Clark County School District

Schorr, Steve ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 3 Star School

District Approval Date: August 4, 2026

Mission Statement

At Steve Schorr Elementary School, our mission is to grow young leaders by educating and empowering the whole child to become lifelong learners. Together, we will nurture our diverse community through relevant learning, collaboration, and good citizenship.

Vision

At Steve Schorr Elementary School, our mission is to grow young leaders by educating and empowering the whole child to become lifelong learners. Together, we will nurture our diverse community through relevant learning, collaboration, and good citizenship.

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/steve_schorr_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Second-grade students demonstrated significant academic growth on the ELA MAP assessment, with proficiency increasing from 41% in the fall to 58% in the spring. This measurable progress reflects effective early literacy instruction and targeted support throughout the school year.

On the 25-26 SBAC assessment, we made a three percent increase in 3rd-5th grade proficiency. 3rd and 5th grade made growth in ELA, with our 5th grade making a 15% increase from the year before. Our African American students also made measurable growth, 17.2%. This measurable progress reflects consistent use of tier 1 materials over several years.

Student Success Areas for Growth

Based on the 2026 assessment data, 57.5% of 3rd–5th-grade students scored proficient on the ELA SBAC, and 64% of K–5th-grade students were proficient on the Spring ELA MAP assessment.

To address this, during the 2026-2027 school year, teachers will increase student engagement in Tier 1 instruction by purposefully planning during weekly PLCs with the district-provided reading curriculum, integrating academic vocabulary, incorporating student discourse, and small-group differentiated instruction.

By May 2026, this focus on high-quality Tier 1 instruction will increase ELA proficiency to 62.5% on the SBAC for 3rd–5th grade students and 69% on the MAP for K–5th grade students.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Based on Spring 2026 LEP data, there is a 19% achievement gap between the LEP students and non-LEP students in Math on the MAP assessment at the 61st percentile and a 31% achievement gap between the LEP students and non-LEP students in ELA on the MAP assessment at the 61st percentile.	Utilize asset-based strategies learned through ULD sessions. Teachers will focus on vocabulary and student discourse. Teachers will provide small-group differentiated instruction.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Based on Spring 2026 data Black/African American Minorities in ELA for reading proficiency, based on MAP assessment is 39% and 33% in Math at the 61st percentile.	Utilize materials that include representations for diverse populations Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.
Students with IEPs	Based on Spring 2026 data, there is a 34% achievement gap between the IEP student group and non-IEP students in reading and in Math at the 61st percentile.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 2026 Spring MAP ELA results showed that 64% of Schorr ES students in all grades were proficient. Schorr 5th-grade students are currently 55% proficient in ELA (MAP).
Critical Root Cause: Consistent Tier 1 purposeful planning with the curriculum. Little to no differentiation occurred in most classrooms, and there was a lack of purposeful student engagement. Learning tasks did not consistently include differentiation to address varied student needs, i.e., the consistent use of small-group instruction. PLCs must be done weekly using the Teaching and Learning Cycle. Instructional staff must consistently ensure that learning tasks utilize effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups, thereby maintaining proficiency rates.

Inquiry Area 1: Student Success

SMART Goal 1: Steve Schorr Elementary School will show a 10% increase in school-wide ELA achievement from 53% based on MAP proficiency growth at the 61st percentile to 63% based on the i-Ready assessment from Spring 2026 to Spring 2027.
Steve Schorr Elementary School will show a 10% increase in school-wide Math achievement from 53% based on MAP proficiency growth at the 61st percentile to 63% based on the i-Ready assessment from Spring 2026 to Spring 2027.

Formative Measures: i-Ready
MAP (data point)

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 1: Teachers will improve Tier 1 instruction through the PLC cycle. We will consistently utilize a research-based, highly aligned curriculum. We will improve foundational skills instruction through the use of Core 95 materials.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLC Look For tool	Administration Learning strategists	August 2026 - May 2027	
2	HMM Look For tool	Administration Learning strategists	August 2026 - May 2027	
3	PLC Teaching and Learning Cycle through implementing consistent PLC practices to unwrap standards, plan for instruction, and review student data	Administration Learning strategists	August 2026 - May 2027	
4	Core 95 training/Walkthroughs	District	August 2026 - May 2027	
5	Identify specific students needing support using a universal screener	Classroom Teachers	August 2026 - May 2027	
6	Teachers will provide additional intervention for students identified as 21%-40% and below, according to fall and winter MAP data	Classroom Teachers	August 2026 - May 2027	
7	Read by Grade 3 strategist will provide small group instruction to 20% and below percentile students, and will use a highly aligned curriculum	Read by Grade 3 strategist	August 2026 - May 2027	
8	Progress monitor students weekly and bi-weekly using Fastbridge	Classroom Teachers RTI Chair	August 2026 - May 2027	
9	Professional Learning and coaching on effective tier-one instructional practices and the district ELA curriculum	Administration Learning strategists	August 2026 - May 2027	
10	Instructional rounds	Administration Learning strategists Classroom Teachers	August 2026 - May 2027	

Position Responsible: Administration

Resources Needed: Read by Grade 3 Strategist - RBG3

Learning Strategist Accelerated Reader FastBridge Core 95 HMH **Evidence Level** Level 1: Strong: 95 Phonics Core Level 2: Moderate: HMH Level 3: Promising: easyCBM, Fastbridge, LETRS **Problem Statements/Critical Root Cause:** Student Success 1			

Adult Learning Culture

Adult Learning Culture Areas of Strength

The measurable growth on the Spring 2025 ELA MAP assessment highlights the strength of our adult learning culture, particularly in collaboration, data analysis, and responsive instruction. Summative data shows that K–5th grade students improved school-wide ELA achievement from the 57th percentile to the 64th percentile, with notable gains in second, third, and fourth grades. This growth reflects the effective use of formative measures, such as student work analysis and progress monitoring, and demonstrates our staff's shared commitment to continuous improvement.

Adult Learning Culture Areas for Growth

By analyzing schoolwide data from the 2026 Spring MAP assessment, which showed 64% proficiency in ELA (K–5), and the 2026 SBAC, which showed X% proficiency in ELA (3rd–5th), there is a clear need to strengthen Tier 1 instruction, especially in the areas of reading comprehension, academic vocabulary, small-group instruction, and student discourse.

In response, during the 2026-2027 school year, teachers will engage in purposeful planning using the district-provided Tier 1 ELA curriculum and participate in data-driven discussions during Professional Learning Community (PLC) meetings to tailor instruction, extend student learning, and provide differentiated support.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is a 31% achievement gap between the LEP students and non-LEP students in reading on the MAP assessment.	Utilize asset-based strategies learned through ULD sessions. Teachers will focus on vocabulary and student discourse. Teachers will provide small-group differentiated instruction.
Racial/Ethnic Minorities	There is a 25% achievement gap between the Black/ African American Minorities in ELA and other subgroups in reading.	Utilize materials that include representations for diverse populations. Map scores will be utilized to track the achievement of these students. These students will attend Tier 2 groups, utilizing Core 95 as an intervention to address their specific reading deficits.
Students with IEPs	There is a 34% achievement gap between the IEP student group and non-IEP students in reading.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. Special Education teachers will participate in grade-level Professional Learning Communities (PLCs) to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): An analysis of our summative and formative data reveals that our Tier 1 instruction and purposeful planning during PLCs are inconsistent. Our PLC Observation Tool data also reflects this statement.
Critical Root Cause: Teachers are learning how to adapt, extend, and differentiate with the district-provided Tier 1 instructional materials and pacing guides, which impacts their ability to manage instructional time effectively. Additionally, weekly PLCs lack consistency and focus, resulting in planning that is sometimes misaligned with instructional goals and student needs.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2027, 100% of Professional Learning Community (PLC) meetings at Schorr Elementary School will consistently implement the

schoolwide data meeting structure with fidelity, as measured by administrative observation using a PLC meeting checklist or monitoring tool. During these meetings, teachers will collaboratively analyze student performance data from common formative assessments aligned to the Nevada Academic Content Standards and developed using Clark County School District research-based resources, in order to inform instructional decisions and improve student learning outcomes by the conclusion of the 2026-2027 school year.

Tier 1 Monitoring Metrics:
Necessary Scaffolding is Observed: 57% (Spring 2026) to increase 10% by Spring 2027, to 67%
Necessary Differentiation is Observed: 32% (Spring 2026) to increase to 50% by Spring 2027

Formative Measures: Focus Ed
Tier 1 Monitoring
PLC monitoring tool
PLC agendas
Teaching and Learning Cycle

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
					Status Check		EOY Reflection
					Oct	Feb	June
Improvement Strategy 1: Improve the consistency and quality of PLCs school-wide.							
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Complete**			
1	Review our Professional Learning Community (PLC) structure and expectations.	Administration Learning strategists	August 2026 - May 2027			No review	
2	Monitor PLC meetings and documents using the district wide observation tool.	Administration Learning strategists	August 2026 - May 2027				
3	Provide feedback to grade levels that are struggling with the Professional Learning Community (PLC) process.	Administration Learning strategists	August 2026 - May 2027				
4	Struggling grade levels will visit successful grade levels to gain insight into how to improve their grade levels.	Administration Learning strategists	August 2026 - May 2027				
5	Learning strategist will attend each PLC meeting to provide guidance and support.	Learning strategists	August 2026 - May 2027				
Position Responsible: Administration **Resources Needed:** Teaching and Learning Cycle documents PLC Observation tool Administration Read by Grade 3 Strategist Learning Strategist **Evidence Level** Level 4: Demonstrate Rationale: PLCs **Problem Statements/Critical Root Cause:** Adult Learning Culture 1							

Connectedness

Connectedness Areas of Strength

In the area of Learning Attitudes on the district-wide survey, students reported that they stop doing work if they feel like they can't do it well, from 22% in 2025 to only 13% of students in 2026.

Connectedness Areas for Growth

In the area of Social Learning on the district-wide survey, students reported feeling frustrated when trying to complete something (42%) and when tasks were challenging (60%).

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is a 31% achievement gap between the LEP students and non-LEP students in reading on the MAP assessment.	Translations for school-wide announcements Utilize asset-based strategies learned through ULD sessions. Teachers will focus on vocabulary and student discourse. Teachers will provide small-group differentiated instruction
Racial/Ethnic Minorities	There is a 25% achievement gap between the Black/ African American Minorities in ELA and other subgroups in reading.	Utilize materials that include representations for diverse populations Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.
Students with IEPs	There is a 34% achievement gap between the IEP student group and non-IEP students in reading.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. Special Education teachers will participate in grade-level Professional Learning Communities (PLCs) to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Only 51% of students who completed the District-wide survey felt that they could persevere through something even when they felt frustrated, and complete tasks even when they were hard for them.
Critical Root Cause: Students who feel this way may not have a growth mindset or the skills to persevere through complex tasks or situations.

Inquiry Area 3: Connectedness

SMART Goal 1: By May 2027, at least 80% of teachers at Schorr Elementary School will implement and actively engage students in Habits 1-5 of the Leader in Me program with fidelity during classroom instruction and schoolwide activities, as measured by administrative observations and implementation monitoring tools. As a result, students' self-management skills will improve, as measured by the 2027 Clark County School District district-wide student survey, with the percentage of students reporting that they can "get through something even when I feel frustrated" and "finish tasks, even when it is hard for me" increasing from the 2027 baseline of 51% to 55%.

Formative Measures: Annual school-wide survey
PBIS SRSS data
Teacher Leader in Me survey

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Provide regular communication and opportunities for parent participation in school activities and decision-making.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Through classroom teachers implementing the 7 Habits of Highly Effective Students, students will learn how to be proactive, put first things first, think win-win, seek first to understand, and begin with the end in mind, and sharpen the saw.	Teachers	August 2026 - May 2027	
2	The Leader in Me online resources.	Lighthouse Committee Chair	August 2026 - May 2027	
3	The school counselor will provide classroom lessons regarding perseverance and a growth mindset.	School Counselor	August 2026 - May 2027	

Position Responsible: Administration

Resources Needed: The Leader in Me Program ($18,550 - Grant funded $10,833.33) (School pays $7,716.67)

Evidence Level
Level 4: Demonstrate Rationale: parent communication

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Priority Problem Statements

Problem Statement 1: 2026 Spring MAP ELA results showed that 64% of Schorr ES students in all grades were proficient. Schorr 5th-grade students are currently 55% proficient in ELA (MAP).

Critical Root Cause 1: Consistent Tier 1 purposeful planning with the curriculum. Little to no differentiation occurred in most classrooms, and there was a lack of purposeful student engagement. Learning tasks did not consistently include differentiation to address varied student needs, i.e., the consistent use of small-group instruction. PLCs must be done weekly using the Teaching and Learning Cycle. Instructional staff must consistently ensure that learning tasks utilize effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups, thereby maintaining proficiency rates.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Only 51% of students who completed the District-wide survey felt that they could persevere through something even when they felt frustrated, and complete tasks even when they were hard for them.

Critical Root Cause 2: Students who feel this way may not have a growth mindset or the skills to persevere through complex tasks or situations.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: An analysis of our summative and formative data reveals that our Tier 1 instruction and purposeful planning during PLCs are inconsistent. Our PLC Observation Tool data also reflects this statement.

Critical Root Cause 3: Teachers are learning how to adapt, extend, and differentiate with the district-provided Tier 1 instructional materials and pacing guides, which impacts their ability to manage instructional time effectively. Additionally, weekly PLCs lack consistency and focus, resulting in planning that is sometimes misaligned with instructional goals and student needs.

Problem Statement 3 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- Grades
- I-Ready
- MAP Growth Assessment
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- WIDA Screener

Adult Learning Culture

- Class size averages by grade and subject
- Equity data
- Professional learning communities (PLC) data/agenda/notes
- Student Climate Survey
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Other
    - School PBIS student survey

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$265,551.50	Learning Strategist (2); Licensed Staff; The Leader in Me Program:	Student Success: Adult Learning: Connectedness
At-Risk Weighted Allocation	$305,788.00	Licensed staffing	Student Success
EL Weighted Allocation	$121,767.00	Licensed staffing	Student Success
Read by Grade 3 funds	$125,546.48	Read by Grade 3 Strategist	Student Success: Connectedness
Grant	$10,833.33	The Leader in Me Program	Student Success: Connectedness

School Continuous Improvement (CI) Team

Team Role	Name	Position
Required	Taelor Overton	Support Staff
Required	Earnen Addleman	Teacher
Required	Lauren Cottrell	Counselor
Required	Jennifer Lopuch	Parent
Required	Sheila Helal	Strategist
Required	Holly Senter	RBG3
CI Team Lead	Susan Gant	Assistant Principal
Required	Shannon Williamson	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Open House	August 7, 2026	
Boo Hoo! Yahoo! - Kindergarten Orientation	August 10, 2026	
SOT Meeting	August 19, 2026	Act 1 School Improvement Plan