Clark County School District

Twin Lakes ES

2025-2026 Status Checks with Notes

District Approval Date: February 2, 2026

Mission Statement

The Mission of Twin Lakes Elementary School is to promote student learning and academic achievement in a positive environment for ALL students.

Vision

Twin Lakes Students will leave our school prepared to attend Middle School. This means that our students will be 21st Century learners who are prepared socially, emotionally, academically and behaviorally to succeed in school and life.

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/twin_lakes_elementary_school/nspf/

Table of Contents

Inquiry Areas 4
Inquiry Area 1: Student Success 4
Inquiry Area 2: Adult Learning Culture 8
Inquiry Area 3: Connectedness 11

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students in the 61st percentile in math from 38% (spring 2025) to 48% (spring 2026) and in ELA/reading from 30% (spring 2025) to 40% (spring 2026) based on the MAP Assessment. Decrease the percent of students below the 41st percentile from 50% in ELA (spring 2025) to 36% (spring 2026) and from 40% in Math (spring 2025) to 33% (spring 2026) based on the MAP Assessment.

Aligns with District Goal

Formative Measures: MAP Assessment

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: All learners will engage in rigorous and relevant content aligned to the standards ensuring that differentiation and scaffolds, and discourse allows all students to access tier 1 instruction. **Position Responsible:** Administration **Resources Needed:** Established time and resources for PLCs and MTSS meetings. Learning Progressions, Intentions, and Success Criteria in ELA Summative Assessments for Tier 1 Curriculum **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: MTSS Level 2: Moderate: PLCs **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Twin Lakes adjusted the percentile of students under the 40th percentile in ELA due to already reaching the Spring 2026 goal. **October Next Steps/Need** Continue to provide professional learning to teachers for successful implementation of differentiation, scaffolding, and small groups during Tier 1 instruction. **Feb:** In progress **February Lessons Learned** Currently, the percent of students above the 61st percentile in ELA is 37% and the percent of students below the 41st percentile is 39%. Our goal for spring is to have 40% above the 61st percentile and 36% below the 41st percentile. Currently, the percent of students above the 61st percentile in Math is 40% and the percent of students below the 41st percentile is 38%. Our goal for spring is to have 48% above the 61st percentile and 40% below the 41st percentile. **February Next Steps/Need** Teachers will continue to set goals with students to increase their MAP scores. Continue to provide professional development in lesson planning utilizing scaffolding,

	differentiation, and small groups in order to target specific student needs. **June:** Correct **June Lessons Learned** From the Spring MAP, 37% of students scored at or above the 61st percentile in math, while 34% of students scored at or above the 61st percentile in ELA. 41% scored at or below the 41st percentile in math, and 39% scored at or below the 41st percentile in ELA. We did not meet our goals in both areas. **June Next Steps/Need** Scaffolds and differentiation is not present consistently in all classrooms. We will continue to work on scaffolds and differentiation through professional development. Moving forward for next year, we need to focus on writing as part of discourse. This will align with our work in the Western Feeder SB 460.

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in English Language Arts between the English Learners and English Proficient students from 30.1 percentage points in 2025 to 20 percentage points by 2026, as measured by state summative assessments.
Decrease student proficiency gap in math between the English Learners and English Proficient students from 20.3 percentage points in 2025 to 15.3 percentage points by 2026, as measured by state summative assessments.
Increase the percentage of At-Risk Long-Term EL students proficient in all four domains from 38% in 2025 to 45% 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: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. **Position Responsible:** Administration **Resources Needed:** ULD professional learning series Tier I Monitoring Tool **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: MAP Growth Level 4: Demonstrate Rationale: Summit K-12 **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** We have just started assessing students with Summit K-12 due to this being a newly adopted curriculum. **October Next Steps/Need** Finish assessing students and students will begin using this program in the classroom during small group instruction. **Feb:** In progress **February Lessons Learned** Students have been using Summit K-12 in the classroom and have taken the mid-year assessment. Strategists have been sharing assessment feedback with teachers. We need to differentiate during MTSS for students who are language learners and struggling. **February Next Steps/Need** Continue to use the Summit K-12 until WIDA begins. Continue to plan using the information from the assessment feedback in order to help students improve in the domains in which they struggle. We have added additional MTSS groups for new comers and other students who are learning the language, differentiating them from students who are not EL that are struggling. **June:** Correct

	June Lessons Learned There are only four teachers who did not complete the ULD courses. These should be completed by the end of the school year. We are using a monitoring tool, the Western Feeder Feedback Tool, which we will continue to use next year to measure Emergent Bilinguals' participation in lessons and identify possible needs for additional professional learning for teachers. **June Next Steps/Need** We had 25 students exit WIDA. Last year we had 13. We also formed small group instruction for WIDA with one of our strategists, and will continue that for next year. We need to correct the goal to make the Smart Goal understandable and measurable for all teachers. Moving forward, we will also add professional learning for teachers in the use of Summit K-12 data to inform instruction, as well as the WIDA Can-do indicators.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, teachers will plan and implement lessons that actively engage all learners in rigorous, Tier I instruction aligned to the Nevada Academic Content Standards using state-adopted curriculum utilizing small group instruction, appropriate scaffolds, and differentiation. Based on walkthrough data collected during the 2024-2025 school year that student to student academic discourse was observed only 28% of the time, the lesson plans will also include oral or written discourse that allows students to articulate their understanding of the content and improve student to student academic discourse to 58% by the end of the 2025-2026. This goal will be measured by reviewing teacher lesson plans weekly for all the parts listed above, as well as through observational data collected during formal and informal walkthroughs using District provided and school-created walkthrough forms.

Aligns with District Goal

Formative Measures: MAP Assessments, walkthrough data, teacher evaluation cycles

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will learn how to purposefully plan for and integrate discourse into all content area lessons, using the provided curricular resources to support Tier 1 instruction. **Position Responsible:** Administration **Resources Needed:** Tier 1 curriculum and Intervention programs MTSS substitute release days for teachers to analyze data Dedicated coaching time Dedicated time for Planning PLC's **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: PLCs, coaching Level 4: Demonstrate Rationale: HMH, enVisions **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Discourse opportunities provided in the Tier 1 curriculum may not be sufficient for increasing discourse across all academic areas. Teachers need more professional learning in implementation of discourse during Tier 1 instruction. **October Next Steps/Need** Continue to work with the Western Feeder Alignment to implement agreed-upon discourse structures and techniques. Provide teachers with professional development in these structures and continue walkthroughs to gather data of successful implementation. **Feb:** In progress **February Lessons Learned** Feedback from the Way or Warriors Walkthrough tool shows that 79.6% of observed lessons had some discourse. Professional learning about how to add discourse into HMH was also provided to classroom teachers. **February Next Steps/Need** Continue to complete walkthroughs using the Way of Warriors Walkthrough tool, and analyze data monthly. Continue to assess the need for additional professional learning in discourse structures, especially with EL students. **June:** Continue **June Lessons Learned** We need to adjust to have students annotate their thinking during all subjects. This can be done through note-taking, drawing pictures, jotting down ideas, or more formal writing. Teachers will encourage the use discourse stems and structures during class discussions. We will continue and adjust how we identify teachers for coaching. **June Next Steps/Need** We have adjusted our PLC document for next year to include specific strategies for increasing engagement and discourse in each lesson. We will continue with grouping students for MTSS, adding groups for Emergent Bilinguals again as we did this year. We will also add writing as a focus for discourse, in alignment with SB 460 with the Western Feeder.

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Teachers will build opportunities for productive struggle and stamina-building into Tier I lessons through small group instruction, scaffolding, and differentiation using metacognition and SC data. **Position Responsible:** Administration **Resources Needed:** Time for professional learning **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: PLCs, data analysis, coaching **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Student survey data from an in-school survey produced similar results to the District data that about 51% of students will not struggle on a task if it is hard, depending on the activity. Observations of classrooms show a need for increased productive struggle. **October Next Steps/Need** Provide teachers with professional development on productive struggle and stamina-building and continue walkthroughs to identify engagement levels of students. **Feb:** Revisions needed **February Lessons Learned** Walkthroughs indicate that 63.6% of observed lessons aligned to the learning intentions and success criteria and allowed for productive struggle. PLC's have continued bi-weekly, utilizing the Teaching and Learning Cycle. **February Next Steps/Need** Continue bi-weekly PLC's so teachers can plan for productive struggle through appropriate scaffolds and differentiation. Provide appropriate professional learning for scaffolding and differentiation as needed. Differentiate professional learning for staff based on needs. **June:** Continue **June Lessons Learned** Teachers need more professional learning on appropriate scaffolding, differentiation, and small group instruction, and then successfully implement that in their classrooms. **June Next Steps/Need** Our focus next year needs to be on stamina-building and student engagement in their own learning. We need more professional development in these two areas so that teachers can successfully build student stamina to complete difficult work and are engaged in all tasks.

Inquiry Area 3: Connectedness

SMART Goal 1: Increase the percentage of students who report they will complete a task even if it is hard for them from 46.76% to 57%, as well as decrease the percentage of students who do not participate in discussions from 28.2 to 15% as measured by District survey data.

Aligns with District Goal

Formative Measures: District Survey data, classroom observation and student survey data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: School and classroom learning environments will clearly articulate the expectations for students to engage in extended productive discourse and actively participate in lessons. **Position Responsible:** Administration **Resources Needed:** Time for professional learning Time for data analysis Time for social worker to meet with students Time to conduct walkthroughs and student response data **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: creating a positive school climate and culture **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Teachers have co-created classroom management plans with students and have communicated those plans with families. The social worker is in the process of beginning support groups, at least one with a focus of self-regulation. Strategist have begun coaching new and existing staff with classroom management plans. **October Next Steps/Need** Continue coaching by strategists, and meet weekly as a leadership team to discuss coaching needs. Continue to collect and analyze walkthrough data on levels of engagement and discourse. **Feb:** In progress **February Lessons Learned** Students have completed a second school-based survey indicating that they are willing to work on things that are hard for them 40.3% always and 52.8% some of the time respectively. **February Next Steps/Need** More professional learning on productive struggle needs to occur to ensure students are willing to work on things that are hard for them in all instances. **June:** Continue **June Lessons Learned** Students have completed the third school-based survey indicating that they are willing to work on things that are hard for them 33% always and 64% some of the time respectively. We need to share more with families about the expectations of the classroom, including behavior and work completion. **June Next Steps/Need** Teachers also need to be consistent in following positive behavior systems, and the progressive discipline system of the school. Both of these systems need to be clear, concise, and consistent throughout the school. Providing professional learning at the beginning of the year, and holding staff accountable to following agreed-upon procedures and processes is crucial.

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Teachers will build opportunities for productive struggle and stamina building into lessons, and will clearly articulate expectations for work completion to students and families. **Position Responsible:** Administration **Resources Needed:** Common and clear expectations and professional learning so all staff know the common expectations House points and incentives and app to track points Time for small groups and structured recess. Funding for incentives **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: PBIS Level 3: Promising: Creating a positive school climate and culture **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Incentive time is successful in motivating students to complete work and follow expectations. More professional learning is needed to learn how to incorporate perseverance through difficult tasks. **October Next Steps/Need** During Family Instructional Rounds, present the Slide show regarding productive struggle, class participation expectations, and how they can assist their children build these skills at home. Continue to have students complete monthly surveys that are targeted to assess the level of their willingness and ability to complete difficult tasks and their engagement in lessons. **Feb:** In progress **February Lessons Learned** Students have completed surveys and communication has been given to parent through Family Instructional Rounds about how students can successfully persevere and show productive struggle. Student survey data indicates that 41.5% of students will work hard no matter what, whereas 24.4% report working hard when they already know something. **February Next Steps/Need** Continue student surveys and analyze increased willingness to tackle difficult tasks. Continue to provide professional learning for staff regarding productive struggle and perseverance through difficult tasks. **June:** Correct **June Lessons Learned** We need to share what stamina and engagement look like in the classroom with families so that they know what is expected of the students. We believe that through the development of after school sports, clubs, tutoring and activities, students will feel more connected to school and will want to do their best so that they can participate in these activities, if we tie participation to indicators of academic success, behavior, and attendance. **June Next Steps/Need** We will ensure that during Family Instructional Rounds, we

	share the critical information regarding stamina and engagement in the classroom. We will continue student surveys to ensure they feel connected to the school. We also need professional development to help teachers learn new techniques for increasing student discourse and discussion in the classroom that leads to greater understanding of the content.