

Clark County School District



Kesterson, Lorna J. ES

Classification: 3 Star School

Title I

2025-2026 School Improvement Plan

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.

Table of Contents

Comprehensive Needs Assessment	4
Student Success	5
Adult Learning Culture	8
Connectedness	11
Priority Problem Statements	14
Data Documentation for CNA	16
Student Success	17
Adult Learning Culture	17
Connectedness	17
Inquiry Areas	18
Inquiry Area 1 : Student Success	19
Inquiry Area 2 : Adult Learning Culture	24
Inquiry Area 3 : Connectedness	26
Schoolwide and Targeted Assistance Title I Element Summary	28
Schoolwide and Targeted Assistance Title I Elements	29
1.1 Comprehensive Needs Assessment	29
2.1 School Performance Plan (SPP) developed with appropriate stakeholders	29
2.2 Regular monitoring and revision	29
2.3 Available to parents and community in an understandable format and language	29
2.4 Opportunities for all children to meet State standards	29
2.6 Address needs of all students, particularly at-risk	29
3.1 Annually evaluate the schoolwide plan	30
4.1 Develop and distribute Parent Involvement and Family Engagement Policy	30
4.2 Offer flexible number of parent involvement meetings	30
5.1 Determine which students will be served by following local policy	30
Plan Notes	31
Teams	33
School Continuous Improvement (CI) Team	34
Meeting Logs	34
Members	34
Community Outreach Activities	35



Comprehensive Needs Assessment

Student Success

Areas of Strength

All teachers consistently utilized the CCSD approved Tier 1 and 2 instructional materials.

17.3% of our EL students were proficient on the 2024-2025 WIDA assessment.

Areas for Growth

Reading scores as measured by SBAC showed that 51.8% of 3rd through 5th grade students were proficient. This is a decrease of 3.4% from the 2023-2024 school year. Math scores as measured by SBAC showed that 50.1% of 3rd through 5th grade students were proficient. This is a 0.2% increase from the 2023-2024 school year. Reading scores as measured by MAP Growth assessment showed that only 47% of 3rd thru 5th grade students were projected to be proficient on SBAC.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers have either not had training on specific ALCA strategies or are not implementing the strategies.	Teachers will implement ALCA strategies in the classroom to increase student discourse. Title III funding will be used to provide professional development on ALCA strategies for teachers.
Foster/Homeless	N/A	N/A
Free and Reduced Lunch	Families are not able to pay for extra help outside of school.	Licensed and support staff will provide opportunities for before-school tutoring.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Families are not able to pay for extra help outside of school.	Licensed and support staff will provide opportunities for before-school tutoring.
Students with IEPs	Students with IEPs are not always in their general education class for Tier I instruction.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations. Special Education teachers will participate in grade level PLC meetings to analyze

Problem Statements Identifying Student Success Needs

Problem Statement

Critical Root Cause

1
★

There has been a decline in English Language Arts (ELA) proficiency as measured by SBAC and MAP over the two prior school years and only 47% of our students are projected to be proficient on SBAC at the end of the 2024-2025 school year.

There is a lack of teacher understanding of high cognitive demand tasks aligned to standards that authentically engage all learners. Additionally, a high rate of chronic absenteeism (14.3% during the 2024-2025 school year) prevents students from mastering the skills they need.

2
★

As evidenced by WIDA, the problem is ELs are performing below other identified student groups at Kesterson Elementary.

The low performance of ELs in language proficiency and content achievement is due to students lacking skills, specifically the ability to read, write and speak using academic language in English.

★ = Priority

Adult Learning Culture

Areas of Strength

All teachers are committed to continuous professional growth through collaboration to improve the utilization of CCSD provided common Tier 1 and Tier 2 instructional materials through the Teaching and Learning Cycle.

Areas for Growth

While grade level teams along with Strategists and Administration meet weekly in PLC's, these PLC's lack structure and accountability. PLCs have not resulted in increased student achievement, as evidenced by a 3.4% decline in ELA and a .2% increase in Math scores, as measured by SBAC.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers do not specifically plan scaffolds to help English Learners access the Tier I curriculum.	During PLC meetings, teachers will work together to plan language expectations for all lessons.
Foster/Homeless	Teachers do not specifically plan scaffolds to help all students access the Tier I curriculum.	During PLC meetings, teachers will work together to plan for needed scaffolding and differentiation. They will also plan for the inclusion of strategies intended to ensure the engagement of all student groups in all lessons.
Free and Reduced Lunch	Teachers do not specifically plan scaffolds to help all students access the Tier I curriculum.	During PLC meetings, teachers will work together to plan for needed scaffolding and differentiation. They will also plan for the inclusion of strategies intended to ensure the engagement of all student groups in all lessons.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Teachers do not specifically plan scaffolds to help all students access the Tier I curriculum.	During PLC meetings, teachers will work together to plan for needed scaffolding and differentiation. They will also plan for the inclusion of strategies intended to ensure the engagement of all student groups in all lessons.

Students with IEPs

Teachers do not specifically plan scaffolds to help all students access the Tier I curriculum.

During PLC meetings, teachers will work together to plan for needed scaffolding and differentiation. They will also plan for the inclusion of strategies intended to ensure the engagement of all student groups in all lessons.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement

Critical Root Cause

1



Grade level PLC meetings currently lack structure and vary from grade level to grade level.

Teachers are giving formative assessments and collecting formative assessment data on a regular basis. However, they are not consistently using this data to plan instruction to meet the needs of all students.

 = Priority

Connectedness

Areas of Strength

School staffs ability to foster strong relationships between students, staff, and the community leveraged to improve student attendance through the use of positive incentives such as the Rise and Shine Club, Never Been Absent (NBA) Club, monthly attendance incentives, family outreach, as well as Tier 2 and 3 Interventions. 14% of Kesterson students were considered chronically absent in 2024-2025, which was a decrease of 3.3% from the previous year.

Areas for Growth

Reduction in overall chronic absenteeism by creating a schoolwide attendance plan aligned with MTSS interventions and student incentives.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Families face barriers outside of the school which prevent them from consistently sending students to school.	All attendance communication will be provided in families' home languages. The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.
Foster/Homeless	Families face barriers outside of the school which prevent them from consistently sending students to school.	The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.
Free and Reduced Lunch	Families face barriers outside of the school which prevent them from consistently sending students to school.	The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.

Migrant/Title1-C Eligible	N/A	N/A
<p>Racial/Ethnic Minorities</p>	<p>Families face barriers outside of the school which prevent them from consistently sending students to school.</p>	<p>All attendance communication will be provided in families' home languages. The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.</p>
<p>Students with IEPs</p>	<p>Families face barriers outside of the school which prevent them from consistently sending students to school.</p>	<p>The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.</p>

Problem Statements Identifying Connectedness Needs

Problem Statement

Critical Root Cause

1



14.3% of students in Kindergarten thru 5th grade students were chronically absent during the 2024-2025 school year.

The school did not implement Tier 2 and 3 interventions early enough in the school year following the Kesterson comprehensive attendance plan. We did not utilize enough positive incentives to encourage student attendance. Families did not understand the importance of consistent school attendance at the elementary level.

 = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1
★

There has been a decline in English Language Arts (ELA) proficiency as measured by SBAC and MAP over the two prior school years and only 47% of our students are projected to be proficient on SBAC at the end of the 2024-2025 school year.

There is a lack of teacher understanding of high cognitive demand tasks aligned to standards that authentically engage all learners. Additionally, a high rate of chronic absenteeism (14.3% during the 2024-2025 school year) prevents students from mastering the skills they need.

2
★

14.3% of students in Kindergarten thru 5th grade students were chronically absent during the 2024-2025 school year.

The school did not implement Tier 2 and 3 interventions early enough in the school year following the Kesterson comprehensive attendance plan. We did not utilize enough positive incentives to encourage student attendance. Families did not understand the importance of consistent school attendance at the elementary level.

3
★

Grade level PLC meetings currently lack structure and vary from grade level to grade level.

Teachers are giving formative assessments and collecting formative assessment data on a regular basis. However, they are not consistently using this data to plan instruction to meet the needs of all students.

4
★

As evidenced by WIDA, the problem is ELs are performing below other identified student groups at Kesterson Elementary.

The low performance of ELs in language proficiency and content achievement is due to students lacking skills, specifically the ability to read, write and speak using academic language in English.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments

Adult Learning Culture

- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- Student Climate Survey
- Walk-through data

Connectedness

- Attendance
- Community surveys and/or other feedback



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.

Formative Measures: MAP Growth Assessment

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will participate in weekly PLC to unwrap standards, align assessments, plan instructional strategies, and analyze formative data.	Teachers, Administrators, Strategists	Weekly throughout 25-26 school year
2	Teachers will participate in professional learning on high-cognitive demand tasks and standards alignment.	Teachers, Administrators, Strategists	August 2025 and October 2025
3	Teachers will participate in professional learning on the science of reading. (LETRS)	Teachers, Strategists	August 2025-May 2026
4	Teachers will participate in professional learning on CCSD's Tier 1 Instruction model	Teachers, Strategists	August 2025
5	Teachers will base their planning, assessment, and instruction on CCSD's Tier 1 instruction model and utilize common Tier 1 instructional materials	Teachers	Weekly August 2025-May 2026
6	Teachers will Utilize CCSD Pacing Guides and Literacy Frameworks to plan instruction.	Teachers	Weekly August 2025-May 2026
7	Administrators will monitor the implementation of CCSD's Tier 1 instruction model by attending PLC meetings, conducting classroom observations, and analyzing classroom data.	Administrators	Weekly August 2025-May 2026

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

Evidence Level

Level 2: Moderate:

MAP Growth Assessments, Progress Monitoring, HMH Into Reading

Level 3: Promising:

Analyze data in PLCs

Problem Statements: Student Success 1

Status Checks

In progress

 Implemented

October

February

June

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

There has been a decline in English Language Arts (ELA) proficiency as measured by SBAC and MAP over the two prior school years and only 47% of our students are projected to be proficient on SBAC at the end of the 2024-2025 school year.

There is a lack of teacher understanding of high cognitive demand tasks aligned to standards that authentically engage all learners. Additionally, a high rate of chronic absenteeism (14.3% during the 2024-2025 school year) prevents students from mastering the skills they need.

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.

Formative Measures: Summit K12
MAP projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1

AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers	Completed by May of 2026
2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator	Two times during the 2025-2026 school year, October and January
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator	Ongoing during the 2025-2026 school year.

Resources Needed: ULD professional learning series
Tier I Monitoring Tool

Evidence Level

Level 3: Promising:
Summit K12

Problem Statements: Student Success 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

In progress

No Progress

October

February

June

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

2

As evidenced by WIDA, the problem is ELs are performing below other identified student groups at Kesterson Elementary.

The low performance of ELs in language proficiency and content achievement is due to students lacking skills, specifically the ability to read, write and speak using academic language in English.

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.

Formative Measures: PLC Observation Tool

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide professional learning on the common PLC meeting structure.	Administration	August 2025
2	Modify PLC Meeting schedule. Meetings to be held weekly during extra preps.	Administrators	August 2025
3	At least one member of the school leadership team will attend/moderate each meeting.	Administrators	Weekly August 2025-May 2026

Position Responsible: Learning Strategists

Resources Needed: Math/ELA Tier 1 instructional materials.
PLC forms provided by CCSD in region collaboratives
PLC PAn template
CCSD ELA / Math Frameworks
CCSD ELA / Math Pacing guides
CCSD Teacher Clarity Documents
Cognia focused alignment

Evidence Level

Level 1: Strong:

Build a committed staff and provide professional development

Level 3: Promising:

Analyze data and Respond in PLCs

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

In progress

In progress

October

February

June

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Grade level PLC meetings currently lack structure and vary from grade level to grade level.

Teachers are giving formative assessments and collecting formative assessment data on a regular basis. However, they are not consistently using this data to plan instruction to meet the needs of all students.

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.

Formative Measures: FocusEd Chronic Absenteeism Data

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School wide attendance plans will be shared with families at the beginning of the school year and followed by all staff members.	Administrators, Counselor, Strategists	Weekly throughout 25-26 school year
2	Administration will communicate weekly with families about the importance of attendance.	Administrators	Weekly August 2025-May 2026
3	Attendance team will meet with parents of chronically absent students to plan for improved attendance on an individual basis.	Administrators, Counselor, Strategists	Weekly August 2025-May 2026

Position Responsible: Counselor/Behavior Strategist

Resources Needed: School wide attendance Plan
Attendance Works communication materials
Positive Attendance Incentives

Evidence Level

Level 3: Promising:
Creating a Positive School Climate and Culture

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

In progress

In progress

October

February

June

SMART Goal 1 Problem Statements Identifying Connectedness

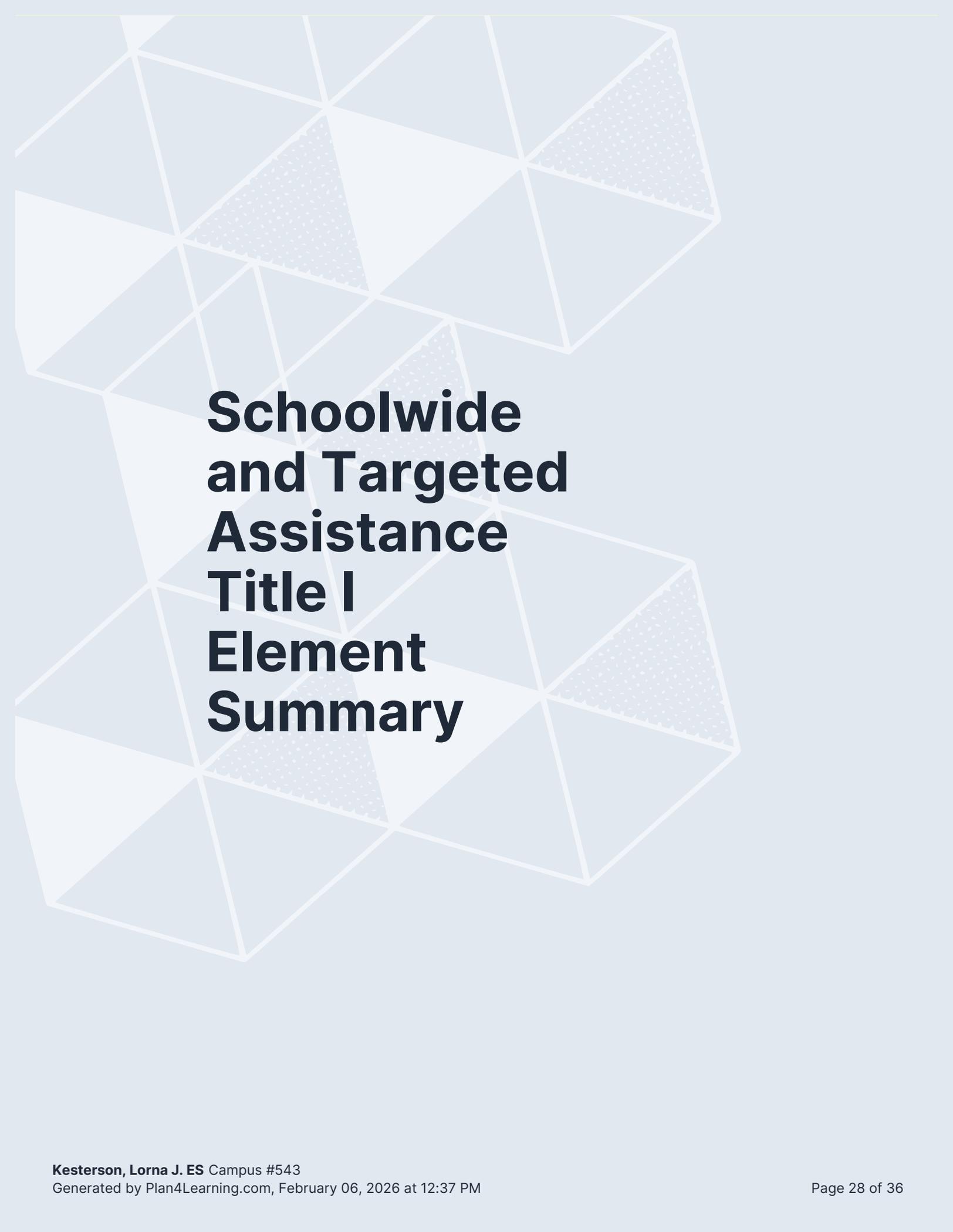
Problem Statement

Root Cause

1

14.3% of students in Kindergarten thru 5th grade students were chronically absent during the 2024-2025 school year.

The school did not implement Tier 2 and 3 interventions early enough in the school year following the Kesterson comprehensive attendance plan. We did not utilize enough positive incentives to encourage student attendance. Families did not understand the importance of consistent school attendance at the elementary level.



Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

Teacher leadership team works through needs assessment at leadership retreat in Spring of each year. Then the team presents at SOT meeting for discussion/revision with parents/stakeholders. Please see the Comprehensive Needs Assessment detailed in this school performance plan.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Teacher leadership team works through needs assessment at leadership retreat in Spring of each year. Then the team presents at SOT meeting for discussion/revision with parents/stakeholders. Please see the Continuous Improvement Team table included in this plan.

2.2 Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, SIP teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community

2.3 Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4 Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.6 Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1 Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, SIP teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2 Offer flexible number of parent involvement meetings

Multiple parent involvement meetings are held throughout the year. These meetings are held on various days, and at different times (before school, during school day, after school, evening).

5.1 Determine which students will be served by following local policy

N/A



Plan Notes

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$398503 3.43	Staffing, instructional supplies	1,2,3
At-Risk Weighted Allocation	\$217509. 31	Staffing	1,2,3
EL Weighted Allocation	\$147457. 88	Staffing	1,2,3
General Carry Forward	\$147076. 93	Staffing	1,2,3
At-Risk Weighted Carry Forward	\$4521.53	Staffing	1,2,3
EL Weighted Carry Forward	\$7202.87	Staffing	1,2,3
Title IA	\$196184. 00	Staffing, Instructional supplies	1,2,3



Teams

Teams

School Continuous Improvement (CI) Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
February 3, 2026 @ 3:30 PM	SOT Meeting	--	February 2026 SOT MINTUES.pdf
January 28, 2026 @ 8:15 AM	Data Den	Status Check 2.pdf	--
October 7, 2025 @ 3:30 PM	SOT Meeting	--	_October 2025 SOT Minutes.pdf
October 3, 2025 @ 8:15 AM	Data Den	Status Check.pdf	--
May 6, 2025 @ 3:30 PM	Online	--	May 2025 SOT Minutes CI.pdf

Members

First Name	Last Name	Position	Committee Role
Lori	McWilliams	5th Grade	Teacher
Rachel	Spindel	3rd Grade	Teacher
Maritza	Del Rio	2nd Grade	Teacher
Mikki	Maranan	1st Grade	Teacher
Lisa	Casey	Kindergarten	Teacher
Jorge	Rodriguez	Behavior Strategist	Teacher
Amy	Zeiders	Learning Strategist	Teacher
Julie	Salas	4th Grade	Teacher
Amy	Ybarra	RBG3 Strategist	Teacher
Joseph	Kielminski	Assistant Principal	CI Team Lead
Kelly	Wright	Principal	Administrator



Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meetings	Ongoing Monthly, August 2025 to May 2026	Discussions focused around staffing, progress toward school goals, community events, and/or budget allocations
Open House - Community Meeting	August 21, 2025	MAP/SBAC Data and SIP Goals will be shared with the school community during our open house event.