Clark County School District

Schorr, Steve ES

2026-2027 Status Checks

District Approval Date:
October 23, 2026

Generated by Plan4Learning.com
October 29, 2026 at 01:05 PM

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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)

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.

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: Student Success 1

Status Checks

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SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
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).	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 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

Improvement Strategy 1

Improve the consistency and quality of PLCs school-wide.

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: Adult Learning Culture 1

Status Checks

In progress

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SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	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.	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 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

Improvement Strategy 1

Provide regular communication and opportunities for parent participation in school activities and decision-making.

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: Connectedness 1

Status Checks

In progress

October **February** **June**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	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.	Students who feel this way may not have a growth mindset or the skills to persevere through complex tasks or situations.

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

Improvement Strategy 1

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

Position Responsible: Administration

Resources Needed: Focus Ed/Infinite Campus

Evidence Level

Level 1: Strong:
Focus Ed

Problem Statements: Connectedness 2

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SMART Goal 2 Problem Statements Identifying Connectedness

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