Clark County School District

Cortez, Manuel J. ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: October 28, 2026

Mission Statement

Success is not easy, but together we've got this!

Vision

The Cortez Community is committed to providing high expectations to develop successful 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/cortez,_manuel_j_es/2026/nspf/

Table of Contents

Inquiry Areas 4
Inquiry Area 1: Student Success 4
Inquiry Area 2: Adult Learning Culture 8
Inquiry Area 3: Connectedness 9

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of all students projected to be proficient in mathematics from 31% (spring 2026) to 40% by (spring 2027), as measured by iReady growth assessments. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)
Increase the percentage of all students projected to be proficient in ELA from 28% (spring 2026) to 33% by (spring 2027), as measured by iReady growth assessments. (Academic Excellence: Strong Readers, Writers, and Communicators)

Fall i-Ready Data:
85% of students scored below grade level in Reading.
93% of students scored below grade level in Math.

Aligns with District Goal

Formative Measures: iReady

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement enVision mathematics instruction consistently across the school, aligned with the district pacing. Continue to implement newly adopted HMH literacy curriculum across the school, aligned with the district pacing. **Position Responsible:** Admin **Resources Needed:** enVisions resources Mountain Math HMH Literacy Curriculum **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** Fall i-Ready Data: 85% of students scored below grade level in Reading. 93% of students scored below grade level in Math. **October Next Steps/Need** Analyze Fall i-Ready data to identify priority skills and student learning gaps. Use PLCs to plan targeted instruction, differentiate support, and monitor student growth through ongoing assessments to ensure progress toward spring 2027 proficiency goals. **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: Decrease student proficiency gap in ELA between the English Learners and English Proficient students from 25% in the 2025-2026 school year to 22% by end of 2026-2027 school year as measured by LEP proficiency growth.
Decrease student proficiency gap in Math between the English Learners and English Proficient students from 14% in the 2025-2026 school year to 11% by end of 2026-2027 school year as measured by LEP proficiency growth.
Increase the percentage of WIDA students exiting by meeting proficiency from 9.2% (Spring 2026) to 17% in (Spring 2027) as measured by WIDA state summative.
(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement Academic Language Acquisition through Content to support access to Tier 1 instruction for all English learners. **Position Responsible:** Administration **Resources Needed:** ULD professional learning series Tier 1 Monitoring Tool Summit K-12 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** 85% of students below grade level in Reading and 93% in Math **October Next Steps/Need** Continued monitoring is needed to identify English Learner-specific gaps and ensure consistent language-development supports are improving proficiency and progress toward WIDA exit goals. **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 ll 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 FLS Instructional Materials FLS Look For Tools **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Identify priority students, implement targeted Tier II supports for newcomers, STELs, and LTELs, and monitor progress regularly to adjust interventions. **October Next Steps/Need** Collaboration with EL specialists, instructional coaches, and grade-level teams to provide targeted resources, consistent interventions, and progress-monitoring support. **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 the end of the 2026-2027 school year, 100% of K-5 staff delivering ELA instruction will utilize the HMH curriculum with fidelity, implementing research-based strategies and data-driven decision making during differentiated Tier 1 small group instruction.
Differentiation is observed at a minimum of 50% (Spring 2027)
Scaffolding is observed at a minimum of 50% (Spring 2027)
(Academic Excellence: Valued Educators, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Fall 2026 Walk-Through Data (based on 2 walk-throughs):
100% of walk-throughs showed evidence of differentiation and scaffolding.

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Attend multiple professional learning sessions regarding implementation of the HMH curriculum specifically to support high quality small group instruction. Collaborate with colleagues regarding best practices and improvement strategies. **Position Responsible:** Admin **Resources Needed:** HMH training and support documents Current student data and Tier 1 expectations documents Upcoming standards as determined by grade level/District pacing guides **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Fall 2026 Walk-Through Data (based on 2 walk-throughs): 100% of walk-throughs showed evidence of differentiation and scaffolding. **October Next Steps/Need** Continue HMH professional learning focused on high-quality small-group instruction and collaborate with colleagues to strengthen instructional practices. Use ongoing walkthroughs and student data to evaluate the effectiveness of differentiation and scaffolding in addressing learning gaps **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: During the 26-27 school year, increase the number of students, as indicated by the Panorama Survey, that are are able to persevere through setbacks to achieve important goals, from 55/100 to the District's average of 61/100.
(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)
(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: Panorama

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Continue to implement a school wide SEL curriculum and PBIS structure, supported by our counselors and behavior strategist. Classroom teachers will engage in daily SEL focused morning meetings to foster community and connectedness. **Position Responsible:** Admin **Resources Needed:** Continued training on school wide SEL curriculum and PBIS structures, including school wide classroom integration of PBIS expectation **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 4: Demonstrate Rationale: **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Fall 2026 Panorama data shows a score of 66/100 **October Next Steps/Need** Continue to facilitate morning meetings and PBIS implementation **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 2: Decrease overall chronic absenteeism as measured by FocusEd (MDP NSPF rules) from 27.1% (Spring 2026) to 25% (Spring 2027). (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)
(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Fall 2026 Data:
As of October 2026, the chronic absenteeism rate is 21.3%.

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Use CCSD absenteeism protocol **Position Responsible:** admin **Resources Needed:** CCSD resources, FocusEd **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: FocusEd **Problem Statements/Critical Root Cause:** Connectedness 2	**Oct:** In progress **October Lessons Learned** Fall 2026 Data: As of October 2026, the chronic absenteeism rate is 21.3% **October Next Steps/Need** Continue to consistently implement HMH and enVision, alignment with district pacing, and data-driven instructional adjustments to address learning gaps **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**