Clark County School District

Wasden, Howard ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: October 20, 2026

Mission Statement

Wasden Elementary School fosters the intellectual and personal growth of students within a safe environment designed to cultivate each child's full potential. Diversity is cherished and celebrated and the unique learning style of each child is embraced.

Vision

The vision of Howard Wasden Elementary School is to involve parents, staff, community, and students in the full development of the potential of all students academically, socially, and emotionally. Students will become learners as they are provided a safe, nurturing and motivating educational environment. Through the partnership between dedicated parents, supportive community, motivated staff, and visionary leadership, our students will explore and invest in their educational 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). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/wasden,_howard_es/2026/nspf

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By June 2027, at least 60% of students will achieve mastery (defined as a score of 70% or higher) on classroom summative assessments on their first attempt, as measured by standardized district rubrics and grading data. (Academic Excellence: Strong Readers, Writers, and Communicators)(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: FocusEd data, lesson plans

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Focus on Tier I instruction to ensure students receive instruction to meet the full and implied intent of the standard(s). **Position Responsible:** Principal, Assistant Principal, RBG3 Strategist, Teachers **Resources Needed:** Materials needed: HMH - Into Reading Data from FocusEd MAP achievement data Summative assessment data Funds for teacher extra duty pay **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: PLCs, HMH, Exact Path Level 3: Promising: LETRS **Problem Statements/Critical Root Cause:** Student Success 1, 2, 3	**Oct:** In progress **October Lessons Learned** After participating in District-wide iReady Inform professional learning opportunities, licensed staff is better equipped to analyze i-Ready results to inform instructional decisions. All teachers are experienced in using Tier I instructional materials, but need to implement more discourse strategies and manipulatives during instruction. **October Next Steps/Need** Continue using i-Ready data and resources to enhance small group learning experiences; continue weekly PLCs for reading, and preparation periods for math; school-wide data tracker to monitor student success rates on first test administration. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of EL students proficient in ELA from 36% (projected - Spring 2026) to 40% (Spring 2027) as measured by Smarter Balanced Assessment Consortium.
Increase the percentage of EL students proficient in Math from 22% (projected - Spring 2026) to 27% (Spring 2027) as measured by Smarter Balanced Assessment Consortium.
Increase the percentage of EL students language proficiency from 17.5% (Spring 2026) to 25% (Spring 2027) as measured by WIDA.
(Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: FocusEd data, Lesson Plans, WIDA data, i-Ready

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Professional targeted learning for all K-5 teachers to increase their capacity to include strategies for EL students. **Position Responsible:** Principal, Region EL Coordinator, EL Lead Teacher **Resources Needed:** ULD resources, HMH, Envision, and Amplify Teacher's Editions **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: HMH, Envision **Problem Statements/Critical Root Cause:** Student Success 1, 2, 3 - Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Teachers participated in various professional learning sessions August-September, but require on-going additional learning experiences and regular feedback on implementation. **October Next Steps/Need** During November Staff Development Day, schedule EL and mathematics professional learning. Scheduled walkthroughs targeting EL structures implementation. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Monitor the implementation of core instructional best practices--specifically multi-tiered vocabulary instruction, student-to-student discourse, and scaffolded reading comprehension. **Position Responsible:** Principal **Resources Needed:** EL Walkthrough monitoring tool **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 2: Moderate: **Problem Statements/Critical Root Cause:** Student Success 3	**Oct:** In progress **October Lessons Learned** We need a back up plan for interruptions to scheduled walkthroughs. **October Next Steps/Need** Schedule walkthroughs with a minimum of two team members instead of four members. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By June 2027, 100% of teaching staff will have engaged in peer observation cycles and feedback debriefs focused on high-yield instructional strategies, resulting in a 50th percentile achievement on the end-of-year District-wide formative assessment (iReady Inform) (Safe and Supportive Schools: A Workplace Where Employees Thrive)

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: To achieve this, administration will embed quarterly, structured peer observation cycles into existing grade level meeting time and provide teachers with a standardized, bite-sized feedback rubric focused on one specific high-yield strategy per term. This ensures the observation process is manageable, consistent, and directly tied to the instructional habits that drive the targeted student growth. **Position Responsible:** Administrators and Licensed Staff **Resources Needed:** Rubric for peer observations, sample mini-lesson for training/calibration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Evidence Level** Level 2: Moderate: **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Most teachers are eager to build their capacity by participating in peer observations. **October Next Steps/Need** The first group of teachers are prepared to participate in peer observations in November. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of all students chronically absent from 24% in 2025 to 18% 2026 to14% by 2027 as measured by CCSD FocusEd and reported on the NSPF. (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: FocusEd data, positive reinforcement data, parent contact logs

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement a tiered attendance intervention system that tracks student attendance and pairs with consistent, timely communication to families at the first sign of an absence with dedicated staff mentors for students tracking toward chronic status. **Position Responsible:** Principal, Assistant Principal, OSII, Social Worker Principal, RSLV **Resources Needed:** FocusEd, Infinite Campus reports, Student and Parent incentives **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 4: Demonstrate Rationale: RSLV, CCSD Attendance Enforcement, **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** We are still working on ways to connect with parents who do not respond to telephone calls, letters, or home visits. With a higher than average chronic absenteeism rate for this time of the year, it is imperative the parent communication is established. Additionally, we would benefit from a formal attendance committee/team analyze attendance data and brainstorm ideas for increasing school-wide attendance. **October Next Steps/Need** Establish an attendance committee comprised of admin, licensed, and support staff who meet monthly. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**