

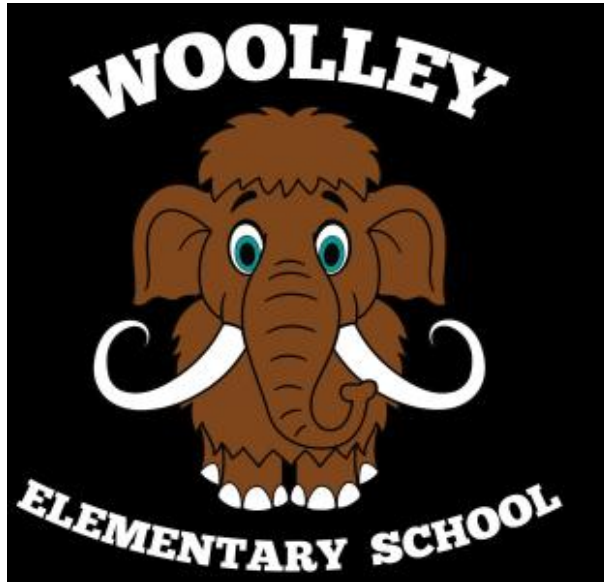
# Clark County School District

## Woolley, Gwendolyn ES

### 2026-2027 Status Checks with Notes

Accreditation Status

Accredited



District Approval Date: June 16, 2026

# Mission Statement

We are Gwendolyn Woolley Elementary School, a community of learners. Each day we are dedicated to creating a positive learning environment that celebrates mutual respect, personal responsibility, and academic success as we prepare for our future.

## Vision

### Vision Statement

Woolley Elementary School's vision is focused on student success, ensuring every child is equipped for a bright future. We aim to create a safe, empathetic, and positive learning environment that fosters mutual respect, personal responsibility, and academic achievement.

- **Student Success:** We are dedicated to helping students grow and thrive, both academically and personally.
- **Safe and Empathetic Learning Environment:** We strive to create a space where students feel secure and supported.
- **Mutual Respect:** We emphasize the importance of valuing others and working together.
- **Personal Responsibility:** We aim to instill a sense of accountability and ownership in each student's learning.
- **Academic Achievement:** We focus on providing high-quality instruction and supporting students in meeting their academic goals.

**Preparing for the Future:** We strive to provide students with the skills and knowledge they need to enjoy a successful future.

## 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). Woolley Elementary School's Rating Report can be found at [https://nevadareportcard.nv.gov/DI/nv/clark/gwendolyn\\_woolley\\_elementary\\_school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/gwendolyn_woolley_elementary_school/nspf/)

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# Inquiry Areas

## **Inquiry Area 1:** Student Success

**SMART Goal 1:** Increase the overall percent of the school's students meeting/exceeding their growth target in both Reading and Math by 5% from the Fall of 2026 to the Spring of 2027, as assessed by iReady; and increase the overall percentage of the school's students proficient in both Reading and Math by 5% in year 2026 to year 2027, as measured by SBAC. (Academic Excellence: Strong Readers, Writers, and Communicators), (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

**Formative Measures:** iReady

**Aligns with District Goal**

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Improvement Strategy 1:</b> Deliver high quality Tier 1 and effective data driven differentiated instruction.</p> <p><b>Position Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Woolley ES will provide dedicated and ongoing time to engage in PLC collaboration with Leadership Team members attending as well to monitor adherence to protocol and determine ongoing effectiveness.<br/>Woolley ES will provide a written protocol that will be followed with desired outcomes being recorded for each PLC meeting.<br/>Teachers will bring all current formative and summative data to the PLC for the purpose of informing and guiding the collaboration of and evaluating the effectiveness of the plans implemented, as a result of the PLC.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b><br/>2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b><br/>Level 1: Strong: 95 Phonics, A-Z collections for blended learning, Amplify science, counselor, PBIS, RAZ Plus<br/>Level 2: Moderate: AIMSweb, BrainPop, coaching, data analysis, Kagan, PLC<br/>Level 3: Promising: Communities in Schools, enVision, Freckle, Imagine Learning, i-Ready assessment<br/>Level 4: Demonstrate Rationale: CHAMPS, collections, HMH, truancy diversion, wraparound services</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1, 2</p> | <p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b><br/>Based on fall 2026 iReady assessment data, the five action steps identified in this improvement strategy appear to have a positive impact on Tier 1 instruction and on tudents' progress.</p> <p><b>October Next Steps/Need</b><br/>Walk Throughs and Look Fors will continue to include additional times for review of both math and reading instruction in order to determine strengths/challenges and address them accordingly. Additional emphasis will continue to be placed on coaching, mentoring, and modeling solid Tier 1 instruction.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p> |

## **Inquiry Area 1: Student Success**

**SMART Goal 2:** Increase the percentage of English Learners proficient in Mathematics from 14.6% in 2026 to 19.6% by 2027, as measured by state summative assessments.

Increase the percentage of English Learners proficient in English Language Arts from 22.4% in 2026 to 27.4% by 2027, as measured by state summative assessments.

Increase the percentage of ELs meeting their AGP from 47.4% to 52.4% in 2026-27 as measured by WIDA assessment.

(Academic Excellence: Inclusive Classrooms that Support Every Learner)

**Formative Measures:** iReady proficiency data, classroom grades, and classroom assessments

**Aligns with District Goal**

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Improvement Strategy 1:</b> AB335: Implement Academic Language Acquisition through Content to support access to Tier 1 instruction for all EL students.</p> <p><b>Position Responsible:</b> Principal and Assistant Principals</p> <p><b>Resources Needed:</b> ULD professional learning series and Tier 1 Monitoring Tool</p> <p><b>Evidence Level</b><br/>Level 3: Promising:</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1, 2</p> | <p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b><br/>Based on fall 2026 iReady assessment data, it appears that the three action steps identified in this improvement strategy are effectively supporting EL students in progressing at a similar rate as the rest of the school's sub-group populations, EL strategies that are identified to assist this population of learners are applicable and beneficial to all sub populations and will be utilized accordingly.</p> <p><b>October Next Steps/Need</b><br/>A continued emphasis on strong Tier 1 instruction will continue to be monitored by the school's administration, Learning Strategists, Reading Center Specialist, and District EL consultant via instructional rounds and in-class visitations. The school will continue to insure that the Summit K12 program is being utilized effectively as designed, and that EL students are receiving designated minutes of targeted instruction.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p> |

| Improvement Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Improvement Strategy 2:</b> AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL). (Academic Excellence: Inclusive Classrooms that Support Every Learner)</p> <p><b>Position Responsible:</b> School principal and assistant principals</p> <p><b>Resources Needed:</b> FLS instructional materials, QTEL Newcomer Curriculum, Summit K12, ACLE instructional materials, English 3D, and FLS and ACLE Look For Tools</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b><br/>2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b><br/>Level 2: Moderate:</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1, 2</p> | <p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b><br/>Based on fall 2026 iReady assessment and WIDA data, it appears that Tier II targeted instruction with identified students is making a a positive impact on their learning and closing of achievement gaps.</p> <p><b>October Next Steps/Need</b><br/>Continue to implement Tier II instruction with fidelity, monitor student progress, and take appropriate actions needed based on monitoring data.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p> |

## Inquiry Area 2: Adult Learning Culture

**SMART Goal 1:** By May of 2027, 100% of Woolley Elementary School staff will attend targeted and differentiated professional development based on identified needs, as documented by ELMS transcripts, Staff Development Day sign-in sheets, and all ongoing in-house training/coaching/modeling events which will include a roster of participants and a summary of content delivered. (Career-Connected Learning and Durable Skills: Career-Connected Experiences)

**Formative Measures:** Professional Development Agendas, Sign-In Sheets, and ELMS transcripts.

**Aligns with District Goal**

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Improvement Strategy 1:</b> Provide targeted, differentiated high quality professional learning opportunities for all staff.</p> <p><b>Position Responsible:</b> Principal</p> <p><b>Resources Needed:</b> The acquisition and scheduling of targeted, research based, best practices Professional Learning Education (PDE) that will support overall teacher effectiveness, insure implementation of program fidelity, and address individual student needs, is an ongoing challenge.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b><br/>2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b><br/>Level 1: Strong: PBIS, build a committed staff and provide professional development<br/>Level 2: Moderate: coaching, PLCs</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p> | <p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b><br/>Based on Fall 2026 student assessment data, it appears that the five actions steps in this improvement strategy assist in insuring the effective use of time, requiring that schedules are purposeful and maintained on an on-going basis.</p> <p><b>October Next Steps/Need</b><br/>The school will continue to provide additional mentoring, coaching, and modeling to teachers as identified, and will continue to provide professional development based on expressed needs and on-going student assessment data.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p> |

### Inquiry Area 3: Connectedness

**SMART Goal 1:** Based on the results of the 2027 Woolley Spring Annual Family Engagement Surveys, 75% or more of responses to the survey question or statement stems will be: "agree or strongly agree," "positive or very positive," or "periodically or often." (Safe and Supportive Schools: Welcoming Schools)

**Formative Measures:** Spring 2027 Woolley ES Family Engagement Surveys

**Aligns with District Goal**

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Improvement Strategy 1:</b> Provide targeted outreach to families of diverse backgrounds, address current identified needs, and secure resources/connections that support ongoing family engagement and ultimate student learning.</p> <p><b>Position Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Woolley ES will seek support and guidance from the Equity Committee to enhance engagement and connections with diverse families.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b><br/>2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b><br/>Level 1: Strong: counselor<br/>Level 4: Demonstrate Rationale: Communities in Schools, social worker</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 4, 5</p> | <p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b><br/>As the school continues to see a substantial increase in family participation in school events, it appears that the nine action steps in this improvement strategy are making a positive impact on planning and implimenting successful community events.</p> <p><b>October Next Steps/Need</b><br/>The school will continue to implement the nine identified action steps, insuring that events are varied in their dates, times, and topics in an attempt to meet the diverse needs of the school's community.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p> |

### Inquiry Area 3: Connectedness

**SMART Goal 2:** Reduce the end of year overall student suspension and/or expulsion rate by 10% when comparing the 2026-2027 school year to the 2025-2026 school year, as measured by school-wide office discipline referrals. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected), (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

**Formative Measures:** Decision Making with Behavior Data

**Aligns with District Goal**

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Improvement Strategy 1:</b> The Woolley ES Leadership Team will review and act upon all data available relative to student behavior.</p> <p><b>Position Responsible:</b> Anna Cool-Macrae</p> <p><b>Resources Needed:</b> Discipline data to include discipline referrals, removal from assigned instruction environment, suspensions, and/or expulsions.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b><br/>2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b><br/>Level 1: Strong:</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 4, 5</p> | <p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b><br/>The school must attempt to make every effort to adjust and/or offer events at different days of the week and at different times in order to accommodate the individual needs of its families.</p> <p><b>October Next Steps/Need</b><br/>The school will continue to offerer varied activities during school and after school events on different days and different times to better meet the needs of its families.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p> |

### **Inquiry Area 3: Connectedness**

**SMART Goal 3:** By Spring 2027, student perceptions in the 'Relationships' domain of the NV-SCSEL Survey will increase by 5% positive, and the school's Chronic Absenteeism rate will decrease by 10% by utilizing targeted enrichment clubs to enhance school belonging and Tier 1 MTSS student engagement. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

**Formative Measures:** Primary Metrics (State Level)

NV-SCSEL Survey Results: Annual growth in student scores on items measuring "I feel like I belong at this school" and "Teachers and staff understand me."

NSPF Accountability - Chronic Absenteeism: Attendance rates of active club participants compared to baseline data (specifically tracking if attendance improves on club-meeting days).

Formative / Lead Metrics (School Level)

Participation Data: Percentage of total student body enrolled in at least one enrichment club, disaggregated by student subgroups (EL, FRL, Special Education) to ensure equitable representation.

Behavior/Tier 2 Interventions: Monitoring behavior referrals (ODRs) during club windows vs. non-club windows.

Pulse Surveys: Short quarterly check-ins asking participants: "Being in this club makes me look forward to coming to school."

**Aligns with District Goal**

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>Improvement Strategy 1:</b> Woolley ES will expand Tier 1 Enrich and Student Leadership Clubs.</p> <p><b>Position Responsible:</b> School Principal, Assistant Principals, and School Leadership Team Members</p> <p><b>Resources Needed:</b> Title I / Title IV / At-Risk Funds / General Operations (for advisor stipends, materials, and equipment)</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b><br/>2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b><br/>Level 3: Promising:</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 4, 5</p> | <p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b><br/>There needs to be more opportunities for students to be engaged in enrichment activities that are tailored to the needs and interest of the families Woolley ES serves.</p> <p><b>October Next Steps/Need</b><br/>Create, implement, and monitor the effectiveness of enrichment activities implemented in the 36-27 school year.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p> |