Clark County School District

Iverson, Mervin R. ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: August 6, 2026

Mission Statement

Growing and learning on purpose.

Vision

Growing and learning on purpose.

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/mervin_iverson_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of proficiency as measured by SBAC ELA from 48.2% in 2025 - 2026 to 53.2% by 2026 - 2027. Increase the percentage of proficiency as measured by SBAC math from 50.5% in 2025 - 2026 to 55.5% by 2026 - 2027. (Academic Excellence: Inclusive Classrooms that Support Every Learner, Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Fall 2026 i-Ready Data:
76% of students scored below grade level in Reading.
85% of students scored below grade level in Math.

Aligns with District Goal

Formative Measures: SBAC ELA and Mathematics

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will implement consistent Tier I instruction that meets the expectations of the Teaching and Learning Cycle observed. **Position Responsible:** Administration **Resources Needed:** Literacy and math specialist Instructional Frameworks Teaching and Learning Cycle documents Pacing Guides Tier I program teacher's edition and online access Teacher Clarity Guides Learning Progression of Standards Exact Path Reading and Math **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: 95 Phonics Core Program Level 2: Moderate: HMH Into Reading Level 3: Promising: enVision Mathematics Common Core 2020 **Problem Statements/Critical Root Cause:** Student Success 1, 2	**Oct:** In progress **October Lessons Learned** Fall 2026 i-Ready Data: 76% of students scored below grade level in Reading. 85% of students scored below grade level in Math. Working as a school to transition the heavy lifting from teachers to the students. **October Next Steps/Need** Continue to provide Friday professional learning sessions. Coaching cycles Continue peer observations **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: Provide school-wide intervention and enrichment for reading and mathematics. **Position Responsible:** Administration **Resources Needed:** Teacher's Guide and online resources for 95 Phonics Intervention and enVision's intervention. A Guide to Rigor in Mathematics. CCSS Where to Focus Mathematics from Student Achievement Partners. Weekly Wire for professional learning offered in ELMS. Manipulatives for reading and mathematics. Placement guidelines for phonics or comprehension/vocabulary groups. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: 95 Phonics Intervention Program, Lexia Level 3: Promising: enVision Mathematics Common Core 2020 **Problem Statements/Critical Root Cause:** Student Success 1, 2 - Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Intervention Phonics data fall: Grade 1 25-26: 21 students compared to 17 students in 26-27; Grade 2 25-26: 19 students compared to 16 students in 26-27; Grade 3 25-26: 12 students compared to 9 students in 26-27; Grade 4 25-26: 13 students compared to 5 students in 26-27; and Grade 5: 25-26: 6 students compared to 7 students in 26-27. Overall decrease from 71 students to 54 students. New for 26-27 school year: 13 Grade 3 students participate in 95 Rap: 5 are general education students and 8 are Special Education students. **October Next Steps/Need** Admin access to 95 Rap data (AP contact SSD) Screen students for indicators of dyslexia who not making progress on FastBridge progress monitoring Grade levels on 6 week rotation for Response to Intervention meetings to discuss students progress and next steps **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: AB 335:
Increase the percentage of English Learners proficient in Mathematics from 29 percentage points in 2025-2026 to 39 percentage points by 2026-2027, as measured by projected CRT Proficiency on i-Ready.
Increase the percentage of English Learners proficient in English Language Arts from 23 percentage points in 2025-2026 to 33 percentage points by 2026-2027, as measured by projected CRT Proficiency on i-Ready.
Increase the percentage of Short Term proficient in Listening from 39% in 2025-2026 to 49% by 2026-2027, as measured by WIDA assessment. (Academic Excellence: Inclusive Classrooms that Support Every Learner, Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: Summit K12
i-Ready
Grades and/or classroom assessments
CRT

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: AB 335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. **Position Responsible:** School leadership team, learning strategist, teachers **Resources Needed:** PLC school guidance Tier I Monitoring Tool Tier I Teacher's editions **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: 95 Phonics Core Program Level 2: Moderate: HMH Into Reading K-5 Level 3: Promising: enVision Mathematics Common Core 2020 Level 4: Demonstrate Rationale: Summit K12 **Problem Statements/Critical Root Cause:** Student Success 1, 2	**Oct:** In progress **October Lessons Learned** Fall 2026 i-Ready Gap Data: There is a proficiency gap of 19% points between LEP and non-LEP students at the 70th percentile in Reading. There is a proficiency gap of 12% points between LEP and non-LEP students at the 70th percentile in Math. Feedback from HMH rep was shared schoolwide and individually to teachers: Use academic vocabulary from the lesson in questioning and discussions, e.g., summarize, and use sentence starters for academic discussions **October Next Steps/Need** Schedule model lessons for classroom teachers from HMH rep in late October Academic Discussion Sentence starters were shared at the Staff Meeting on 9/23/26 **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: AB 335: Implement Tier II support for identified EL student groups: newcomers, short-term English learners (STEL), and long-term English learners (LTEL). **Position Responsible:** Administration **Resources Needed:** Summit K12 Look For Tools Table Top Lessons from HMH Core Curriculum for planning **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Amplify Science, 95 Phonics Core Program Level 2: Moderate: HMH Into Reading K-5 Level 3: Promising: enVision Mathematics Common Core 2020 Level 4: Demonstrate Rationale: Summit K12 **Problem Statements/Critical Root Cause:** Student Success 1, 2	**Oct:** In progress **October Lessons Learned** ELL lessons happen two to three days a week. 74/76 ELL students in Grades 1-5 are using Summit K12 weekly. **October Next Steps/Need** Principal continues to sends emails to teachers if students are not using Summit K12. **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 classroom observations that show evidence that all students are receiving instruction with evidence-based, scientifically researched Tier I instructional materials from 84.8% during the Spring of 2025 to 100% at the end of the second semester of 2026, as measured by Pacing Observation Matrix. (Academic Excellence: Inclusive Classrooms that Support Every Learner, Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Valued Educators)

Aligns with District Goal

Formative Measures: Pacing Observation Matrix

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen Instructional Fidelity **Position Responsible:** Administration **Resources Needed:** Tier I curriculum materials Pacing Guides Teacher Clarity Spiraling document Vertical Alignment document Teaching and Learning Cycle PLC Plan Template "Look Fors" document with pacing guidelines for math and reading Elementary Mathematics Framework Savvas, HMH, and CCSD professional learning: live sessions or playbacks Elementary Literacy Framework Student language domain proficiency levels Common Assessments PLC Observation Tool **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: Professional Learning Communities (PLC) **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** 22/23 teachers were using HMH reading curriculum during September walk throughs. 23/23 teachers were using enVisions and 95 Phonics. Pacing for the 26-27 school year is significantly better than the 25-26 school year. **October Next Steps/Need** Continue planning, coaching, and peer observation support. **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: Utilize PLCs to support Tier 1 instruction **Position Responsible:** Administration **Resources Needed:** Building a Professional Learning Community at Work Teaching and Learning Cycle PLC Plan Template Learning by Doing Common grade-level assessments District MTSS resources Tier I curriculum materials Pacing Guides Lesson Plans Clarity Guides Spiraling documents **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: PLC **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Support is needed in the analyze part of PLC Not all parts of PLC model are happening in all grade levels **October Next Steps/Need** Focus on analyze part of PLC and discourse in lessons During post conferences, share instructional strategies **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: The school goal is to decrease chronic absenteeism by 2.3 percentage points from 14.9% in 2026 to 12.6% in 2027 as measured by the NSPF. The goal with MDP excluded is 8.3% to 6%. (Safe and Supportive Schools: Welcoming Schools, Safe and Supportive Schools: Students Who Are Known, Valued, and Connected, Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments, Safe and Supportive Schools: Sharing CCSD's Success)3

Fall 2026 Data:
As of October 2026, the chronic absenteeism rate is 7.9%.

Aligns with District Goal

Formative Measures: District FocusED Chronic Absenteeism dashboard

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement attendance intervention process (Absenteeism and Truancy: Interventions and Universal Procedures (ATI-UP) **Position Responsible:** Administration **Resources Needed:** Infinite Campus School vehicle Doctor's notes/absent notes Phone iPad **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: Absenteeism and Truancy: Interventions and Universal Procedures **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Fall 2026 Data: As of October 2026, the chronic absenteeism rate is 7.9%. Kids like the incentives passed out in class. There is a decrease in kids who were chronically absent from previous years to this year from building relationships with families and students. **October Next Steps/Need** Reach out to the Attendance Officer coordinator for support on families that are chronically absent year after year. Continue to follow school plan for attendance with school attendance officer and offer family support. **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: Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. **Position Responsible:** Administration **Resources Needed:** Research other elementary schools' behavior plans. CCSD School Counseling website PBIS **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: PBIS **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Not all classes are using Eagle Eyes as an incentive for students **October Next Steps/Need** Eagle Eye drawing weekly to incentivize teachers for handing out the tickets. Continue with parent conferences and following Code on Conduct for behaviors. Reach out for District support when needed. Behavior plans are uploaded into Infinite Campus when they are completed by the classroom teacher. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**