

Clark County School District

Kelly, Matt ES

2025-2026 Status Checks with Notes



District Approval Date: March 5, 2026

Mission Statement

The staff, administration, families, and community of Matt Kelly Elementary School of Excellence are committed to empowering and preparing our students to unlock and fulfill their potential by improving student achievement through focused and interactive academic, behavioral, social-emotional, and enrichment opportunities.

Vision

Provide an excellent education for all learners to ensure they are prepared for 21st century college and career expectations, enabling each student to flourish as a responsible citizen in the global community.

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/matt_kelly_elementary_school/nspf/

Table of Contents

Inquiry Areas 4

 Inquiry Area 1: Student Success 4

 Inquiry Area 2: Adult Learning Culture 11

 Inquiry Area 3: Connectedness 16

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students meeting their MAP growth goals from ELA 40% in May 2025 to 50% by May 2026; Math 40% in May 2025 to 50% by May 2026.

Increase the MAP SBAC projected proficiency percentage of students from ELA 15% in May 2025 to 25% by May 2026; Math 13% in May 2025 to 23% by May 2026.

Aligns with District Goal

Formative Measures: MAP Data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implementation of Tier I curriculum; HMH Into Reading, 95 Phonics Core, Envisions 2020 Math curriculum sets school wide; provide new staff with additional training and collaboration time with peers. Position Responsible: Administration, RBG3 Strategist, Teachers Resources Needed: Money Time Professional Learning Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: enVisions Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned Professional learning sessions were conducted for HMH Into Reading, 95 Phonics Core, and enVisions implementation managers since the start of the school year. Teachers are consistently using the adopted Tier I curriculum materials. Weekly PLC meetings are held to unwrap standards, review assessment data, and plan for instruction. October Next Steps/Need Administration will work with implementation managers to engage with teachers during PLCs, providing lesson planning and coaching support. Administration will work with implementation managers will model and debrief lessons. Feb: In progress February Lessons Learned The PLC planning structures have empowered teachers to engage in purposeful planning weekly. Teachers are providing daily instruction with fidelity to the Tier I curriculum materials. However, teachers are working to strengthen their instructional delivery and student engagement practices. February Next Steps/Need

	Administration will work with region leadership and implementation managers to engage teachers with effective instructional models. Teachers will work with administration, implementation managers, and school based strategist to engage in coaching cycles to include planning, observation, and debriefing. June: Continue June Lessons Learned Teachers continue to engage weekly in purposeful planning with the tier I materials through PLC structures. However, teachers are still working to strengthen their instructional delivery and increase student engagement. June Next Steps/Need Administration will continue to work with region leadership and implementation managers to engage teachers with effective instructional models. Teachers will continue to work with administration, implementation managers, and school based strategist to engage in coaching cycles to include planning, observation, and debriefing.
Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Student Success Improvement Strategy 1003(a): Provide evidence-based Tier I and/or Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data. Position Responsible: Teachers Resources Needed: Title I 1003(a) funds will provide: 95 Percent Group Implementation Manager Additional Resources: 95 Percent Group (funded centrally) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Core Phonics Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned Teachers are adhering to the pacing guides and using the instructional dialogue with consistency. Teachers are attempting to utilize choral responses, however, the routines need strengthening so that the students are responding in a succinct unified voice. Most teachers are utilizing the 95 Phonics Core manipulatives. October Next Steps/Need Observation of 95 Phonics Core instruction by administration, strategist, and implementation manager. Coaching and feedback will be provided based on observation data. Feb: In progress February Lessons Learned Teachers are using the 95 Phonics Core tier I materials with fidelity. Implementation of the 95 Phonics Core tier II materials (Chip Kit, Phonics Lesson Library) is present in all classrooms. However, there are inconsistencies in teachers following the instructional sequences and adhering to student engagement strategies.

February Next Steps/Need

Teachers will work with implementation manager and strategist to deepen their understanding on administering the PSI assessment and using the result to group students. Teacher will engage in professional learning sessions to deepen their understanding on providing effective instruction using the 95 Phonics Core Chip Kit and Phonics Lesson Library.

June: Continue

June Lessons Learned

50% or more of teachers are consistently implementing the 95 Phonics Core instructional sequence including pacing, the instructional dialogue, choral responses, and instructional materials. Instructional walks with the leadership team and implementation throughout the year. The end of unit assessments were inconsistently administered and use as a tool to inform reteaching needs.

June Next Steps/Need

Administration will work with the 95 Phonics implementation manager to support teachers with the instructional sequence, engagement strategies, and consistently administer the end of unit assessments to be used as a tool to inform reteaching needs.

Improvement Strategy 3 Details	Reviews
Improvement Strategy 3: Student Success Improvement Strategy 1003(a): Increase the effectiveness of Tier I Instruction. Position Responsible: Teachers, Administration Resources Needed: Title I 1003(a) funds will provide: HMH Consultant Coaching Licenses SAVVAS Consultant Additional Resources: HMH Curriculum (funded centrally) SAVVAS Curriculum (funded centrally) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: HMH, SAVVAS Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned Teachers are consistently providing instruction using the Tier I curriculum materials. Teachers are working to increase their ability to teach each component of the lessons within the allocated times. October Next Steps/Need Observation of HMH: Into Reading and enVisions math instruction by administration and strategists. Coaching and feedback will be provided based on observation data. Feb: In progress February Lessons Learned Teachers are providing daily instruction with fidelity to the Tier I curriculum materials. However, teachers are working to strengthen their instructional delivery and student engagement practices. February Next Steps/Need Teachers will work with administration, implementation managers, and school based strategist to engage in coaching cycles to include planning, observation, and debriefing. June: Continue June Lessons Learned Teachers have gained a solid understanding and are consistently implementing the HMH and enVisions three step lesson sequences. However, teachers are still working to strengthen their instructional delivery practices and increase student engagement. June Next Steps/Need Administration will continue to work with region leadership and implementation managers to engage teachers with effective instructional models. Teachers will continue to work with administration, implementation managers, and school based strategist to engage in coaching cycles to include planning, observation, and debriefing.

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in Mathematics between the English Learners and English Proficient students from 9.1 percentage points in 2024-2025 to 0 percentage points by 2025-2026, as measured by state summative assessments.

Increase student proficiency in English Language Arts for English Learners from 15.7 percentage points in 2024-2025 to 25.7 percentage points by 2025-2026, as measured by state summative assessments.

Increase the percentage of ELs proficient on WIDA from 3% in 2024-2025 to 13% by 2025-2026.

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 3: Promising: HMH Level 4: Demonstrate Rationale: Summit K12 Problem Statements/Critical Root Cause: Student Success 2	Oct: In progress October Lessons Learned This improvement strategy and action steps were added during the current status check. October Next Steps/Need Provide time for teachers to complete the Language Development Approach, Understanding Language Development (ULD) professional learning modules. Administration and strategists will conduct walkthroughs to monitor English learner support utilizing the Tier I monitoring tool. Feb: In progress February Lessons Learned Time was provided weekly for teacher to work toward completing the ULD professional learning courses. Opportunities for students to engage in academic discourse during instruction is limited. Teachers continue to need support in how to effectively plan for and facilitate student engagement activities. February Next Steps/Need Provide professional learning on effective strategies for student engagement and student discourse. Administration and strategists will conduct walkthroughs to monitor English learner support utilizing the Tier I monitoring tool. June: Continue June Lessons Learned Teachers have developed their knowledge on incorporating strategies to meet the needs of English Language Learners. Teachers are in need of additional support with eliciting, interpreting and responding to student evidence. A need to continue developing student discourse. June Next Steps/Need The administrative team and the learning strategist will lead professional learning sessions providing strategies, support and resources to incorporate into daily instruction to enhance EL's ability to access and meet the success criteria of targeted learning.

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: AB335: 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: QTEL Newcomer Curriculum. Summit K12 English 3D Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 4: Demonstrate Rationale: Summit K12, QTEL Problem Statements/Critical Root Cause: Student Success 2	Oct: In progress October Lessons Learned This improvement strategy and action steps were added during the current status check. October Next Steps/Need Create an implementation schedule for students to engage with Summit K-12. Administration and strategists will conduct walkthroughs to monitor English learner support utilizing the Tier I monitoring tool. Feb: In progress February Lessons Learned Students are making progress using the Summit K12 program. Students are meeting the average monthly minute goals. Understanding of the Tier II monitoring tools for ACLE is limited. February Next Steps/Need Administration and strategist will deepen their understanding the Tier II monitoring tool for ACLE. Conduct instructional rounds utilizing the Tier II monitoring tools for ACLE. June: Continue June Lessons Learned Students continue to make progress using the Summit K12 program. Students vary in meeting the average monthly minute goals. Understanding of the Tier II monitoring tools for ACLE continues to be limited. June Next Steps/Need Student engagement expectations for Summit K-12 will be made clear. Administration will monitor monthly implementation. Administration and strategist will deepen their understanding the Tier II monitoring tool for ACLE. Conduct instructional rounds utilizing the Tier II monitoring tools for ACLE.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: In the 2024-2025, 40% of classrooms have student-led engagement, according to the Tier 1 Monitoring Tool. By The end of 2025-2026, 80% of classrooms will have student-led engagement, according to the Tier 1 Monitoring tool.

Aligns with District Goal

Formative Measures: Classroom Observations using the Tier I Monitoring Tool, Agendas, Sign In Sheets

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers engage in PLCs in ways to effectively plan for instruction and student learning tasks to meet daily learning intentions and success criteria. Position Responsible: Teachers, RBG3 Strategist, Administration Resources Needed: Weekly prep buy-out for PLC meetings PLC Framework Tier I Curriculum Materials Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: PLCs Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned PLC meetings are held weekly in which teachers identify common resources and plan for each component of the HMH lesson. Teachers have identify learning intentions and success criteria that align with the Engage and Respond tasks. Teachers need to spend more time purposefully planning how how students will access the Engage and Respond tasks as well as what true student engagement looks during this portion on the HMH into Reading Lesson. October Next Steps/Need Explicitly Break down lessons during PLC. During PLC, strategist, admin, and teachers work together to identify opportunities for engagement during each part of the whole lesson. Teachers will identify specific strategies (from HMH and CCSD high-leverage) and ensure all in the grade level know how they apply to specific lessons. Feb: In progress February Lessons Learned Teachers continue to engage in student engagement planning during weekly PLC meetings. Classroom walk through data show that opportunities for students to engage in academic discourse during instruction is weak or limited. Teachers continue to need support in how to effectively plan for and facilitate student engagement activities. February Next Steps/Need Teachers will continue to work with administration and Coachly to engage in coaching cycles to include planning, observation, and debriefing centered on student engagement.

	Provide professional learning on effective strategies for student engagement and student discourse. June: Continue June Lessons Learned Teachers continue to engage in student engagement planning during weekly PLC meetings. Classroom walk through data show that opportunities for students to engage in academic discourse during instruction is growing but still presents as an opportunity for growth. Teachers continue to need support in how to effectively plan for and facilitate student engagement activities. June Next Steps/Need Teachers will continue to work with administration and Coachly to engage in coaching cycles to include planning, observation, and debriefing centered on student engagement. Provide professional learning on effective strategies for student engagement and student discourse.
Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Adult Learning Culture Strategy 1003(a): Analyze student performance data to plan to respond to all students' learning needs and inform Tier I and/or Tier II instructional decisions. Position Responsible: RBG3 Strategist, Administration Resources Needed: Title I, 1003(a) funds will provide: Implementation Manager Additional Resources: 95 Phonics Program (funded centrally) Teaching and Learning Expectations for Tier I & Tier II Instruction Student assessment and progress monitoring data 95 Phonics Look-For-Tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Build a committed staff and provide professional development, MTSS, 95 Phonics Core Program Level 3: Promising: Analyze data in PLCs Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned 95 Phonics Core implementation manager provided professional learning on the program's Big Rocks, routines and pacing. Classroom instruction was observed by administration, the implementation manager, and a 95 Phonics Core coach. Feedback and supports were provided. October Next Steps/Need Observation of 95 Phonics Core instruction by administration, strategist, and implementation manager. Coaching and feedback will be provided based on observation data. Feb: In progress February Lessons Learned Teachers are using the 95 Phonics Core tier I materials with fidelity. Implementation of the 95 Phonics Core tier II materials (Chip Kit, Phonics Lesson Library) is present in all classrooms. However, there are inconsistencies in teachers following the instructional sequences and adhering to student engagement strategies. February Next Steps/Need Teachers will work with implementation manager and

	strategist to deepen their understanding on administering the PSI assessment and using the result to group students. Teacher will engage in professional learning sessions to deepen their understanding on providing effective instruction using the 95 Phonics Core Chip Kit and Phonics Lesson Library. June: Continue June Lessons Learned 50% or more of teachers are consistently implementing the 95 Phonics Core instructional sequence including pacing, the instructional dialogue, choral responses, and instructional materials. Instructional walks with the leadership team and implementation throughout the year. The end of unit assessments were inconsistently administered and use as a tool to inform reteaching needs. June Next Steps/Need Administration will work with the 95 Phonics implementation manager to support teachers with the instructional sequence, engagement strategies, and consistently administer the end of unit assessments to be used as a tool to inform reteaching needs.
Improvement Strategy 3 Details	Reviews
Improvement Strategy 3: Student Success Improvement Strategy 1003(a): Provide job embedded coaching and professional learning for teachers. Position Responsible: Administration, Teachers Resources Needed: Title I, 1003(a) funds will provide: Coachly Licenses HMH Consultant SAVVAS Consultant Additional Resources: HMH Program (funded centrally) Teaching and Learning Expectations for Tier I & Tier II Instruction Student assessment and progress monitoring data HMH Look-For Tool data SAVVAS program (funded centrally) Teaching and Learning Expectations for Tier II Instruction Student assessment and progress monitoring data enVisions Look-For Tool Monitoring tool data Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2	Oct: In progress October Lessons Learned Teachers have engaged in preliminary meetings with the HMH Coachly coach. These meetings have mostly consisted of broad program based questions. Teachers will continue to meet regularly with the Coachly coach and seek support with specific lessons and tasks. enVisions implementation manager has worked with administration to facilitate weekly PLC meetings, model lessons, walk classrooms and provide feedback. October Next Steps/Need Teachers engage in a Lesson Study. Planning, observing, and debriefing for the Engage and Respond portion of the HMJH Into Reading Lesson and the Problem Solving portion of the enVisions lesson. Admin/strategist will observe classroom implementation of HMH Into Reading and enVisions using the CCSD Tier I Monitoring Tool. Every other week. Feb: In progress February Lessons Learned

Evidence Level

Level 1: Strong: Build a committed staff and provide professional development, MTSS

Level 2: Moderate: HMH

Level 3: Promising: Analyze data in PLCs

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Teachers continue to engage in coaching conversations with HMH Coachly coach. The Saavas implementation provided coaching support feedback by attending PLC meetings and conduction classroom walkthroughs. Admin/strategist observe classroom implementation of HMH Into Reading and enVisions lessons using a school based Look For Tool every other week.

February Next Steps/Need

Teachers will work with administration, implementation managers, and school based strategist to engage in coaching cycles to include planning, observation, and debriefing.

June: Continue

June Lessons Learned

Teachers continue to engage in coaching conversations with HMH Coachly coach. The Saavas implementation provided coaching support feedback by attending PLC meetings and conduction classroom walkthroughs. Admin/strategist observe classroom implementation of HMH Into Reading and enVisions lessons using a school based Look For Tool every other week.

June Next Steps/Need

Teachers will work with administration, implementation managers, and school based strategist to engage in coaching cycles to include planning, observation, and debriefing.

Improvement Strategy 4 Details

Improvement Strategy 4: Adult Learning Culture Strategy 1003(a): Provide professional learning, and individualized coaching, to strengthen the procedures, processes, and effectiveness of professional learning communities (PLC).

Position Responsible: Title 1, 1003(a)

Resources Needed: Title I, 1003(a) funds will provide:
Solution Tree Consultant

Additional Resources:

PLC Observation Tool

Student assessment and progress monitoring data

Monitoring tool data

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 3: Promising: Analyze data in PLCs

Reviews

Oct: Implemented

October Lessons Learned

Identified teachers attended the Solution Tree PLC conference in July. Knowledge gained was used to refine the PLC process and guidance documents to focus in unwrapping standards, purposefully planning for each instructional component of our tier I curriculum sets, and student engagement. Weekly PLC meetings are held to do this work.

October Next Steps/Need

Continue to hold weekly ELA and Math PLCs to unwrap standards and plan for instruction. Opportunities for students to engage in academic discourse during instruction is limited. Teachers continue to need support in how to effectively plan for and facilitate student engagement activities.

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Feb: Implemented
February Lessons Learned

Identified teachers attended the Solution Tree PLC conference in July. Knowledge gained was used to refine the PLC process and guidance documents to focus in unwrapping standards, purposefully planning for each instructional component of our tier I curriculum sets, and student engagement. Weekly PLC meetings are held to do this work.

February Next Steps/Need

Continue to hold weekly ELA and Math PLCs to unwrap standards and plan for instruction. Opportunities for students to engage in academic discourse during instruction is limited. Teachers continue to need support in how to effectively plan for and facilitate student engagement activities.

June: Implemented

June Lessons Learned

Identified teachers attended the Solution Tree PLC conference in July 2025.

June Next Steps/Need

Knowledge gained will continue to be used to refine the PLC process and guidance documents to focus in unwrapping standards, purposefully planning for each instructional component of our tier I curriculum sets, and student engagement. Weekly PLC meetings will continue to be held to do this work.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the number of students identified as chronically absent from 44% in 2024-2025 to 34% in 2025-2026.

Aligns with District Goal

Formative Measures: Infinite Campus Attendance Reports

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Develop a plan and structure for weekly attendance meetings to identify strategies to support students identified as chronically absent. Position Responsible: administration, counselor, social worker, Student Success Advocate Resources Needed: Professional Learning Wrap-Around Team Members (counselor, social worker, Student Success Advocate) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: PBIS Level 4: Demonstrate Rationale: CHAMPS, wraparound services Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Weekly meetings are conducted discuss chronic absenteeism data, specific students, and supports provided. Progress monitoring data shows that the current chronic absenteeism (29.5%) rate is lower than it was last year at this time of the year (35.3%). October Next Steps/Need The administration, in consultation with the Wrap Around Team, will develop a structure and agenda for conducting attendance meetings families of students identified as chronically absent. Feb: In progress February Lessons Learned Weekly meetings are conducted discuss chronic absenteeism data, specific students, and supports provided. Progress monitoring data shows that the current chronic absenteeism (33.7%) rate is lower than it was last year at this time of the year (42.2%). Meetings are held with families to identify barriers preventing positive school attendance. Based on these meetings, resources are provided as needed. February Next Steps/Need Continue to conduct attendance meetings with families. Identify, implement, and monitor the progress interventions for targeted students, June: Implemented June Lessons Learned Weekly meetings continue to be conducted discuss chronic absenteeism data, specific students, and supports provided.

Meetings continue to be held with families to identify barriers preventing positive school attendance. Based on these meetings, resources are provided as needed. End of year attendance data for 25-26 shows that the current chronic absenteeism rate of 31.7% is lower than it was at the end of the previous school year which was 38.8%.

June Next Steps/Need

Weekly meetings will continue to be conducted discuss chronic absenteeism data, specific students, and supports provided. Meetings will continue to be held with families to identify barriers preventing positive school attendance. Based on these meetings, resources are provided as needed.