Clark County School District

Derfelt, Herber A. ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: October 26, 2026

Mission Statement

At Herbert Derfelt Elementary School, our Mission is to provide a safe and supportive learning environment where students lead, learn, and grow.

Vision

We will inspire all scholars to become empathetic, problem-solving, life-long learners.

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/derfelt,_herbert_a_es/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students scoring above the 61st percentile in reading from 35% (Spring 2026) to 40% in Winter 2026 and 46% in Spring 2027.
Increase the percentage of students projected to be proficient on state summative assessments by 10% from Fall to Winter and by an additional 5% from Winter to Spring for the 2026-2027 school year, as measured by the iReady diagnostic assessment. (Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: Teachers will administer Fast Bridge ORF and comprehension assessments for progress monitoring weekly for Tier III and bi-weekly for Tier II students. Grades K-1 will administer the letter name and letter sound identification, and grades 2-5 will administer the ORF.

Teachers will use Into Reading (HMH) end of the module tests data to determine students progress and and targeted skills or areas to intervene when necessary.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Based on the data analysis, teachers will use a consistent PLC structure through collaboration to support the use of the Tier 1 reading instructional curriculum and materials, administer common summative grade-level assessments, use student data to implement appropriate student support, and provide monitoring and appropriate feedback. **Position Responsible:** Admin **Resources Needed:** Read By Grade 3 Learning Strategist Summit K12 World Language Core Lexia Language Lexia Think Cerca Canvas Clever MAP assessment data SLG Monthly Performance Tasks Reading and writing tests 95 Phonics Amplify Exact Path, Smarter Balanced, interim assessments LETRS Professional Learning Before-and-After School Tutoring - Tutors 1003(a) Funding for i-Ready Personalized Instruction **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Core Lexia, 95 Phonics Core Program, Amplify Science Level 2: Moderate: HMH Into Reading, i-Ready Personalized Instruction Level 3: Promising: iReady Assessments **Problem Statements/Critical Root Cause:** Student Success 1 - Adult Learning Culture 3	**Oct:** In progress **October Lessons Learned** 33% of the students were above the 61%tile according to the Fall scores of iReady. **October Next Steps/Need** Students recently began their intervention groups and are just beginning to use the i-Ready Personalized Instruction paths for Tier II support. The groups are now set and small group instruction is taking place daily. More time will be needed for the students to receive maximum benefit. **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 proficiency (70th and above) among English Learners in Mathematics from 5.56% in Fall 2026 to 12.79% by Spring 2027, as measured by state formative assessments.
Increase proficiency (70th and above) among English Learners in ELA from 4.2% in Fall 2026 to 9.2% in Spring 2027, as measured by state formative assessments.
Increase the percentage of English Learners proficient from 5% (4/80) in 2026 to 10% by 2027, as measured by the WIDA language assessment.
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)
(Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: Summit K12
iReady data
Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL). **Position Responsible:** Admin **Resources Needed:** ULD Tier I Monitoring Tool Lexia Flashlight 360 Summit K12 Freckle Math **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Lexia Level 3: Promising: Flashlight 360 Level 4: Demonstrate Rationale: Summit K12 **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** 5% of English Learners were above the 70th percentile in Reading and and 5% in Math. **October Next Steps/Need** Students recently began their intervention groups and are just beginning to use the Summit K12 for Tier II support. More time will be needed for the students to receive maximum benefit. **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: Increase the percentage of teachers and students interacting with learning intentions and success criteria during instruction, from 50% teacher implementation during instruction by October 2026, 60% by December 2026, and 75% by April 2027, as measured by the Tier 1 Monitoring Tool. (Career-Connected Learning and Durable Skills: Employees Prepared to Lead What's Next)

Aligns with District Goal

Formative Measures: Administration and teachers will use Focal Point's Tier 1 Monitoring Tools during classroom walkthroughs. PLC Observation tool during weekly PLC meetings. Administration will compile that information and share it with staff throughout the year.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Classroom walkthrough calibration and formal and informal teacher observations will focus on Tier 1 instruction to collect data on using curriculum materials, alignment of Teacher Clarity (learning intentions/success criteria), student discourse, and use of varied grouping strategies and individual support for students. Grade level teams will participate in two rounds of focused walks as a team. Participants will use the data to show teachers and students interacting with the posted learning intention and success criteria that are aligned with CCSD's Pacing Guides for reading, writing, and mathematics. Collected data will be discussed in PLC meetings to review engagement strategies, assessments, and pacing. **Position Responsible:** Admin **Resources Needed:** Scheduled calibration walks on school's Master Calendar PLC time for data analysis and feedback Classroom collected data based on the Problem of Practice Data board visible to all for the walk outcome Individual student academic portfolio Teacher's SLG Performance Task Data Tracker 1003(a) Funding for Substitutes to Release Teachers for Collaboration/PL **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Build a committed staff through professional development Level 2: Moderate: Professional Learning Communities (PLC)- Level 3: Promising: MAP Growth Assessments **Problem Statements/Critical Root Cause:** Adult Learning Culture 2	**Oct:** In progress **October Lessons Learned** Data from the walkthroughs to date reflect that 100% of staff are using Tier I Instructional Materials. 100% of staff had learning intention and success criteria aligned with standards. Interaction with the learning intention and success criteria is at 33%. **October Next Steps/Need** Administration has schedule sub days for grade levels to gain uninterrupted collaboration time. Math and 95 phonics professional development schedule is planned out for the next few months to assist with more purposeful planning and a deeper understanding of the curriculum. **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: Students' sense of belonging will increase from 62% (Spring of 2026) to 69%. This data is based on the Panorama survey from the Fall of 2026 to the Spring of 2027. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: The Panorama Online Benchmarking survey for Fall, Winter, and Spring of 2026-2027 school year. The counselor and mental health professional will assist conduct the surveys with 3rd - 5th grade students. They will then present the results to the staff.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Provide a variety of opportunities for students to receive additional SEL to increase feelings of belongingness and be able to regulate their emotions. The comparison of the year-end data would allow us to assess our ability to sustain a positive sense of belonging results and students' emotion regulation. **Position Responsible:** Admin **Resources Needed:** Panorama Survey Calm down kit in every classroom Positive Reinforcement Items in classrooms and shared collaborative space Shared Collaborative Room - Dolphin Cove Derfelt's House System for Positive Behavior Incentives Brain Power Teacher Online Resources Online Character Strong Resources for Tier 1 skills for life and character development **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Positive Behavior Interventions and Supports (PBIS) Level 3: Promising: Creating a positive school climate and culture **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** For the Fall Panorama data, 62% of the students reported favorable when asked about their sense of belonging. 20% reported approaching in the category of sense of belonging. A staff training was recently conducted for the use of the new SEL program, Harmony. **October Next Steps/Need** The school has revamped the Tier I positive behavior supports and it is beginning to catch momentum. Students are demonstrating extreme interest in receiving Caught Ya cards for being kind and responsible. Staff continue to use the cards to praise students behavior. More training will be needed as the staff continue to learn the ways to use Harmony to build community in their classrooms. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**