

Clark County School District

Tarr, Sheila Academy of International Studies ES

2026-2027 School Improvement Plan



District Approval Date: June 8, 2026

Mission Statement

The Sheila Tarr Academy community encourages students to be internationally minded allowing them to grow academically and socially through rigorous instruction empowering students to achieve their full potential. As global citizens, students will develop compassion toward others and the environment by acting responsibly and respectfully. As partners in this mission, parents, students and teachers work together to make connections between their own worlds and the worlds of others allowing them to accept differences and embrace diversity.

Vision

The Sheila Tarr Academy community will empower students to be responsible citizens demonstrating academic and social achievement in their future endeavors.

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/sheila_r_tarr_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

The overall percent of students proficient in ELA on the state SBAC assessment maintained the percent of students proficient during the 2022-2023 and 2023-2024 school year at 61%. The overall percent of students proficient in Math on the state SBAC assessment grew 5 percentage points going from 50% proficient in 2022-2023 to 55% in 2023-2024. There was an increase in the percent of students achieving at or above the 61st percentile on the spring MAP assessment in ELA from the 2023-2024 school year to the 2024-2025 school year. In the 2023-2024 school year, 61 percent of students were in the 61st percentile at the end of the year MAP assessment in ELA with an increase of 4% to 65% during the 2024-2025 school year. There was an increase in the percent of students achieving at or above the 61st percentile during the 2024-2025 fall MAP math assessment to the spring assessments. On the math fall assessment, 56% of students were considered proficient and in the spring there were 68% proficient. In the district climate survey, the number of students who said they don't participate in discussions because I am afraid people might think I am foolish declined from the 2023-2024 school year to the 2024-2025 school year. In 2023-2024 17.86% of students agreed with the statement and in 2024-2025 only 8.51% agreed. In the area of social learning on the district survey, every question except two had an increase in the percentage of students who reported easy or very easy.

Student Success Areas for Growth

The number of students achieving at or above the 61st percentile on the MAP ELA assessment in the spring of 2025 did not change from the fall assessment with 65% percent scoring above the 61st percentile. Grades 1, 3, 4, and 5 did not improve the percentage of students scoring above the 61st percentile from fall to spring on the MAP assessment during the 2024-2025 school year. The percentage of students scoring proficient or higher on the state Science CRT declined between the 2022-2023 and 2023-2024 school year. In 2022-2023 25.1% of students were proficient and in 2023-2024 13.7% were proficient. That is a decline of 11.4% of students. Teachers utilized the new ELA program HMH inconsistently across all grade levels. During the 2023-2024 school year 51.9% of the time during instructional observations the teacher and student were interacting with the learning intention and 50.2% of the time the teacher and student were interacting with the success criteria. During the 2024-2025 school year this engagement dropped. Interaction with the learning intention dropped to 36.4% and interaction with the success criteria dropped to 30.3%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is 19% achievement gap between LEP and non LEP students based on Fall MAP projected proficiency. Please note that there is less than 10% of the student population identified as LEP. Students need additional processing time due to language barriers.	Increase the opportunities for students to show/explain their learning that include extended time, verbally or through written/picture format.
Foster/Homeless	There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.	Increase the number of times students interact with the learning intentions and success criteria for each subject/lesson taught.
Free and Reduced Lunch	Students need more opportunities to communicate what they are learning, why they are learning and how they will learn it. There is currently no identifiable achievement gap between FRL and not FRL students.	Increase the number of times students interact with the learning intentions and success criteria for each subject/lesson taught.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students need more opportunities to communicate what they are learning, why they are learning and how they will learn it.	Increase the number of times students interact with the learning intentions and success criteria for each subject/lesson taught.

Student Group	Challenge	Solution
Students with IEPs	Students need more opportunities to communicate what they are learning, why they are learning and how they will learn it.	Provide co-teaching opportunities in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications. Increase the number of times students interact with the learning intentions and success criteria for each subject/lesson taught.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Overall ELA proficiency is slightly above average. Students who are not proficient in ELA will continue to fall behind because skills build upon previous understanding in earlier grade levels. The following are the percent of students at Tarr Academy above the 61st percentile on the 2024-2025 spring MAP ELA assessment (61st percentile most closely aligns with proficiency): K - 78%, 1st - 71%, 2nd - 76%, 3rd - 57%, 4th - 50% and 5th - 50%. There is also a concern that students in most grades have a higher percentage of students scoring above the 61st percentile on the fall ELA MAP assessment than the spring ELA MAP Assessment. K fall 52% to 71% spring, 1st fall 75% to 71% spring, 2nd fall 64% to 76% spring, 3rd fall 77% to 67% spring, 4th fall 57% to 50% spring and 5th 62% fall to 50% spring.

Critical Root Cause: Teachers lack the skills needed to master the fundamentals of reading instruction or provide differentiated instruction based on student need. Teachers did not consistently communicate to students what they were learning, why they were learning and how they would know they had learned it. Based on MAP data during the 2024-25 school year grades 1, 3, 4 and 5 had an increase in the number of students that fell below the 61st percentile in reading.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of all students proficient in ELA from 63.4% in 2024-2025 to 65% by 2026-2027, as measured by SBAC.

Increase the percentage of [students] projected to be proficient on state summative assessments, using a typical growth measure, in ELA from 65% (spring 2026) to 64% (fall of current year) to 66% (winter of current year) to 67% (spring of 2027), as measured by district interim assessments.

Aligns with District Goal

Formative Measures: District Interim Assessments

Improvement Strategy 1 Details		Reviews	
Improvement Strategy 1: Provide students high quality Tier 1 instruction in ELA using the foundational skills from Language Essentials for Teachers of Reading and Spelling (LETRS) so that the core components of reading are taught to students during whole group and small group instruction while ensuring the tasks and assessments are aligned to standards.		Status Check	EOY Reflection

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will purposefully plan Tier I lessons using HMH & other resources that incorporate the foundational skills in LETRS.	Teachers	2026-2027 School Year	
2	Teachers will analyze the data from daily checks for understanding and formative assessments to make adjustments to Tier I instruction with providing scaffolds, differentiation and small groups.	Teachers	2026-2027 School Year	
3	Teachers will analyze the summative assessment data (as well as i-Ready data and other school program data) to identify students needing re-teaching lessons that are created by the teachers to deliver new instruction to the students within two weeks of the previous assessment.	Teachers	2026-2027 School Year	
4	Classroom observations completed by administration to ensure the components of LETRS are being used during Tier I instruction with HMH and differentiated learning is provided in small groups based on student needs.	Administration	2026-2027 School Year	
5	Teachers will analyze ELA standards to ensure the tasks and assessments being provided to students are fully aligned to the standards.	Teachers & Administration	2026-2027 School Year	
6	Teachers in Kindergarten through Fifth Grade will provide students with daily phonics instruction using 95 Core Phonics.	Teachers	2026-2027 School Year	
7	During differentiated instruction for Tier I instruction, teachers will utilize 95 Core Phonics to support student learning for students scoring below the 25th percentile on the MAP ELA assessment.	Teachers	2026-2027 School Year	

Position Responsible: Administration

Resources Needed: HMH Into Reading Curriculum

CCSD HMH Teacher Clarity Guides

CCSD Learning Progression of Reading Standards spiraling document

Common planning times for grade level teams

Tarr PLC Guiding Questions Form

95 Core Phonics Curriculum

Evidence Level

Level 2: Moderate: progress monitoring, i-Ready assessments, HMH Into Reading

Level 3: Promising: LETRS, analyze data in PLCs, enVision Mathematics Common Core 2020

Problem Statements/Critical Root Cause: Student Success 1

Oct	Feb	June
No review	No review	

Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers in primary grades were more consistent at providing targeted instruction to students based on needs after analyzing multiple sources of data during an acceleration block daily. Multiple grade levels integrated parts of the new HMH reading program into their units of inquiry for ELA instruction.

Adult Learning Culture Areas for Growth

Understanding the fundamentals of reading instruction, alignment of tasks to NVACS through unwrapping of standards, the creation of common summative assessments and small group differentiation.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students need additional processing time due to language barriers.	Increase the opportunities for students to show/explain their learning that include extended time, verbally or through written/picture format.
Foster/Homeless	N/A	N/A
Free and Reduced Lunch	Students need more opportunities to communicate what they are learning, why they are learning and how they will learn it.	Increase the number of times students interact with the learning intentions and success criteria for each subject/lesson taught.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students need more opportunities to communicate what they are learning, why they are learning and how they will learn it.	Increase the number of times students interact with the learning intentions and success criteria for each subject/lesson taught.
Students with IEPs	Students need more opportunities to communicate what they are learning, why they are learning and how they will learn it.	Increase the number of times students interact with the learning intentions and success criteria for each subject/lesson taught. Provide co-teaching opportunities in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers utilized resources previously identified when creating their units of inquiry to teach the ELA standards but did not fully analyze the resources to meet the full intent of the standards taught which includes common assessments and small group differentiation.

Critical Root Cause: PLCs weren't focused on unwrapping standards fully and common assessments weren't consistently created to ensure Tier I instruction met the NVACS. The HMH ELA program was not utilized to its fullest potential to make connections to the current units of inquiry and use the resources to provide common grade level assessments and differentiated instruction in small groups.

Problem Statement 2 (Prioritized): Teachers do not understand the fundamentals of reading when planning ELA instruction for students.

Critical Root Cause: Teachers were not provided instruction related to the Science of Reading.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: During the 2026-2027 school year, increase students' understanding of ELA skills and concepts through the use of varied grouping strategies and individual support to meet students' needs by utilizing HMH Into Reading and strategies from Language Essentials for Teachers of Reading and Spelling (LETRS) as measured by LETRS professional learning attendance, PLC meetings and Tier I Monitoring Tool classroom walkthroughs.

Aligns with District Goal

Formative Measures: Informal Classroom Observations
Completion of assigned LETRS Professional Learning

Improvement Strategy 1 Details						Reviews	
Improvement Strategy 1: All grade levels will actively participate in weekly PLCs to support the alignment of standards to instruction, learning intentions/success criteria are identified, critical components of the lesson are identified to support differentiation and formative/summative assessments are aligned to the standard.						Status Check	EOY Reflection
						Oct	Feb
						No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	During PLC teachers will utilize the CCSD Clarity Guides to fully understand the standard and align their instruction to the unwrapped standards.	Teachers	2026-2027 School Year	
2	Teachers will provide small group differentiated instruction to students based on formative and summative assessment data to ensure students receive targeted support to increase their learning.	Teachers	2026-2027 School Year	
3	During PLC teachers will review the modules in HMH Into Reading that align to their Unit of Inquiry and utilize components from HMH to provide Tier I instruction to students.	Teachers	2026-2027 School Year	
4	During PLC, teachers will use the CCSD Learning Progression of Reading Standards Spiraling document to support the use of HMH Into Reading assessments within their Units of Inquiry so that assessments from HMH are being used to assess the ELA standards being taught.	Teachers	2026-2027 School Year	
5	Administration will utilize the PLC Observation Tool and Tier I Monitoring Tool in Focalpoint.ccsd.net to provide PLC and Tier I instruction observational data to teachers to determine strengths and areas of growth in Tier I Instruction.	Administration	2026-2027 School Year	

Position Responsible: Administration

Resources Needed: HMH Into Reading Program
 Weekly planning time for teachers
 Common PLC meeting structure
 CCSD Clarity Guides
 CCSD Learning Progression of Reading Standards Spiraling document
 Tarr PLC form to guide discussions
 Leveled Reading Books

Evidence Level
 Level 2: Moderate: progress monitoring, District Interim assessments
 Level 3: Promising: HMH Into Reading, analyze data in PLCs

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: Teachers will participate in LETRS professional learning and implement strategies learned during the professional learning into their daily ELA instruction.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Teachers will participate in the LETRS professional learning provided by the CCSD following synchronous and asynchronous expectations.	Teachers, CCSD	2026-2027 School Year				
2	Teachers will follow the CCSD LETRS(r) for Elementary Educators Professional Learning Schedule beginning in August 2025.	Teachers, CCSD	2026-2027 School Year				
3	Teachers will complete the Bridge to Practice for LETRS following assigned asynchronous work as outlined in the professional learning schedule.	Teachers	2026-2027 School Year				
4	Administration and Read By Grade 3 part time strategist will monitor the progress of teachers throughout the professional learning schedule of LETRS(r).	Administration, Read by Grade 3 strategist	2026-2027 School Year				
5	Teachers will use the skills and knowledge gained from LETRS(r) as they plan ELA instruction as identified in their lesson plans and observational data.	Teachers, Administration	2026-2027 School Year				
Position Responsible: Administration							
Resources Needed: LETRS(r) Professional Learning provided by CCSD							
Time for teachers to complete the synchronous and asynchronous learning							
Monitoring system to monitor the teachers' completion of LETRS(r) learning coursework							
Observations							
Evidence Level							
Level 2: Moderate: LETRS(r)							
Problem Statements/Critical Root Cause: Adult Learning Culture 2							

Connectedness

Connectedness Areas of Strength

Students are able to self-reflect with support and guidance from staff on their behavior and participation in class. Students were able to use various forms of self reflection that included their International Baccalaureate portfolios and teacher made systems. The number of behavior referrals decreased from 200 events during the 2023-2024 school year to 131 events in the 2024-2025 school year. A new House system was also implemented to support behavior and participation in class.

Connectedness Areas for Growth

Students will use metacognitive skills to self-reflect on their learning and identify what they are learning, why they are learning it and how they will know if they have learned it. Based on data from Focal Point only 43.5% of the time were students and the teacher interacting with the Learning Intentions and 41.5% with Success Criteria.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students need additional processing time due to language barriers.	Increase the opportunities for students to show/explain their learning that include extended time, verbally or through written/picture format.
Foster/Homeless	N/A	N/A
Free and Reduced Lunch	Students need more opportunities to communicate what they are learning, why they are learning and how they will learn it.	Increase the number of times students interact with the learning intentions and success criteria for each subject/lesson taught.
Migrant/Title I-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students need more opportunities to communicate what they are learning, why they are learning and how they will learn it.	Increase the number of times students interact with the learning intentions and success criteria for each subject/lesson taught.

Student Group	Challenge	Solution
Students with IEPs	Students need more opportunities to communicate what they are learning, why they are learning and how they will learn it.	Increase the number of times students interact with the learning intentions and success criteria for each subject/lesson taught. Provide co-teaching opportunities in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students lack opportunities for self monitoring of their own learning during classroom lessons with and without teacher support.

Critical Root Cause: Students were not provided consistent opportunities during lessons to monitor their own learning and show that they understand what they are learning.

Inquiry Area 3: Connectedness

SMART Goal 1: Increase the number of opportunities students have to show their understanding of what they are learning, why they are learning it and how they will know if they have learned it through their interaction with the learning intentions and success criteria from 43% during the 2025-26 school year to 53% by status check 1, 63% by status check 2 and 72% in May 2027 as measured by observations through Focal Point.

Aligns with District Goal

Formative Measures: Tier I instruction observational tool Focal Point

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Students will use strategies and opportunities provided by the teacher to show their understanding of what they are learning, why they are learning it and how they will know if they have learned it that include interaction with the learning intentions and success criteria during multiple points within a lesson.						Status Check		EOY Reflection
						Oct	Feb	June
Action #	Actions for Implementation					Person(s) Responsible	Timeline	Complete
1	Teachers will utilize self monitoring strategies/tools for students to use throughout ELA lessons to show their understanding of the learning intentions/success criteria.					Teachers	2026-2027 School Year	
2	Teachers will have the students interact with the learning intentions and success criteria verbally, visually or in written form to show their understanding through the use of the teacher created strategy/tool no less than three times during the lesson.					Teachers	2026-2027 School Year	
3	Teachers will understand how and what students need to accomplish within a lesson based on how students present their understanding of the lesson using the teacher's strategy/tool so they can identify students who do not understand what is being taught and provide reteaching based on need.					Teachers	2026-2027 School Year	
4	Administration will monitor the interactions students have with the learning intentions and success criteria by using the district's Tier I monitoring tool, FocalPoint, during ELA observations.					Administration	2026-2027 School Year	
Position Responsible: Administration								
Resources Needed: Professional development on utilizing the components of the HMH Into Reading program that allow for student self-reflection and checks for understanding by teacher. Observational data through Focal Point Teacher created strategies/tools to check for student's metacognition.								
Evidence Level Level 1: Strong: build a committed staff and provide professional development Level 2: Moderate: progress monitoring								
Problem Statements/Critical Root Cause: Connectedness 1								

Priority Problem Statements

Problem Statement 1: Teachers utilized resources previously identified when creating their units of inquiry to teach the ELA standards but did not fully analyze the resources to meet the full intent of the standards taught which includes common assessments and small group differentiation.

Critical Root Cause 1: PLCs weren't focused on unwrapping standards fully and common assessments weren't consistently created to ensure Tier I instruction met the NVACS. The HMH ELA program was not utilized to its fullest potential to make connections to the current units of inquiry and use the resources to provide common grade level assessments and differentiated instruction in small groups.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: Students lack opportunities for self monitoring of their own learning during classroom lessons with and without teacher support.

Critical Root Cause 2: Students were not provided consistent opportunities during lessons to monitor their own learning and show that they understand what they are learning.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Teachers do not understand the fundamentals of reading when planning ELA instruction for students.

Critical Root Cause 3: Teachers were not provided instruction related to the Science of Reading.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Overall ELA proficiency is slightly above average. Students who are not proficient in ELA will continue to fall behind because skills build upon previous understanding in earlier grade levels. The following are the percent of students at Tarr Academy above the 61st percentile on the 2024-2025 spring MAP ELA assessment (61st percentile most closely aligns with proficiency): K - 78%, 1st - 71%, 2nd - 76%, 3rd - 57%, 4th - 50% and 5th - 50%. There is also a concern that students in most grades have a higher percentage of students scoring above the 61st percentile on the fall ELA MAP assessment than the spring ELA MAP Assessment. K fall 52% to 71% spring, 1st fall 75% to 71% spring, 2nd fall 64% to 76% spring, 3rd fall 77% to 67% spring, 4th fall 57% to 50% spring and 5th 62% fall to 50% spring.

Critical Root Cause 4: Teachers lack the skills needed to master the fundamentals of reading instruction or provide differentiated instruction based on student need. Teachers did not consistently communicate to students what they were learning, why they were learning and how they would know they had learned it. Based on MAP data during the 2024-25 school year grades 1, 3, 4 and 5 had an increase in the number of students that fell below the 61st percentile in reading.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
 - i-Ready Inform

Adult Learning Culture

- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation
- Walk-through data

Connectedness

- Perception/survey data
- Other

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$5,506,135.00	Teaching positions and general teaching supplies	Student Success, Adult Learning, Connectedness
At-Risk Weighted Allocation	\$10,958.00	Teaching positions	Student Success, Adult Learning, Connectedness
EL Weighted Allocation	\$153,030.00	Teaching positions	Student Success, Adult Learning, Connectedness
General Carry Forward	\$296,509.00	Teaching positions	Student Success, Adult Learning, Connectedness
At-Risk Weighted Carry Forward	\$140,879.00	Teaching positions	Student Success, Adult Learning, Connectedness
EL Weighted Carry Forward	\$17, 839.0	Teaching positions	Student Success, Adult Learning, Connectedness

School Continuous Improvement Team

Team Role	Name	Position
CI Team Lead	Monica Brown	Principal
CI Team Support	Tiffany Ferguson	Assistant Principal
Specialist Chair	Lindsay Dondoyano	Humanities- Spanish Teacher
Grade Level Chair	Susan Tucci	Special Education Teacher
Grade Level Chair	Michael Amico	Fifth Grade Teacher
Grade Level Chair	Janell Harrison	Fourth Grade Teacher
Grade Level Chair	Jennifer Garcia	Third Grade Teacher
Grade Level Chair	Lindsey Pascual	Second Grade Teacher
Grade Level Chair	Jordan Pirrone	First Grade Teacher
Grade Level Chair	Jennifer Quintana	Kindergarten Teacher
Parent	Courtney Patrick	SOT Member
Parent	Matthew Morgan	SOT Member
Parent	Heidi Brunker	SOT Member
Parent	Danyell Gustaw	SOT Member
Licensed Staff	Becky Smith	SOT Member
Licensed Staff	Tracy Baldwin	SOT Member
Support Staff	Jessica Beard	SOT Member