

Clark County School District
Kesterson, Lorna J. ES
2025-2026 School Improvement Plan

Classification: 3 Star School

Title I



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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Comprehensive Needs Assessment

Student Success

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.

Student Success 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.

Student Success 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

Student Group	Challenge	Solution
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 data, determine student needs, and plan effective instruction and support.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 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.

Critical Root Cause: 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.

Problem Statement 2 (Prioritized): As evidenced by WIDA, the problem is ELs are performing below other identified student groups at Kesterson Elementary.

Critical Root Cause: 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.

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 39% (Spring of 2025) to 44% by spring 2026 as measured by MAP Growth Assessments.

Aligns with District Goal

Formative Measures: MAP Growth Assessment

Improvement Strategy 1 Details				Reviews		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Status Check		EOY Reflection
				Oct	Feb	June
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	In progress	No review	
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			
<p>Position Responsible: Principal/Assistant Principal</p> <p>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</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: MAP Growth Assessments, Progress Monitoring, HMH Into Reading Level 3: Promising: Analyze data in PLCs</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>						

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		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Status Check		EOY Reflection
				Oct	Feb	June
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	In progress	No review	
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						
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						

Adult Learning Culture

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.

Adult Learning Culture 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.

Adult Learning Culture 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

Student Group	Challenge	Solution
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 1 (Prioritized): Grade level PLC meetings currently lack structure and vary from grade level to grade level.

Critical Root Cause: 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.

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																	
				Status Check		EOY Reflection															
				Oct	Feb	June															
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.	In progress	No review																			
<table border="1"> <thead> <tr> <th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr> </thead> <tbody> <tr> <td>1</td><td>Provide professional learning on the common PLC meeting structure.</td><td>Administration</td><td>August 2025</td></tr> <tr> <td>2</td><td>Modify PLC Meeting schedule. Meetings to be held weekly during extra preps.</td><td>Administrators</td><td>August 2025</td></tr> <tr> <td>3</td><td>At least one member of the school leadership team will attend/ moderate each meeting.</td><td>Administrators</td><td>Weekly August 2025- May 2026</td></tr> </tbody> </table>	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					
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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 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																					

Connectedness

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.

Connectedness Areas for Growth

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

Connectedness 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

Student Group	Challenge	Solution
Racial/Ethnic Minorities	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.
Students with IEPs	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.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 14.3% of students in Kindergarten thru 5th grade students were chronically absent during the 2024-2025 school year.

Critical Root Cause: 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.

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		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Status Check		EOY Reflection
				Oct	Feb	June
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	In progress	No review	
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

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

Priority Problem Statements

Problem Statement 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.

Critical Root Cause 1: 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.

Problem Statement 1 Areas: Student Success

Problem Statement 2: 14.3% of students in Kindergarten thru 5th grade students were chronically absent during the 2024-2025 school year.

Critical Root Cause 2: 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.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Grade level PLC meetings currently lack structure and vary from grade level to grade level.

Critical Root Cause 3: 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.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: As evidenced by WIDA, the problem is ELs are performing below other identified student groups at Kesterson Elementary.

Critical Root Cause 4: 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.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

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

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$3985033.43	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

School Continuous Improvement (CI) Team

Team Role	Name	Position
Teacher	Melanie Clocherty	Resource
Teacher	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
CI Team Lead	Joseph Kielminski	Assistant Principal
Administrator	Kelly Wright	Principal

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.