Clark County School District

Kesterson, Lorna J. ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: October 26, 2026

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/kesterson,_lorna_j_es/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of 3rd through 5th grade students scoring proficient in ELA from 49.4% (Spring of 2026) to 54% by Spring 2026 as measured by SBAC

Increase projected proficiency in ELA from 32% (Fall 2026) to 45% (Spring 2027), based on i-Ready Assessment.

Fall Outcome
Based on the i-Ready assessment, 70% of students are performing below grade level for Fall 2026 (ELA).

Based on the i-Ready assessment, 83% of students are performing below grade level for Fall 2026 (Math).

(Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: iReady assessment, Focus Ed

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** Data: Fall Outcome Based on the i-Ready assessment, 70% of students are performing below grade level for Fall 2026 (ELA). Based on the i-Ready assessment, 83% of students are performing below grade level for Fall 2026 (Math). 95 Phonics classroom walks on 9/8 and 10/16 and HMH classroom walks on 10/21 indicate that the implementation of higher-level questioning, differentiation, and discourse is inconsistent. Clear guidelines on lesson planning were needed. PLC protocols still need work. **October Next Steps/Need** Continue to focus PLC discussions on instruction,. **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

Decrease the LEP achievement gap in Math 26% (Spring 2026) and Reading 32% (Spring 2026) to 16% in Math and 22% in Reading by Spring 2027, based on Focus Ed Data.

Increase the percentage of EL students proficient in ELA from 5% in 2025-2026 to 20% by 2026-2027, as measured by the ELA SBAC assessment.
Increase the percentage of EL students proficient in math from 25% in 2025-2026 to 40% by 2026-2027, as measured by the math SBAC assessment.
Increase the percentage of EL students scoring a level 4 or above on the WIDA assessment from 26.3% in 2025-2026 to 31% by 2026-2027.

Fall Outcome:
Based on i-Ready assessment for Fall 2026
At the 70th percentile, the achievement gap between LEP and Non LEP in Reading is 26%.
At the 80th percentile, the achievement gap between LEP and Non LEP in Math is 18%.

(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: Summit K12
iReady assessment
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 **Position Responsible:** Principal, Assistant Principal **Resources Needed:** ULD professional learning series Tier I Monitoring Tool **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: Summit K12 **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** Data: AB335 Fall Outcome Based on i-Ready assessment for Fall 2026 At the 70th percentile, the achievement gap between LEP and Non LEP in Reading is 26%. At the 80th percentile, the achievement gap between LEP and Non LEP in Math is 18%. Teachers need continued support with scaffolding and differentiation. **October Next Steps/Need** Teacher PL on scaffolding and di8fferentiation during November Staff Development Dayl **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: AB335: 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:** FLS instructional materials, QTEL Newcomer Curriculum. Summit K12 FLS Look For Tool **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: 95 Phonics, Amplify Science Level 2: Moderate: HMH K-5 **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** AB335 Fall Outcome Based on i-Ready assessment for Fall 2026 At the 70th percentile, the achievement gap between LEP and Non LEP in Reading is 26%. At the 80th percentile, the achievement gap between LEP and Non LEP in Math is 18% Scheduling Tier II support was difficult. **October Next Steps/Need** Continue to implement FLS and SummitK12 **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 number of grade levels consistently using common formative assessment data to inform instruction from 0% to 100% by the end of the 2026-2027 school year.

Increase the percentage of classroom observations that show evidence of differentiated instruction to assist students in understanding skills and concepts from 28% at the end of the 2025-2026 school year to 75% at the end of the 2026-2027 school year, as measured by the Tier I monitoring tool.

(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: PLC Observation Tool, PLC form, PLC planning tools, Tier I observation tool, PLC+ book, PLC+ Playbook, Focus Ed

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement and refine PLCs by blending administrative coaching, teacher-leader training, onsite professional learning, and instructional modeling and observation, embedding best practices. **Position Responsible:** Principal **Resources Needed:** Math/ELA Tier 1 instructional materials. PLC forms PLC Plan template CCSD ELA / Math Frameworks CCSD ELA / Math Pacing guides CCSD Teacher Clarity Documents **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** Data: Fall Outcome 11% end of quarter one. Continue to utilize walthrough tools as we enter quarter two. 95 phonics walks brought a lot of areas of need to light. **October Next Steps/Need** Continue to refine our instruction based on instructional rounds and PLC conversations. **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 2026-2027 school year, the percentage of kindergarten through 5th-grade students who are not chronically absent will increase from 86.5% (NSPF/MDP) (2024-2025) to 90.5%, as measured by students' attendance rates.

(Safe and Supportive Schools: Welcoming Schools)

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:** Principal **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 2	**Oct:** In progress **October Lessons Learned** Data: Fall Outcome 9.9% MDP/NSPF Chronic Absenteeism. **October Next Steps/Need** Continue to implement the attendance plan. **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: Increase the percentage of students in grades 3-5 who respond positively to questions about growth mindset on the Panorama survey from 47% at the end of the 2025-2026 school year to 60% at the end of the 2026-2027 school year.

(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: Panorama Survey

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Provide explicit instruction to students about growth mindset. **Position Responsible:** Counselor **Resources Needed:** Growth Mindset by Carol Dweck (book), Harmony SEL Materials **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: Harmony materials **Problem Statements/Critical Root Cause:** Connectedness 2	**Oct:** In progress **October Lessons Learned** Data: Fall Outcome 54% responded positively. Panorama Survey results from Fall indicate that growth mindset is slowly improving. **October Next Steps/Need** Continue to incorporate growth mindset language into morning announcements, along with classroom instruction. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**