

Clark County School District

Kelly, Matt ES

2025-2026 Status Checks with Notes



Mission Statement

The staff, administration, families, and community of Matt Kelly Elementary School of Excellence are committed to empowering and preparing our students to unlock and fulfill their potential by improving student achievement through focused and interactive academic, behavioral, social-emotional, and enrichment opportunities.

Vision

Provide an excellent education for all learners to ensure they are prepared for 21st century college and career expectations, enabling each student to flourish as a responsible citizen in the global community.

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/matt_kelly_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students meeting their MAP growth goals from ELA 40% in May 2025 to 50% by May 2026; Math 40% in May 2025 to 50% by May 2026.

Increase the MAP SBAC projected proficiency percentage of students from ELA 15% in May 2025 to 25% by May 2026; Math 13% in May 2025 to 23% by May 2026.

Aligns with District Goal

Formative Measures: MAP Data

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Implementation of Tier I curriculum; HMH Into Reading, 95 Phonics Core, Envisions 2020 Math curriculum sets school wide; provide new staff with additional training and collaboration time with peers.</p> <p>Position Responsible: Administration, RBG3 Strategist, Teachers</p> <p>Resources Needed: Money Time Professional Learning</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 3: Promising: enVisions</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Professional learning sessions were conducted for HMH Into Reading, 95 Phonics Core, and enVisions implementation managers since the start of the school year. Teachers are consistently using the adopted Tier I curriculum materials. Weekly PLC meetings are held to unwrap standards, review assessment data, and plan for instruction.</p> <p>October Next Steps/Need Administration will work with implementation managers to engage with teachers during PLCs, providing lesson planning and coaching support. Administration will work with implementation managers will model and debrief lessons.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Improvement Strategy 2 Details	Reviews
<p>Improvement Strategy 2: Student Success Improvement Strategy 1003(a): Provide evidence-based Tier I and/or Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data.</p> <p>Position Responsible: Teachers</p> <p>Resources Needed: Title I 1003(a) funds will provide: 95 Percent Group Implementation Manager</p> <p>Additional Resources: 95 Percent Group (funded centrally)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 1: Strong: 95 Core Phonics</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Teachers are adhering to the pacing guides and using the instructional dialogue with consistency. Teachers are attempting to utilize choral responses, however, the routines need strengthening so that the students are responding in a succinct unified voice. Most teachers are utilizing the 95 Phonics Core manipulatives.</p> <p>October Next Steps/Need Observation of 95 Phonics Core instruction by administration, strategist, and implementation manager. Coaching and feedback will be provided based on observation data.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Improvement Strategy 3 Details	Reviews
<p>Improvement Strategy 3: Student Success Improvement Strategy 1003(a): Increase the effectiveness of Tier I Instruction.</p> <p>Position Responsible: Teachers, Administration</p> <p>Resources Needed: Title I 1003(a) funds will provide: HMH Consultant Coaching Licenses SAVVAS Consultant</p> <p>Additional Resources: HMH Curriculum (funded centrally) SAVVAS Curriculum (funded centrally)</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: HMH, SAVVAS</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Teachers are consistently providing instruction using the Tier I curriculum materials. Teachers are working to increase their ability to teach each component of the lessons within the allocated times.</p> <p>October Next Steps/Need Observation of HMH: Into Reading and enVisions math instruction by administration and strategists. Coaching and feedback will be provided based on observation data.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in Mathematics between the English Learners and English Proficient students from 9.1 percentage points in 2024-2025 to 0 percentage points by 2025-2026, as measured by state summative assessments.

Increase student proficiency in English Language Arts for English Learners from 15.7 percentage points in 2024-2025 to 25.7 percentage points by 2025-2026, as measured by state summative assessments.

Increase the percentage of ELs proficient on WIDA from 3% in 2024-2025 to 13% 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
<p>Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: ULD professional learning series Tier I Monitoring Tool</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 3: Promising: HMH Level 4: Demonstrate Rationale: Summit K12</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	<p>Oct: In progress</p> <p>October Lessons Learned This improvement strategy and action steps were added during the current status check.</p> <p>October Next Steps/Need Provide time for teachers to complete the Language Development Approach, Understanding Language Development (ULD) professional learning modules. Administration and strategists will conduct walkthroughs to monitor English learner support utilizing the Tier I monitoring tool.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Improvement Strategy 2 Details	Reviews
<p>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).</p> <p>Position Responsible: Administration</p> <p>Resources Needed: QTEL Newcomer Curriculum. Summit K12 English 3D</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 4: Demonstrate Rationale: Summit K12, QTEL</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	<p>Oct: In progress</p> <p>October Lessons Learned This improvement strategy and action steps were added during the current status check.</p> <p>October Next Steps/Need Create an implementation schedule for students to engage with Summit K-12. Administration and strategists will conduct walkthroughs to monitor English learner support utilizing the Tier I monitoring tool.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: In the 2024-2025, 40% of classrooms have student-led engagement, according to the Tier 1 Monitoring Tool. By The end of 2025-2026, 80% of classrooms will have student-led engagement, according to the Tier 1 Monitoring tool.

Aligns with District Goal

Formative Measures: Classroom Observations using the Tier I Monitoring Tool, Agendas, Sign In Sheets

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Teachers engage in PLCs in ways to effectively plan for instruction and student learning tasks to meet daily learning intentions and success criteria.</p> <p>Position Responsible: Teachers, RBG3 Strategist, Administration</p> <p>Resources Needed: Weekly prep buy-out for PLC meetings PLC Framework Tier I Curriculum Materials</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: PLCs</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned PLC meetings are held weekly in which teachers identify common resources and plan for each component of the HMH lesson. Teachers have identify learning intentions and success criteria that align with the Engage and Respond tasks. Teachers need to spend more time purposefully planning how how students will access the Engage and Respond tasks as well as what true student engagement looks during this portion on the HMH into Reading Lesson.</p> <p>October Next Steps/Need Explicitly Break down lessons during PLC. During PLC, strategist, admin, and teachers work together to identify opportunities for engagement during each part of the whole lesson. Teachers will identify specific strategies (from HMH and CCSD high-leverage) and ensure all in the grade level know how they apply to specific lessons.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Improvement Strategy 2 Details	Reviews
<p>Improvement Strategy 2: Adult Learning Culture Strategy 1003(a): Analyze student performance data to plan to respond to all students' learning needs and inform Tier I and/or Tier II instructional decisions.</p> <p>Position Responsible: RBG3 Strategist, Administration</p> <p>Resources Needed: Title I, 1003(a) funds will provide: Implementation Manager</p> <p>Additional Resources: 95 Phonics Program (funded centrally) Teaching and Learning Expectations for Tier I & Tier II Instruction Student assessment and progress monitoring data 95 Phonics Look-For-Tool</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 1: Strong: Build a committed staff and provide professional development, MTSS, 95 Phonics Core Program Level 3: Promising: Analyze data in PLCs</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned 95 Phonics Core implementation manager provided professional learning on the program's Big Rocks, routines and pacing. Classroom instruction was observed by administration, the implementation manager, and a 95 Phonics Core coach. Feedback and supports were provided.</p> <p>October Next Steps/Need Observation of 95 Phonics Core instruction by administration, strategist, and implementation manager. Coaching and feedback will be provided based on observation data.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Improvement Strategy 3 Details	Reviews
<p>Improvement Strategy 3: Student Success Improvement Strategy 1003(a): Provide job embedded coaching and professional learning for teachers.</p> <p>Position Responsible: Administration, Teachers</p> <p>Resources Needed: Title I, 1003(a) funds will provide: Coachly Licenses HMH Consultant SAVVAS Consultant</p> <p>Additional Resources: HMH Program (funded centrally) Teaching and Learning Expectations for Tier I & Tier II Instruction Student assessment and progress monitoring data HMH Look-For Tool data SAVVAS program (funded centrally) Teaching and Learning Expectations for Tier II Instruction Student assessment and progress monitoring data enVisions Look-For Tool Monitoring tool data</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 1: Strong: Build a committed staff and provide professional development, MTSS Level 2: Moderate: HMH Level 3: Promising: Analyze data in PLCs</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Teachers have engaged in preliminary meetings with the HMH Coachly coach. These meetings have mostly consisted of broad program based questions. Teachers will continue to meet regularly with the Coachly coach and seek support with specific lessons and tasks. enVisions implementation manager has worked with administration to facilitate weekly PLC meetings, model lessons, walk classrooms and provide feedback.</p> <p>October Next Steps/Need Teachers engage in a Lesson Study. Planning, observing, and debriefing for the Engage and Respond portion of the HMJH Into Reading Lesson and the Problem Solving portion of the enVisions lesson. Admin/strategist will observe classroom implementation of HMH Into Reading and enVisions using the CCSD Tier I Monitoring Tool. Every other week.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Improvement Strategy 4 Details	Reviews
<p>Improvement Strategy 4: Adult Learning Culture Strategy 1003(a): Provide professional learning, and individualized coaching, to strengthen the procedures, processes, and effectiveness of professional learning communities (PLC).</p> <p>Position Responsible: Title 1, 1003(a)</p> <p>Resources Needed: Title I, 1003(a) funds will provide: Solution Tree Consultant</p> <p>Additional Resources: PLC Observation Tool Student assessment and progress monitoring data Monitoring tool data</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 3: Promising: Analyze data in PLCs</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: Implemented</p> <p>October Lessons Learned Identified teachers attended the Solution Tree PLC conference in July. Knowledge gained was used to refine the PLC process and guidance documents to focus in unwrapping standards, purposefully planning for each instructional component of our tier I curriculum sets, and student engagement. Weekly PLC meetings are held to do this work.</p> <p>October Next Steps/Need Continue to hold weekly ELA and Math PLCs to unwrap standards and plan for instruction.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the number of students identified as chronically absent from 44% in 2024-2025 to 34% in 2025-2026.

Aligns with District Goal

Formative Measures: Infinite Campus Attendance Reports

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Develop a plan and structure for weekly attendance meetings to identify strategies to support students identified as chronically absent.</p> <p>Position Responsible: administration, counselor, social worker, Student Success Advocate</p> <p>Resources Needed: Professional Learning Wrap-Around Team Members (counselor, social worker, Student Success Advocate)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 1: Strong: PBIS Level 4: Demonstrate Rationale: CHAMPS, wraparound services</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: Implemented</p> <p>October Lessons Learned Weekly meetings are conducted discuss chronic absenteeism data, specific students, and supports provided. Progress monitoring data shows that the current chronic absenteeism (29.5%) rate is lower than it was last year at this time of the year (35.3%).</p> <p>October Next Steps/Need The administration, in consultation with the Wrap Around Team, will develop a structure and agenda for conducting attendance meetings families of students identified as chronically absent.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>