

**Clark County School District**

**Wright, William V. ES**

**2025-2026 Status Checks with Notes**



# Mission Statement

The students, staff, and parents of William Wright Elementary School are dedicated to creating life-long learners who excel academically and demonstrate positive character traits. By working together, we will empower students to develop and use higher level thinking skills in order to adapt and grow with a changing world.

## Vision

The vision of William V Wright Elementary School is to focus on individual needs to achieve standards; preparing students to be college and career ready. We will use professional collaboration to keep students engaged in learning in a safe and respectful environment. By consistent modeling of positive character traits, students will demonstrate the ability to collaborate, negotiate, and problem solve to successfully interact in the real world. Through integration of current technology and maintaining a high level of academic rigor, we will guide students to reach their full potential.

## 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/william\\_v.\\_wright\\_elementary\\_school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/william_v._wright_elementary_school/nspf/)

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# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** Increase the percentage of students in K-5th meeting their growth target on the ELA Spring MAP from 47.5% to 53.0% percent proficient by the end of the 25-26 school year. Increase the percentage of students in K-5th meeting their growth target on the Math Spring MAP from 63% to 68% by the end of the 25-26 school year. Increase the projected proficiency for students in 3rd-5th grade in ELA from 44% to 50% and in Math from 48% to 52% as measured on the 2026 Spring MAP Benchmark.

### Aligns with District Goal

**Formative Measures:** MAP Benchmark Assessments  
Tier I Curriculum Assessments

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Teachers will conduct purposeful planning for instruction using the adopted Tier I curriculum through the PLC process and the Teaching and Learning Cycle by collaboratively utilizing Tier 1 Instructional materials, pacing guides, and Teacher Clarity Guides, and our planning documents to support student learning.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Professional development resources: PLC+ and Teaching and Learning books and instructional planning resource materials  Professional development time: funds for extra pay  Professional development time: contract time (before instructional time, available prep time)</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>  2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b>  Level 2: Moderate: PLCs, build a committed staff and provide professional development  Level 3: Promising: analyze data in PLCs</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b>  Teachers are finding it helpful to have a section in the planning document to plan out their engagement strategies and discourse strategies. Based on walkthrough data, discourse is occurring in most every classroom. Teachers need more PL on the look for tools especially in reading. Teachers are finding that not having something specific (Exactpath) to support Tier I instruction has made it a challenge to provide the extra differentiated support that students need.</p> <p><b>October Next Steps/Need</b>  Professional learning on the Look For Tools, emphasizing reading first to ensure reading Tier I instruction is solid. Leadership team and teachers discussed wanting something similar to Exactpath that helps provide support during Tier II time. iReady was agreed upon to be purchased.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p>

**Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** By the end of the school year, 90% of observed instruction and learning tasks will be aligned to the Teacher Clarity Guide and Grading Practices as measured by classroom observations. Student discourse during Tier 1 instruction will increase from an average of 1 to an average of 3 measured by Discourse Rubrics used during classroom walkthroughs and observations.

**Aligns with District Goal**

**Formative Measures:** Tier 1 Monitoring Tool  
Discourse Rubrics  
Classroom Observations  
Planning Document

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Teachers will collaboratively plan for Tier 1 instruction using the Teacher Clarity Guides and use Grading Practices to support practices in analyzing student work and evaluate the next steps for Tier 1 and Tier 2 small group differentiation. Teachers will purposefully plan for opportunities for discourse amongst students during Tier 1 instruction.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Support and professional development on the Monitoring tools for observations focused on instruction, task, and assessment alignment using CCSD adopted curriculum. Professional development resources: training presentations, books and materials Professional development time: If after school, then funds for extra pay have been allocated Professional development time: if during contract time the available 30 minutes before the instructional day will be used. If during teacher prep time, prep buy-out funds have been allocated. Professional development on discourse strategies as well as our discourse rubrics.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b> Level 1: Strong: build a committed staff and provide professional development</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> As observed by walkthroughs, there is an increased level of discourse and student interaction with the text. Teachers are becoming for aware of ways to engage students and planning for those engagement strategies. Having a section on the planning document has been helpful in ensuring teachers are planning for those engagement strategies and discourse strategies. Classes are on pace so far with the district.</p> <p><b>October Next Steps/Need</b> Planning discussions will continue on how to ensure the tasks match the standard and that students are doing the work (productive struggle). Continue PL on the Look For Tools to ensure strong Tier I instruction.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p>

### Inquiry Area 3: Connectedness

**SMART Goal 1:** On the 2026 CCSD student climate survey 80% of students will note they have ways to calm down, which is an 8% increase from the 2025 survey.

**Aligns with District Goal**

**Formative Measures:** Student check-ins  
Panorama Survey

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Students have access to regulation strategies and resources to promote pro-social behaviors in school and in the classroom. To improve students skills in addressing challenging feelings and emotion regulation, increase the number of explicit connections made by faculty with students through clear and consistent school-wide and classroom expectations, school-wide Wrangler of the Month character traits recognition, daily Wright Way (PBIS) reminders, and School Counselor class lessons, individual check-ins or group sessions.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Guiding document for Professional development on the importance of building connections Professional development time. SEL Curriculum</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b> Level 2: Moderate: Rethink Ed SEL Level 3: Promising: creating a positive school climate and culture</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Students can tell you the "Wright Way". Teachers have heard of the 7 Habits, but not completely understand them. Student support team has delivered the first 4 Habits to all classes and teachers praised the content.</p> <p><b>October Next Steps/Need</b> More PL for the teachers on the 7 Habits in order to help make this something that students use on a daily basis.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p>