Clark County School District

Kesterson, Lorna J. ES

2025-2026 Status Checks with Notes

Mission Statement

Our mission is to ensure that all students receive a rigorous, high-quality education in a safe and respectful environment that celebrates diversity and fosters creativity.

Vision

In order to achieve our mission, we envision a school in which staff:

- Make every decision based on what is best for children.
- Work together in Professional Learning Communities.
- Monitor each student's progress on a frequent basis, and make instructional decisions based on progress monitoring data.
- Commit to continuous improvement.
- Demonstrate a personal commitment to the academic success and general well-being of each student.

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/lorna_j._kesterson_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of Kindergarten thru 5th grade students scoring above the 60th percentile in Reading from 49% (Winter of 2025) to 54% by spring 2026 as measured by MAP Growth Assessments.

Aligns with District Goal

Formative Measures: MAP Growth Assessment

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will work during PLC's to unwrap standards, analyze student data, and use that data to drive future instruction utilizing the CCSD Teaching and Learning Cycle guidance documents. **Position Responsible:** Principal/Assistant Principal **Resources Needed:** HMH Into Reading ELA curriculum 95 Phonics Core Program for Tier 1 Foundational Skills and Tier 2 intensive instruction. PLC/data analysis forms/guidelines CCSD Pacing Guides Teacher Clarity Guides CCSD Literacy Frameworks **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: MAP Growth Assessments, Progress Monitoring, HMH Into Reading Level 3: Promising: Analyze data in PLCs **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** In Progress **October Next Steps/Need** Continue with structured PLCs, instructional rounds. **Feb:** Implemented **February Lessons Learned** As of the Winter test window, we have met this goal. 49% of our students scored above the 60th percentile on MAP in Winter 2025. **February Next Steps/Need** Adjust/increase the goal. **June:** Implemented **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 32% in 2024-2025 to 37% by 2025-2026, as measured by the ELA SBAC assessment.

Increase the percentage of EL students proficient in math from 32% in 2024-2025 to 37% by 2025-2026, as measured by the math SBAC assessment.

Increase the percentage of EL students proficient on the WIDA assessment from 17.3% in 2024-2025 to 22.3% by 2025-2026.

Aligns with District Goal

Formative Measures: Summit K12
MAP projected proficiency 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
 	
    Resources Needed: ULD professional learning series
Tier I Monitoring Tool
 	
    Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6
    Evidence Level
Level 3: Promising: Summit K12
 	
    Problem Statements/Critical Root Cause: Student Success 2
	Oct: In progress
	
	October Lessons Learned
	In Progress
	
	October Next Steps/Need
	Work in PLCs to plan focused instruction for ELs. Ensure that all ELs are using SummitK12.
	
	Feb:
	
	February Lessons Learned
	
	February Next Steps/Need
	We continue to participate in monthly instructional rounds. According to Tier I monitoring data, most teachers are providing scaffolds and differentiation to support students.
	
	June:
	
	June Lessons Learned
	
	June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: During the 2024-2025 school year, the percent of Professional Learning Community (PLC) observations where all expectations were present was 25%. Therefore, our goal is that the percent of Professional Learning Community (PLC) observations where all expectations are present will be 50% at the end of semester 1 and 100% by the end of semester 2, 2026 as measured by the PLC observation tool.

Aligns with District Goal

Formative Measures: PLC Observation Tool

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Administration will provide training on weekly PLC structures, the Teaching and Learning Cycle, and extra preps will be provided during which the meetings will be held. Teachers will then participate in weekly PLC meetings and use the information from those meetings to plan and implement rigorous instruction. Observation data will be taken during meetings by administration. **Position Responsible:** Learning Strategists **Resources Needed:** Math/ELA Tier 1 instructional materials. PLC forms provided by CCSD in region collaboratives PLC PLan template CCSD ELA / Math Frameworks CCSD ELA / Math Pacing guides CCSD Teacher Clarity Documents Cognia focused alignment **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 and provide professional development Level 3: Promising: Analyze data and Respond in PLCs **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** In Progress **October Next Steps/Need** Continue with structured PLCs, with an administrator or strategist at every meeting. **Feb:** In progress **February Lessons Learned** PLC expectations are being met approximately 80% of the time. **February Next Steps/Need** Continue to implement. **June:** Implemented **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 1: During the 2025-2026 school year, the percentage of kindergarten through 5th grade students who are chronically absent will decrease from 14.3% (2024-2025) to 9.3%, as measured by students' attendance rates.

Aligns with District Goal

Formative Measures: FocusEd Chronic Absenteeism Data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: The school will develop and follow a comprehensive attendance plan, which will include incentives, communication with parents and guardians and Tier 2 and 3 Interventions when applicable. **Position Responsible:** Counselor/Behavior Strategist **Resources Needed:** School wide attendance Plan Attendance Works communication materials Positive Attendance Incentives **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: Creating a Positive School Climate and Culture **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** In Progress **October Next Steps/Need** Continuously monitor attendance data in FocusEd, meet with parents of chronically absent students. **Feb:** In progress **February Lessons Learned** Chronic absenteeism has actually increased to 15.8%. **February Next Steps/Need** Continuously monitor attendance data in FocusEd, meet with parents of chronically absent students. Work with school Attendance Team to research and implement new strategies to help increase student attendance. **June:** **June Lessons Learned** **June Next Steps/Need**