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/

Table of Contents

Comprehensive Needs Assessment 4
Student Success 4
Inquiry Area 1: Student Success 6
Adult Learning Culture 8
Inquiry Area 2: Adult Learning Culture 9
Connectedness 11
Inquiry Area 3: Connectedness 12
Priority Problem Statements 16
Comprehensive Needs Assessment Data Documentation 17
Plan Notes 18
School Continuous Improvement (CI) Team 19
Community Outreach Activities 20

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	AB335: 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. Fall outcome 2026: LEP/Non LEP is 29% achievement gap for Reading based on i-Ready assessmentbased on the 70%th percentile threshold. Fall outcome 2026: LEP/Non LEP is 16% achievement gap for Math based on i-Ready assessment based on the 80%th percentile threshold.	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	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.

i-Ready:
Based on the i-Ready assessment for Fall 2026, there are 68% of students scored below grade level in ELA.
Based on the i-Ready assessment for Fall 2026, there are 84% of students scored below grade level in Math.

Strategic Plan Alignment
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)
(Academic Excellence: Inclusive Classrooms that Support Every Learner)
(Academic Excellence: Strong Readers, Writers, and Communicators)

Formative Measures: i-Ready
MAP (data point)

Aligns with District Goal

Improvement Strategy 1 Details

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 Read by Grade 3	August 2026 - May 2027	
2	HMM Look For tool	Administration Read by Grade 3	August 2026 - May 2027	

Reviews

Status Check		EOY Reflection
Oct	**Feb**	**June**
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	PLC Teaching and Learning Cycle through implementing consistent PLC practices to unwrap standards, plan for instruction, and review student data	Administration Classroom Teachers Read by Grade 3	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 40% and below, according to fall and winter iReady data	Classroom Teachers	August 2026 - May 2027	
7	CTT will provide small group instruction to 20% and below percentile students, and will use a highly aligned curriculum	Read by Grade 3 CTT	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 Read by Grade 3	August 2026 - May 2027	
10	Instructional rounds	Administration Read by Grade 3	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.

Student Group	Challenge	Solution
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

Strategic Plan Alignment
(Academic Excellence: Valued Educators)
(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Formative Measures: Focus Ed

Tier 1 Monitoring
PLC monitoring tool
PLC agendas
Teaching and Learning Cycle

Aligns with District Goal

Improvement Strategy 1 Details

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 Classroom Teacher Read by Grade 3	August 2026 - May 2027	
2	Monitor PLC meetings and documents using PLC observation tool.	Administration Classroom Teacher Read by Grade 3	August 2026 - May 2027	
3	Provide feedback to grade levels that are struggling with the Professional Learning Community (PLC) process.	Administration Read by Grade 3	August 2026 - May 2027	
4	Administration/Read by Grade 3 will attend PLC meeting to provide guidance and support.	Administration Read by Grade 3	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

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

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.

Student Group	Challenge	Solution
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.

Problem Statement 2 (Prioritized): Schorr ES is experiencing an upward trend in chronic student absenteeism from fall to spring.
Critical Root Cause: An increased need for family engagement and awareness related to the importance of daily student attendance.

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 2026 Clark County School District district-wide student survey, 42.36% of students in grades 3-5 reported that they can "get through something even when I feel frustrated" . By May of 2027, we will increase the percentage to 47.36% of 3-5 grade students will report that they can "get through something even when I feel frustrated" .

According to the PBIS Student Feedback and Input Survey given at the end of 2026 school year, 54.3% of students grades 3-5 feel Leader in Me Habits help them deal with their frustrations school. Our goal is to increase the baseline from 54.3% to 60% by the spring of 2027.

Strategic Plan Alignment:

(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)
(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Formative Measures: Annual school-wide survey
PBIS Student Feedback and Input 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, 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
In progress	No review	

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the chronic absenteeism rate from 18.7% (MDP/NSPF) Spring 2026 to 15% (MDP/NSPF) Spring 2027.

Strategic Plan Alignment:
(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)
(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Formative Measures: Focus Ed

Aligns with District Goal

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

Improvement Strategy 1: Follow CCSD protocol for chronic absenteeism and communicate with families about the importance of student attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Infinite campus letter series (6, 9, 15, 20 days absent)	Administration Attendance Clerk	August 2026-May 2027	
2	Counselor intervention with students	Administration School Counselor	August 2026-May 2027	
3	Establish student incentives weekly based on those who are chronically absent	Administration School Counselor	August 2026-May 2027	
4	Monthly attendance celebrations for perfect attendance	Administration School Counselor	August 2026-May 2027	
5	"Tip Top Attendance" Class incentives for attendance	Administration School Counselor	August 2026-May 2027	
6	Family/Guardian meetings to discuss the importance of daily attendance	Administration School Counselor	August 2026-May 2027	
7	TPOP/Truancy Officer intervention	Administration School Counselor	August 2026-May 2027	

Position Responsible: Administration

Resources Needed: Focus Ed/Infinite Campus

Evidence Level
Level 1: Strong: Focus Ed

Problem Statements/Critical Root Cause: Connectedness 2

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

Problem Statement 4: Schorr ES is experiencing an upward trend in chronic student absenteeism from fall to spring.

Critical Root Cause 4: An increased need for family engagement and awareness related to the importance of daily student attendance.

Problem Statement 4 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
- 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