Clark County School District

Staton, Ethel W. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 3 Star School

District Approval Date: August 5, 2026

Mission Statement

Staton Elementary School, in partnership with the community, is dedicated to creating a challenging and enriched academic environment that promotes accountability and empowers learning for life.

Vision

The staff at Ethel W. Staton Elementary School envision a school environment that provides a safe, orderly place for children to learn and grow. It is a place where students' needs are first, a place where high expectations are for all: students, parents, and staff. It is a place where everyone is valued and treated with respect.

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/staton,_ethel_w_es/2026/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Areas of Strength: On the 2026 Spring MAP Math assessment, 66% of our students, K-5, scored in the 61st percentile or higher.

Student Success Areas for Growth

Areas for Growth: On the 2026 Spring MAP Math assessment, K-5 we were only at the 57th percentile for growth.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our ELL students struggle with understanding content-specific vocabulary. This challenge makes comprehension of the material and state assessments difficult for them. In addition, not all teachers are trained in research-based ELL strategies that help meet the needs of our ELL students.	Students will be provided vocabulary-rich scaffolded support in Tier I instruction as well as in small groups. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners that will assist them in meeting their growth goals. Utilize HMH Into Reading ELL scaffolds and supports that are written into the program.
Foster/Homeless	Teachers need strategies and supports that they can use with foster/homeless students, who face unique needs. Teachers need to purposefully plan for supports for these students that address both academic and SEL needs.	Counselor will collaborate with the classroom teacher and work with families to support their academic learning. Students will be supported with wrap-around services as needed. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

Student Group	Challenge	Solution
Free and Reduced Lunch	Teachers need strategies and supports that they can use with these students, who face unique needs. Teachers need to purposefully plan for supports for these students that address both academic and SEL needs.	Counselor will collaborate with the classroom teacher and work with families to support their academic learning. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Teachers need strategies and supports that they can use with these students, who face unique needs. Teachers need to purposefully plan for supports for these students that address both academic and SEL needs.	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk in order to meet growth and achievement goals.
Students with IEPs	Many students with IEPs struggle with Tier 1 content and tasks, often being assessed at 2 or more years behind their grade level peers. Teachers need to learn research-based practices to support these students in closing their achievement gap.	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk in order to meet growth goals. Resource and self-contained teachers will be trained on Tier 1 instructional materials (HMH Into Reading and Core 95 Phonics) in order to utilize high-quality, Tier 1 materials that are evidence-based with their students to ensure that instruction is aligned with the general education classrooms.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our math achievement on the Spring MAP assessment was lower than we expected. When students do not score in the proficient range in the intermediate grades, they will likely not be proficient on SBAC. We must ensure that our students are reaching proficiency through the use of high-quality, Tier 1 materials. The overall achievement, K-5 was 76%.
Critical Root Cause: Math achievement continues to be lower than expected due to the lack of productive struggle and differentiation. The teachers are struggling with adding student engagement strategies into the curriculum and ensuring that students are doing the work of the lessons. Through continued, targeted professional development and restructured PLCs that will focus on purposeful planning of engagement strategies and productive struggle, we will increase the teachers' knowledge and refine their instructional practices to best

suit the needs of our students, to ensure that students will reach proficiency.

Inquiry Area 1: Student Success

SMART Goal 1: By Winter 2026, at least 60% of our students will be scoring at or above grade level as measured by the iReady Math Assessment. By Spring 2027, at least 65% of students will be scoring at or above grade level as measured by the iReady Math Assessment. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: iReady Data, Classroom Assessments (formative and summative)

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

Improvement Strategy 1: Teachers will set learning goals and action steps for students and create action steps that are monitored for attaining those goals.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning on goal setting, action steps, and utilizing iReady reports to determine growth goals.	RBG3 Strategist	Completed by 9/11/2026	✓
2	Set goals with all students, monitor goals weekly with students, and make adjustments as necessary.	Teachers	Initial Goals Set by 9/11/2026; monitored throughout the school year	✓
3	Implementation of Tier I instruction will be monitored using the CCSD framework and Staton Observational Tool to ensure that teachers are successfully implementing the program.	Administrators and RBG3 Strategist	All year	
4	Utilize Topic Tests in EnVisions Math to ensure that students are moving towards proficiency by analyzing this data during PLC meetings and planning appropriate next instructional steps	Teachers	All Year	

Position Responsible: Administrators

Resources Needed: Teacher training
Time to plan and analyze data during common grade level planning periods
Goal setting/tracking documents
Common formative and summative assessments

Evidence Level
Level 3: Promising: EnVisions Math

Problem Statements/Critical Root Cause: Student Success 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

Areas of Strength: We made improvements in scaffolding this school year, with 65% of lessons observed including appropriate scaffolding.

Adult Learning Culture Areas for Growth

Areas for Growth: Using the Tier 1 Monitoring Tool, it was found that only 35% of observed classroom lessons included differentiation. In order to ensure adequate student growth, differentiation must be provided for all students, including both remediation and extension. We also need an increase in student engagement during the all lessons.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our ELL students struggle with understanding content-specific vocabulary. This challenge makes comprehension of the material difficult for them. In addition, not all teachers are trained in research-based ELL strategies that help meet the needs of our ELL students.	Students will be provided vocabulary-rich scaffolded support in Tier I instruction as well as in small groups. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for English language learners to be successful in Tier 1 tasks. Seek teachers to attend the QTEL institute to increase instructional pedagogy around ELL strategies.
Foster/Homeless	Teachers need strategies and supports that they can use with foster/homeless students, who face unique needs. Teachers need to purposefully plan for supports for these students that address both academic and SEL needs.	Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.

Student Group	Challenge	Solution
Free and Reduced Lunch	Teachers need strategies and supports that they can use with these students, who face unique needs. Teachers need to purposefully plan for supports for these students that address both academic and SEL needs.	Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Teachers need strategies and supports to address the unique learning needs of our racial/ethnic minority students, Teachers need to purposefully plan for supports for these students that address both academic and SEL needs.	Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.
Students with IEPs	Many students with IEPs struggle with Tier 1 content and tasks, often being assessed at 2 or more years behind their grade level peers. Teachers need to learn research-based practices to support these students in closing their achievement gap.	Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): In order to ensure that individual student needs are being met, teachers must differentiate Tier 1 instruction appropriately. Teachers must also actively engage all students throughout their lessons to ensure that students are productively struggling through the content in order to internalize their learning.
Critical Root Cause: Teachers are not currently purposefully planning for appropriate differentiation, using Tier 1 materials, in order to meet the individual needs of students. They are also not actively engaging students in the lessons.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the number of lessons, in any subject, that include differentiation from 35% to 40% as measured by the Tier 1 Monitoring Tool from

Fall to Winter 2026 and 55% by Spring 2027. We will also increase the percentage of ELA lessons that include active engagement of students from 35% to 60% by Winter 2026 and 65% by Spring 2027. (Career-Connected Learning and Durable Skills: Employees Prepared to Lead What's Next)

Aligns with District Goal

Formative Measures: Tier 1 Monitoring Tool Data, classroom observations, coaching cycles

Improvement Strategy 1 Details

Improvement Strategy 1: Teachers will analyze their data (common formative/summative, iReady, etc.) to determine appropriate differentiation for their students to ensure that students' individual learning needs are met.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning on differentiation strategies that will be used during Tier 1 instruction.	RBG3 Strategist and Administration	By 9/25/2026	✓
2	The PLC+ model will be used to collaboratively plan for differentiation using data from common formative and summative assessments.	Teachers/Admin/ RBG3 Strategist	Throughout the Year	
3	Instructional Rounds will be used to observe/monitor differentiation using the Tier 1 Monitoring Tool.	Leadership Team/ Administrators/ RBG3Ststrategist	By 10/9/2026 for semester 1 and 3/12/2027 for semester 2	
4	Provide professional learning on utilizing Gemini AI to assist with differentiation/Scaffolding ideas for lessons and centers will be conducted	RBG3 Strategist	9/25/2026	✓

Position Responsible: Administrators

Resources Needed: Differentiated PD on differentiation using materials from the approved Tier 1 curriculum.
Time to analyze data.
Time to plan for appropriate differentiation.
Substitutes and schedules for instructional rounds.

Evidence Level
Level 2: Moderate:

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Connectedness

Connectedness Areas of Strength

Staton has implemented a Tier 1 school wide PBIS system that includes a behavior matrix, school wide positive behavior tickets and rewards, a behavior flow chart, and a Zen Den. We have also implemented a Tier 2 Behavior system that includes identifying students with behavior challenges, intervening, and progress monitoring their use of strategies and outcomes.

Connectedness Areas for Growth

Staton needs to create a system for Tier 3 behavior MTSS structures. Teachers must be trained in these systems and structures and implement them with fidelity.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	ELL students may not fully understand the behavior expectations at Staton due to their language barriers.	All students will receive these supports. We will work with families, utilizing translation services if necessary, to ensure that all parents/guardians who may not speak English as a first language understand the behavior requirements and work with these families to ensure they are supported if their children have behavioral challenges at school.
Foster/Homeless	Foster/Homeless students may need additional supports in order to ensure stability at home, which will improve school engagement.	All students will receive these supports. We will work with families, utilizing wrap-around services if necessary, to ensure that all parents/guardians understand the behavior expectations and work with these families to ensure they are supported if their children have behavioral challenges at school

Student Group	Challenge	Solution
Free and Reduced Lunch	These students may need additional supports in order to ensure stability at home, which will improve school engagement and behaviors	All students will receive these supports. We will work with families, utilizing wrap-around services if necessary, to ensure that all parents/guardians understand the behavior expectations and work with these families to ensure they are supported if their children have behavioral challenges at school.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	These students may need additional supports in order to ensure stability at home, which will improve school engagement and behaviors	All students will receive these supports. We will work with families, utilizing wrap-around services if necessary, to ensure that all parents/guardians understand the behavior expectations and work with these families to ensure they are supported if their children have behavioral challenges at school.
Students with IEPs	These students may need additional supports in order to ensure stability at home, which will improve school engagement and behaviors	All students will receive these supports. We will work with families to ensure that all parents/ guardians understand the behavior expectations and work with these families to ensure they are supported if their children have behavioral challenges at school.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): During the 25-26 school year, Staton had an average of 17 behavior referrals per month. We know that student behaviors interrupt instruction and interfere with the learning of students. We need to decrease the number of behavior referrals in order to increase the amount of time spent on instruction in the classrooms.
Critical Root Cause: Students do not have an understanding of appropriate behavior at school. Students with repeated behavior referrals need targeted supports in order to improve their behaviors.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the average monthly behavior referrals from 17 to 15 from August to December 2026 and from 15 to 10 from January to May 2027.

(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: Behavior referrals in IC, behavior strategist's logs

Improvement Strategy 1 Details

Improvement Strategy 1: The behavior strategist, counselor, and admin will work together to refine the school wide PBIS structures, including creating a system for Tier 3 behavior supports for students with repeated behavior referrals.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Behavior Strategist will retrain staff on Tier 2 protocols.	Behavior Strategist	By 9/26/2026	✓
2	Behavior Strategist and MTSS Behavior Team will meet to create and finalize the Tier 3 structures and teachers will be given an overview of them.	Behavior Strategist	By 12/18/2026	
3	Counselor/behavior strategist will support students in Tier 2 with behavior interventions.	Behavior Strategist/ Counselor	Throughout the year	
4	Behavior strategist will coach classroom teachers with classroom management strategies.	Behavior Strategist	Throughout the year	

Position Responsible: Administrator

Resources Needed: Time to develop Tier 3 protocols
Time to reteach Tier 2 protocols to the staff
Time to give staff an overview of Tier 3 protocols

Evidence Level
Level 4: Demonstrate Rationale:

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Priority Problem Statements

Problem Statement 1: Our math achievement on the Spring MAP assessment was lower than we expected. When students do not score in the proficient range in the intermediate grades, they will likely not be proficient on SBAC. We must ensure that our students are reaching proficiency through the use of high-quality, Tier 1 materials. The overall achievement, K-5 was 76%.

Critical Root Cause 1: Math achievement continues to be lower than expected due to the lack of productive struggle and differentiation. The teachers are struggling with adding student engagement strategies into the curriculum and ensuring that students are doing the work of the lessons. Through continued, targeted professional development and restructured PLCs that will focus on purposeful planning of engagement strategies and productive struggle, we will increase the teachers' knowledge and refine their instructional practices to best suit the needs of our students, to ensure that students will reach proficiency.

Problem Statement 1 Areas: Student Success

Problem Statement 2: In order to ensure that individual student needs are being met, teachers must differentiate Tier 1 instruction appropriately. Teachers must also actively engage all students throughout their lessons to ensure that students are productively struggling through the content in order to internalize their learning.

Critical Root Cause 2: Teachers are not currently purposefully planning for appropriate differentiation, using Tier 1 materials, in order to meet the individual needs of students. They are also not actively engaging students in the lessons.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: During the 25-26 school year, Staton had an average of 17 behavior referrals per month. We know that student behaviors interrupt instruction and interfere with the learning of students. We need to decrease the number of behavior referrals in order to increase the amount of time spent on instruction in the classrooms.

Critical Root Cause 3: Students do not have an understanding of appropriate behavior at school. Students with repeated behavior referrals need targeted supports in order to improve their behaviors.

Problem Statement 3 Areas: Connectedness

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
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other

Adult Learning Culture

- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Coaching Logs
- Equity data
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher/Student Ratio
- Walk-through data
- Other

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data

- Enrollment
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Other

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$4,702,104.87	Staffing and supplies	1, 2, and 3
At-Risk Weighted Allocation	$36,728.52	Staffing	1, 2, and 3
EL Weighted Allocation	$171,663.46	Staffing and supplies	1, 2, and 3
General Carry Forward	$56,241.00	Staffing and supplies	1, 2, and 3

Continuous Improvement Team

Team Role	Name	Position
Team Member	Lisa Roberts	SPTA
Team Member	Marcos Bianculli	RBG3 Strategist
Team Member	Sarah Taylor	Teacher
Team Member	Mitra McNally	Parent
Team Member	Tim Henderson	Parent
Team Member	Nicole Gums	Parent
CI Team Lead	Jaymi Brambila	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	9/15/2026	Presented our Plan of Operation, including our SPP, to the SOT for approval. It was approved.