

# Clark County School District

## Staton, Ethel W. ES

### 2025-2026 School Improvement Plan

Classification: 4 Star School



District Approval Date: February 18, 2026

# Mission Statement

Staton Elementary School, in partnership with the community, is dedicated to creating a challenging and enriched academic environment that promotes accountability and empowers learning for life.

## Vision

The staff at Ethel W. Staton Elementary School envision a school environment that provides a safe, orderly place for children to learn and grow. It is a place where students' needs are first, a place where high expectations are for all: students, parents, and staff. It is a place where everyone is valued and treated with respect.

## 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/ethel\\_w.\\_staton\\_elementary\\_school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/ethel_w._staton_elementary_school/nspf/)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

*Areas of Strength: On the 2025 Spring MAP Math assessment, all grades met their growth goals and 68% of students scored above the 61st percentile.*

### Student Success Areas for Growth

*Areas for Growth: On the 2025 Spring MAP ELA assessment, only kinder, 2nd, and 5th grades met their growth goals and only 59% of students scored in the 61st percentile or above.*

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	Our ELL students struggle with understanding content-specific vocabulary. This challenge makes comprehension of the material and state assessments difficult for them. In addition, not all teachers are trained in research-based ELL strategies that help meet the needs of our ELL students.	Students will be provided vocabulary-rich scaffolded support in Tier I instruction as well as in small groups. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners that will assist them in meeting their growth goals. Utilize HMH Into Reading ELL scaffolds and supports that are written into the program.

Student Group	Challenge	Solution
<b>Foster/Homeless</b>	Teachers need strategies and supports that they can use with foster/homeless students, who face unique needs. Teachers need to purposefully plan for supports for these students that address both academic and SEL needs.	Counselor will collaborate with the classroom teacher and work with families to support their academic learning. Students will be supported with wrap-around services as needed. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.
<b>Free and Reduced Lunch</b>	Teachers need strategies and supports that they can use with these students, who face unique needs. Teachers need to purposefully plan for supports for these students that address both academic and SEL needs.	Counselor will collaborate with the classroom teacher and work with families to support their academic learning. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.
<b>Migrant/Title1-C Eligible</b>	N/A	N/A
<b>Racial/Ethnic Minorities</b>	Teachers need strategies and supports that they can use with these students, who face unique needs. Teachers need to purposefully plan for supports for these students that address both academic and SEL needs.	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk in order to meet growth and achievement goals.
<b>Students with IEPs</b>	Many students with IEPs struggle with Tier 1 content and tasks, often being assessed at 2 or more years behind their grade level peers. Teachers need to learn research-based practices to support these students in closing their achievement gap.	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk in order to meet growth goals. Resource and self-contained teachers will be trained on Tier 1 instructional materials (HMH Into Reading and Core 95 Phonics) in order to utilize high-quality, Tier 1 materials that are evidence-based with their students to ensure that instruction is aligned with the general education classrooms.

## **Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** Our reading achievement on the Spring MAP assessment was low, in comparison to our math data. When students do not score in the proficient range on MAP in the intermediate grades, they will likely not be proficient on SBAC. We must ensure that our students are reaching proficiency through the use of high-quality, Tier 1 materials. The following are the percentage of students scoring above the 61st percentile on the Spring 2024 MAP Reading assessment: Third Grade: 53%, Fourth Grade: 61%, and Fifth Grade: 61%.

**Critical Root Cause:** Reading achievement continues to be lower than math due to the implementation of a new reading curriculum (HMH Into Reading). The teachers are struggling with adding student engagement strategies into the curriculum and ensuring that students are doing the work of the lessons. Through continued, targeted professional development and restructured PLCs that will focus on purposeful planning of engagement strategies and productive struggle, we will increase the teachers' knowledge of the program and refine their instructional practices to best suit the needs of our students, to ensure that students will reach proficiency.

### **Inquiry Area 1: Student Success**

**SMART Goal 1:** Increase the percentage of students scoring above the 61st percentile on the MAP Reading assessment as follows: By Winter 2025 all intermediate grades will have at least 60% of students scoring above the 61st percentile and by Spring 2025 all intermediate grade levels will have at least 65% of students scoring above the 61st percentile.

#### **Aligns with District Goal**

**Formative Measures:** MAP Data, Classroom Assessments (formative and summative)

Improvement Strategy 1 Details					Reviews		
<b>Improvement Strategy 1:</b> Teachers will set reading learning goals and action steps for students and create action steps that are monitored for attaining those goals.					Status Check		EOY Reflection
					Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	In progress	In progress	
1	Provide professional learning on goal setting, action steps, and utilizing MAP reports to determine growth goals.	RBG3 Strategist	Completed by 9/4/2025				
2	Set goals with all students, monitor goals weekly with students, and make adjustments as necessary.	Teachers	Initial Goals Set by 8/29/2025; monitored throughout the school year				
3	Implementation of Tier I instruction using HMH Into Reading will be monitored using the CCSD framework and Tier I Monitoring Tool to ensure that teachers are successfully implementing the program.	Administrators and RBG3 Strategist	All year				
4	Utilize ExactPath to ensure that students are working on skill deficit areas identified by the MAP Assessment.	Teachers	All Year				
<b>Position Responsible:</b> Administrators <b>Resources Needed:</b> Teacher training Time to plan and analyze data during common grade level planning periods Goal setting/tracking documents Common formative and summative assessments  <b>Evidence Level</b> Level 3: Promising: Exact Path <b>Problem Statements/Critical Root Cause:</b> Student Success 1							

## Adult Learning Culture

### Adult Learning Culture Areas of Strength

*Areas of Strength: We ended the year with a higher student engagement percentage than the previous year at 53%.*

### Adult Learning Culture Areas for Growth

*Areas for Growth: Using the Tier 1 Monitoring Tool, it was found that only 19% of observed classroom lessons included differentiation. In order to ensure adequate student growth, differentiation must be provided for all students, including both remediation and extension. We also need an increase in student engagement during the*

**Adult Learning Culture Equity Resource Supports**

<b>Student Group</b>	<b>Challenge</b>	<b>Solution</b>
<b>English Learners</b>	Our ELL students struggle with understanding content-specific vocabulary. This challenge makes comprehension of the material difficult for them. In addition, not all teachers are trained in research-based ELL strategies that help meet the needs of our ELL students.	Students will be provided vocabulary-rich scaffolded support in Tier I instruction as well as in small groups. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for English language learners to be successful in Tier 1 tasks. Seek teachers to attend the QTEL institute to increase instructional pedagogy around ELL strategies.
<b>Foster/Homeless</b>	Teachers need strategies and supports that they can use with foster/homeless students, who face unique needs. Teachers need to purposefully plan for supports for these students that address both academic and SEL needs.	Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.
<b>Free and Reduced Lunch</b>	Teachers need strategies and supports that they can use with these students, who face unique needs. Teachers need to purposefully plan for supports for these students that address both academic and SEL needs.	Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.
<b>Migrant/Title1-C Eligible</b>	N/A	N/A

Student Group	Challenge	Solution
<b>Racial/Ethnic Minorities</b>	Teachers need strategies and supports to address the unique learning needs of our racial/ethnic minority students, Teachers need to purposefully plan for supports for these students that address both academic and SEL needs.	Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.
<b>Students with IEPs</b>	Many students with IEPs struggle with Tier 1 content and tasks, often being assessed at 2 or more years behind their grade level peers. Teachers need to learn research-based practices to support these students in closing their achievement gap.	Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** In order to ensure that individual student needs are being met, teachers must differentiate Tier 1 instruction appropriately. Teachers must also actively engage all students throughout their lessons to ensure that students are productively struggling through the content in order to internalize their learning.

**Critical Root Cause:** Teachers are not currently purposefully planning for appropriate differentiation, using Tier 1 materials, in order to meet the individual needs of students. They are also not actively engaging students in the HMH lessons.

### Inquiry Area 2: Adult Learning Culture

**SMART Goal 1:** Increase the number of lessons that include differentiation from 19% to 30% as measured by the Tier 1 Monitoring Tool from Fall to Winter 2025 and 55% by Spring 2026. We will also increase the percentage of ELA lessons that include active engagement of students from 53% to 60% by Winter 2025 and 70% by Spring 2026.

#### Aligns with District Goal

**Formative Measures:** Tier 1 Monitoring Tool Data, classroom observations, coaching cycles

Improvement Strategy 1 Details					Reviews		
<b>Improvement Strategy 1:</b> Teachers will analyze their data (common formative/summative, MAP, etc.) to determine appropriate differentiation for their students to ensure that students' individual learning needs are met.					Status Check		EOY Reflection
					Oct	Feb	June
					<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>
1	Provide professional learning on differentiation strategies that will be used during Tier 1 instruction.	RBG3 Strategist and Administration	By 9/26/2025				
2	The PLC+ model will be used to collaboratively plan for differentiation using data from common formative and summative assessments.	Teachers/Admin/RBG3 Strategist	Throughout the Year				
3	Instructional Rounds will be used to observe/monitor differentiation using the Tier 1 Monitoring Tool.	Leadership Team/Administrators/RBG3 Strategist	By 10/10/2025 for semester 1 and 3/13/2026 for semester 2				
<b>Position Responsible:</b> Administrators <b>Resources Needed:</b> Differentiated PD on differentiation using materials from the approved Tier 1 curriculum. Time to analyze data. Time to plan for appropriate differentiation. Substitutes and schedules for instructional rounds.							
<b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1							

## Connectedness

### Connectedness Areas of Strength

Staton has implemented a Tier 1 school wide PBIS system that includes a behavior matrix, school wide positive behavior tickets and rewards, a behavior flow chart, and a Zen Den.

### Connectedness Areas for Growth

Staton needs to create a system for Tier 2/Tier 3 behavior MTSS structures. Teachers must be trained in these systems and structures and implement them with fidelity.

### Connectedness Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	ELL students may not fully understand the behavior expectations at Staton due to their language barriers.	All students will receive these supports. We will work with families, utilizing translation services if necessary, to ensure that all parents/guardians who may not speak English as a first language understand the behavior requirements and work with these families to ensure they are supported if their children have behavioral challenges at school.
<b>Foster/Homeless</b>	Foster/Homeless students may need additional supports in order to ensure stability at home, which will improve school engagement.	All students will receive these supports. We will work with families, utilizing wrap-around services if necessary, to ensure that all parents/guardians understand the behavior expectations and work with these families to ensure they are supported if their children have behavioral challenges at school
<b>Free and Reduced Lunch</b>	These students may need additional supports in order to ensure stability at home, which will improve school engagement and behaviors	All students will receive these supports. We will work with families, utilizing wrap-around services if necessary, to ensure that all parents/guardians understand the behavior expectations and work with these families to ensure they are supported if their children have behavioral challenges at school.
<b>Migrant/Title1-C Eligible</b>	N/A	N/A
<b>Racial/Ethnic Minorities</b>	These students may need additional supports in order to ensure stability at home, which will improve school engagement and behaviors	All students will receive these supports. We will work with families, utilizing wrap-around services if necessary, to ensure that all parents/guardians understand the behavior expectations and work with these families to ensure they are supported if their children have behavioral challenges at school.

Student Group	Challenge	Solution
<p><b>Students with IEPs</b></p>	<p>These students may need additional supports in order to ensure stability at home, which will improve school engagement and behaviors</p>	<p>All students will receive these supports. We will work with families to ensure that all parents/guardians understand the behavior expectations and work with these families to ensure they are supported if their children have behavioral challenges at school.</p>

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** During the 24-25 school year, Staton had an average of 19 behavior referrals per month. We know that student behaviors interrupt instruction and interfere with the learning of students. We need to decrease the number of behavior referrals in order to increase the amount of time spent on instruction in the classrooms.  
**Critical Root Cause:** Students do not have an understanding of appropriate behavior at school. Students with repeated behavior referrals need targeted supports in order to improve their behaviors.

**Inquiry Area 3: Connectedness**

**SMART Goal 1:** Reduce the average monthly behavior referrals from 19 to 15 from August to December 2025 and from 15 to 12 from January to May 2026.

**Aligns with District Goal**

**Formative Measures:** Behavior referrals in IC, behavior strategist's logs

Improvement Strategy 1 Details					Reviews		
<b>Improvement Strategy 1:</b> The behavior strategist, counselor, and admin will work together to refine the school wide PBIS structures, including creating a system for Tier 2 and Tier 3 behavior supports for students with repeated behavior referrals.					Status Check		EOY Reflection
					Oct	Feb	June
<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Complete</b>	In progress	In progress	
1	Admin/counselor/behavior strategist will work together to create a behavior Tier 2 MTSS system.	Behavior Strategist/ Counselor/Admin	By 8/10/2025				
2	Behavior strategist will create and facilitate a PD for staff, training them on the behavior Tier 2 system.	Behavior Strategist	By 9/5/2025				
3	Counselor/behavior strategist will support students in Tier 2 with behavior interventions.	Behavior Strategist/ Counselor	Throughout the year				
4	Behavior strategist will coach classroom teachers with classroom management strategies.	Behavior Strategist	Throughout the year				
<b>Position Responsible:</b> Administrator <b>Resources Needed:</b> Time to deliver Tier 2 PD to the whole staff Structures for behavior Tier 2 MTSS system  <b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Connectedness 1							

# Priority Problem Statements

**Problem Statement 1:** Our reading achievement on the Spring MAP assessment was low, in comparison to our math data. When students do not score in the proficient range on MAP in the intermediate grades, they will likely not be proficient on SBAC. We must ensure that our students are reaching proficiency through the use of high-quality, Tier 1 materials. The following are the percentage of students scoring above the 61st percentile on the Spring 2024 MAP Reading assessment: Third Grade: 53%, Fourth Grade: 61%, and Fifth Grade: 61%.

**Critical Root Cause 1:** Reading achievement continues to be lower than math due to the implementation of a new reading curriculum (HMH Into Reading). The teachers are struggling with adding student engagement strategies into the curriculum and ensuring that students are doing the work of the lessons. Through continued, targeted professional development and restructured PLCs that will focus on purposeful planning of engagement strategies and productive struggle, we will increase the teachers' knowledge of the program and refine their instructional practices to best suit the needs of our students, to ensure that students will reach proficiency.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** In order to ensure that individual student needs are being met, teachers must differentiate Tier 1 instruction appropriately. Teachers must also actively engage all students throughout their lessons to ensure that students are productively struggling through the content in order to internalize their learning.

**Critical Root Cause 2:** Teachers are not currently purposefully planning for appropriate differentiation, using Tier 1 materials, in order to meet the individual needs of students. They are also not actively engaging students in the HMH lessons.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** During the 24-25 school year, Staton had an average of 19 behavior referrals per month. We know that student behaviors interrupt instruction and interfere with the learning of students. We need to decrease the number of behavior referrals in order to increase the amount of time spent on instruction in the classrooms.

**Critical Root Cause 3:** Students do not have an understanding of appropriate behavior at school. Students with repeated behavior referrals need targeted supports in order to improve their behaviors.

**Problem Statement 3 Areas:** Connectedness

# 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
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
  - Classroom Assessments (formative and summative)
  - Panorama Survey Results; Counselor Referrals; Counselor Caseload; Counselor Monthly Lessons; Districtwide Survey results
  - HMH Curriculum

## Adult Learning Culture

- Budgets/entitlements and expenditures data
- Coaching Logs
- Equity data
- Lesson Plans
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Walk-through data
- Other
  - SBAC Data, MAP Data, Classroom Assessments (formative and summative)
  - Observation Notes, Coaching/Feedback Notes; Instructional Rounds; Professional Development Feedback Surveys
  - Weekly Calendared Observations and Feedback Meetings; Instructional Rounds; Professional Development Agendas; RTI Meeting Notes

## Connectedness

- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Other
  - Staton behavior referrals in Infinite Campus

# Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4,870,633.55	Staffing and supplies	1, 2, and 3
At-Risk Weighted Allocation	\$115,060.38	Staffing	1, 2, and 3
EL Weighted Allocation	\$161,709.47	Staffing and supplies	1, 2, and 3
General Carry Forward	\$710,297.34	Staffing and supplies	1, 2, and 3

# Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	5/13/2025	All goals and improvement strategies were agreed upon
CIP Team Meeting	9/24/2025	Reviewed Fall MAP Data and Spring SBAC; Now, Next, Needs for SIP
CIP Team Meeting	1/27/2026	Reviewed Winter MAP Data; Now, Next, Needs for SIP
SOT Meeting	2/2/2026	All goals and improvement strategies were agreed upon