observations for feedback/professional development individually, as a grade level or as a staff

Self-reflection

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Provide professional learning for all classroom teachers on effective PLCs following a common, schoolwide structure. Position Responsible: Administration Resources Needed: Building a Professional Learning Community at Work Teaching and Learning Cycle PLC Plan Template Learning by Doing Common grade-level assessments District MTSS resources 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 In Progress October Next Steps/Need In Progress Feb: In progress February Lessons Learned Need extra support for areas of core programs, for example, writing, math, and reading small group An average attendance at professional learning is 90% based on sign-in sheets. February Next Steps/Need Develop Friday professional learning sessions for teachers and request support from central office June: Continue June Lessons Learned Need: Continue support from math department for grades levels. Kinder: model lesson, Grades 1 and 2: follow-up on Step 3 during PLCs, and Grades 3-5: observe Step 3 to determine next steps Continue extra support for areas of core programs for writing and reading small group An average attendance at professional learning is 96% based on sign-in sheets. June Next Steps/Need Develop Friday professional learning sessions for teachers and request support from central office Add differentiated professional learning sessions for teachers based on needs.

Inquiry Area 3: Connectedness

SMART Goal 1: The school goal is to decrease chronic absenteeism by 3.2 percentage points from 16.7% in 2025 to 13.5% in 2026 as measured by the NSPF. The goal with MDP excluded is 10.8% to 7.6%.

Aligns with District Goal

Formative Measures: District FocusED Chronic Absenteeism dashboard

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement attendance intervention process (Absenteeism and Truancy: Interventions and Universal Procedures (ATI-UP) Position Responsible: Administration Resources Needed: Infinite Campus School vehicle Doctor's notes/absent notes Phone Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: Absenteeism and Truancy: Interventions and Universal Procedures Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Now: On day 41 of school, 14.6% of students are chronically absent. On day 41 of school, 11.1% of students are chronically absent excluding MDPs. October Next Steps/Need Next: Continue the same plan Need: District or county support for students who are repeatedly chronically absent for 2+ years in a row Feb: In progress February Lessons Learned Now: On day 107 of school, 18.3% of students are chronically absent. On day 107 of school, 13% of students are chronically absent excluding MDPs. February Next Steps/Need Next: Are there other options for support staff subbing within the building on days needed besides the FTA who does home visits? Need: District or county support for students who are repeatedly chronically absent for 2+ years in a row

	June: Continue June Lessons Learned Now: On day 180 of school, 14.9% of students are chronically absent. On day 180 of school, 8.3% of students are chronically absent excluding MDPs. June Next Steps/Need Next: Talk to other schools for new ideas to incorporate into current plan How do we adapt attendance support for students who have been chronically absent for several years? Need: District or county support for students who are repeatedly chronically absent for 2+ years in a row
Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. Position Responsible: Administration Resources Needed: Research other elementary schools' behavior plans. CCSD School Counseling website PBIS Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: PBIS Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Now: 31 students account for 50 events 10 bullying events October Next Steps/Need Next: Continue support for classroom teachers as needed Behavior plans for students with multiple incidents Tracking data on graphs Need: Refresher for classes on behavior in January Support for teachers on completing plans and how to track data Connections to Core Values during classroom, lunchroom, and morning assembly Feb: In progress February Lessons Learned Now: 120 students account for 299 events 30 bullying events February Next Steps/Need Next: Crisis Plan as needed for students

Parent conferences in person with admin
RTI follow up meetings to determine next steps

June: Continue

June Lessons Learned

Now:

161 students account for 454 events

80 of the students account for having one event during the school year (13.7%)

425 students have zero events (72.5%)

38 bullying events

School enrollment vs. Event Count:

64.5% of school is Latino and accounts for 53% of events

6.9% of school is African American and accounts for 22.8% of events. If two outliers are eliminated this would reduce events to 44 which accounts for 10.8% of events.

7.7% of school is two or more races and accounts for 9.8% of events.

12.9% of school is white and accounts for 9.8% of events.

June Next Steps/Need

Next:

Crisis Plan as needed for students

Teachers present students and behavior plan created for each student based on a point system for events

Create a points system to determine if students need a behavior plan

Parent conferences in person with admin

RTI follow up meetings to determine next steps