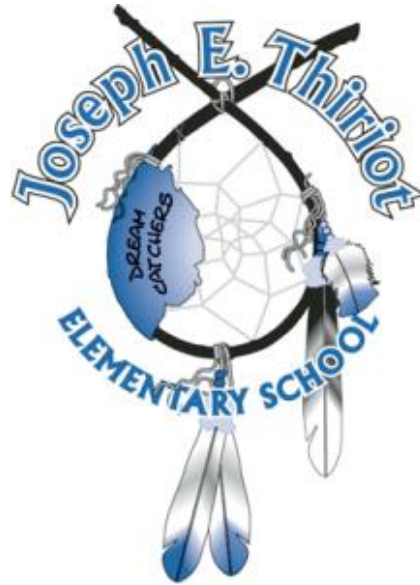


# Clark County School District

## Thriot, Joseph E. ES

### 2025-2026 Status Checks with Notes



**District Approval Date:** February 28, 2026

# Mission Statement

At Thiriot Elementary School, we develop strong leaders and lifelong learners who make positive contributions to society through respect and responsibility.

## Vision

I am a Dreamcatcher:

I do my best to get things done.

I take responsibility for my education and my actions.

I take pride in myself and my environment.

I am a positive example for others to follow.

I am a Leader!

## 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/joseph\\_e.\\_thiriot\\_elementary\\_school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/joseph_e._thiriot_elementary_school/nspf/)

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# Inquiry Areas

## Inquiry Area 1: Student Success

### SMART Goal 1: ELA

Increase the percentage of students proficient on the MAP Growth assessment in ELA from 53% to 60% in 2025-2026.

**Aligns with District Goal**

**Formative Measures:** MAP

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Teach standards-based lessons through the implementation of HMH Into Reading , (Elementary), Core 95 Phonics for Tier I &amp; II, Exact Path,and CCSD Pacing Guide Long Range Planning in Professional Learning Communities. Re-implement What I Need (WIN) differentiated block Core 95 Phonics, Professional Development LETRS strategies, as well as school wide reading goal setting.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> At Risk Budget: class size reduction teachers EL Budget: class size reduction teachers General Budget: Learning strategist Read by Grade 3, K-5 teachers, specialist teachers, GATE teacher, SHA, PE IA, office staff, administrators, custodial, and supplies; Learning strategist; prep periods for PLCs and instructional rounds; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs; Extra duty licensed, teacher substitutes, prep periods, extra duty support staff Title I Budget: 2 class-size reduction teachers; Math Strategist; Instructional Assistant to provide small group instruction during intervention block; 2 extra duty support staff; Title I licensed extra duty site liaison; Licensed extra duty for reading and STEAM tutors; licensed extra duty Math tutors, STEAM tutoring; 2 Communities in School site coordinators; chromebooks, Capstone PebbleGo, materials and supplies; PISA - materials and supplies No Additional Cost: Weekly grade level and vertical PLC meetings; HMH Into Reading curriculum &amp; PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Exact Path, Amplify Science, Envisions math 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 1: Strong: Core 95 Phonics, Leveled Literacy Intervention (LLI), MTSS Level 2: Moderate: HMH Reading, Professional Learning Communities (PLC), Flying Start Level 3: Promising: Exact Path, MyOn, AR</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> 37% of tested students on MAP are projected to be proficient on SBAC for the 25-26 school year compared to 32% of tested students on Map for the 24-25 school year. Exact path is being utilized school wide and the incentive program has begun. HMH consultant has been on campus providing professional development, modeling lessons, and instructional walks. Tier 2 and Tier 3 has begun and RTI folders have been updated for the school year based on student deficits.</p> <p><b>October Next Steps/Need</b> HMH consultant is coming to provide professional development on extension and remediation for each grade level on September 29th 2025. Instructional walks to support Tier 2 and Tier 3 instruction are happening weekly by administration. Lesson plans are being monitored to ensure high quality instruction is being productively/intentionally planned teachers and reviewed by administration. Closing the gap students' data will be analyzed all year by licensed teachers and administration.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> 40% of tested students on MAP are projected to be proficient</p>

**Problem Statements/Critical Root Cause: Student Success 1**

on SBAC for the 25-26 school year compared to 37% in the fall.

Exact path is being utilized school wide and the incentive program has begun.

HMH consultant has been on campus providing professional development, modeling lessons, and instructional walks.

Tier 2 and Tier 3 has begun and RTI folders have been updated for the school year based on student deficits.

**February Next Steps/Need**

Professional development is continuing for the writing portion of SBAC using HMH.

Targeted teachers are receiving PD to increase their student data.

Student conferences are taking place for students that scored under the expected their MAP goal.

**June:** Continue

**June Lessons Learned**

HMH consultant has been on campus and assisted with the fidelity of the program k-5.

PLC's have been effective as evidenced by student success with Tier 1 materials.

**June Next Steps/Need**

HMH consultant will be needed for the 26-27 school year with transition to V3.

Select administration and strategist will attend PLC training over the 26 summer.

Training from the switch from MAP to I ready.

## Inquiry Area 1: Student Success

### SMART Goal 2: Math

Increase the percentage of students proficient on the MAP Growth assessment in Math from 52% to 62% in 2025-2026.

#### Aligns with District Goal

**Formative Measures:** Envisions Assessments  
Classroom Observations  
NWEA MAP

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Teach standards-based lessons through the implementation of Envision 2.0 and ExactPath Mathematics supplemental materials as guided by Long Range Plans in Professional Learning Communities. Small group differentiated instruction and math fact fluency school-wide goal setting.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Resources Needed: At Risk Budget: class size reduction teachers EL Budget: class size reduction teachers General Budget: Learning strategist Read by Grade 3, 23 K-5 teachers, 4 specialist teachers, GATE teacher, SHA, PE IA, office staff, administrators, custodial, and supplies; Learning strategist; prep periods for PLCs and instructional rounds; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs; Extra duty licensed, teacher substitutes, prep periods, extra duty support staff Title I Budget: 2 class-size reduction teachers; Math Strategist; Instructional Assistant to provide small group instruction during intervention block; 2 extra duty support staff; Title I licensed extra duty site liaison; Licensed extra duty for reading and STEAM tutors; licensed extra duty Math tutors, STEAM tutoring; 2 Communities in School site coordinators; chromebooks, Capstone PebbleGo, materials and supplies; PISA - materials and supplies Programs purchased: Imagine Learning; BrainPop EL; Floccabulary No Additional Cost: Weekly grade level and vertical PLC meetings; HMH Into Reading curriculum &amp; PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Exact Path, Amplify Science, Envisions math 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: Professional Learning Communities (PLC) Level 3: Promising: Envisions 2.0, Exact Path</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> Weekly PLC's are taking placed based on grade level PLC notes. Exact path and Exact path rewards being utilized schoolwide.</p> <p><b>October Next Steps/Need</b> Math Fact Fluency program beginning in the next month. Continue to monitor rigor of Tier 1 instruction.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Rocket math is continuing to be used in all classes. 32% of all students tested are projected to be proficient on MAPS while in the Fall it was 31%.</p> <p><b>February Next Steps/Need</b> Rigorous math performance tasks are being utilized in classes. Targeted tutoring has started for students struggling with math.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b> Continue to set up and utilize the Rocket Math Program. Exact path rewards will be switched to Iready, so training will need to occur on the learning path.</p>

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

### **SMART Goal 3: Science**

Increase the percent of students proficient on SBAC in Science from 7% to 30% in 2025-2026.

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

**Formative Measures:** Amplify Assessments

Classroom Observations

SBAC

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Teach standards-based lessons through the implementation of Amplify Science, Green Our Planet Hydroponics STEM Program and supplemental materials as guided by Long Range Planning in Professional Learning Communities.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Training on Amplify and an updated Master Schedule with the time allocated for Amplify.</p> <p>No Additional Cost: Weekly grade level and vertical PLC meetings; HMH Into Reading curriculum &amp; PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Exact Path, Amplify Science, Envisions math 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 1: Strong: Amplify Science Level 2: Moderate: Professional Learning Communities (PLC) Level 4: Demonstrate Rationale: Green Our Planet Hydroponics STEM Program, Leader in Me</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> Professional development taking place within mathematics about problem solving. Coaching video's being filmed to model higher level thinking in mathematics. Science professional development being utilized by each grade level and special education. Long range plans developed to structure time within science, health, and social studies.</p> <p><b>October Next Steps/Need</b> Continue to work with the science department provide high quality professional development surrounding science. Continue to have teacher leaders develop their knowledge of science to lead the staff in additional professional development.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Science long range plan is being followed by all grade levels which has allowed grade levels to be on pace instructionally. Strategic staff is attending monthly professional development on science.</p> <p><b>February Next Steps/Need</b> Continued classroom instructional walks to make sure students are brainstorming and doing the activities.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b> Amplify was used K-5 this school year. Long range maps were used to help grade levels stay on schedule.</p> <p><b>June Next Steps/Need</b> Continue to learn how to utilize the material and the rigorous assessments. Analyze scores when they are given to schools to determine areas of need moving forward.</p>

**Inquiry Area 1: Student Success**

**SMART Goal 4:** Increase the percentage of English Language proficient in ELA SBAC from 30.4% in 2025 to 40% by 2026, as measured by the ELA SBAC Test.

**Aligns with District Goal**

**Formative Measures:** Summit K12  
 MAP projected proficiency data  
 Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Teach staff embedded EL strategies within the curriculum while additionally implementing Summit K12 with targeted students.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> ULD professional learning series            Tier I Monitoring Tool</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></p>	<p><b>Oct:</b> No Review</p> <p><b>October Lessons Learned</b></p> <p><b>October Next Steps/Need</b></p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b>            Staff was trained on the Summit platform and students are utilizing it.            Parent meeting held to discuss Summit, WIDA, and ELL supports for their child.            Instructional rounds held to get a baseline data.</p> <p><b>February Next Steps/Need</b>            Continue to train teachers on ELL strategies to embed in the classroom. Specifically how to utilize the ELL tabletops from HMH within small groups.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b>            129/177 of students have used Summit.            33 students scored a 4.5 or above on the 25-26 WIDA assessment.</p> <p><b>June Next Steps/Need</b></p>

**Inquiry Area 1: Student Success**

**SMART Goal 5:** Increase the percentage of English Language proficient in Math SBAC from 25/3% in 2025 to 35% BY 2026, as measured by Math SBAC Test.

**Aligns with District Goal**

**Formative Measures:** Summit K12  
 MAP projected proficiency data  
 Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Teach staff embedded EL strategies within the curriculum while additionally implementing Summit K12 with targeted students.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> ULD professional learning series            Tier I Monitoring Tool</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></p>	<p><b>Oct:</b> No Review</p> <p><b>October Lessons Learned</b></p> <p><b>October Next Steps/Need</b></p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b>            Continued to monitor the ELL students and how they compare to their peers.            35 ELL students are currently above the 41st percentile according to winter MAPS while 34 were in the Fall.</p> <p><b>February Next Steps/Need</b>            ELL strategist continues to work with newcomer groups but is working with additional "bubble" ELL students.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b>            Continue to teach QTEL strategies and have all ELL students using the Summit Platform.            Tutoring during the school year using Summit was very successful.</p>

## **Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** 75% of the weekly grade level will hold a PLC meeting will use data to respond to academic concerns to drive further instruction. They will answer the fundamental questions of the PLC. This will be shown by observations of the PLCs and an increase of student achievement while using the Tier I instructional materials.

**Aligns with District Goal**

**Formative Measures:** PLC Agendas and Minutes

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Implement professional learning communities on a weekly basis.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Master schedule revamp General budget: Additional ELL strategist, RBG3, math strategist, and 2 ELA interventionist</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: PLC</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> The master schedule was completed and PLC times and MTSS were included. Fastbridge professional development is being given to staff on how to read reports and utilize them for classroom small group. Professional development videos are being filmed by strategist to show them the system.</p> <p><b>October Next Steps/Need</b> Continue to give staff professional development on Fastbridge especially surrounding mathematics. Continue to utilize the new RTI/MTSS systems and develop them as needed.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> The master schedule has been updated throughout the school year to allow strategist to work with more targeted groups of students. The MAP achievement bands shows that the RTI/MTSS students are making growth. All grade levels are continuing to meet on a weekly basis and discuss Tier 1 materials and student data.</p> <p><b>February Next Steps/Need</b> A focus is being shifted to small group instruction and how to make sure each student meet their individual goals during PLC.</p> <p><b>June:</b> Cancel</p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b> We have met this goal. We now need to increase the rigor of this goal for next school year.</p>

### **Inquiry Area 3: Connectedness**

**SMART Goal 1:** Increase favorable responses on the Panorama Survey of 3rd-5th grade students under social awareness on the questions of during the past 30 days how clearly were you able to describe your feelings from 45% to 55%.

**Aligns with District Goal**

**Formative Measures:** Wellness Agenda and Minutes

Counselors observations

Panorama

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Utilize the MTSS Team to target individual students who responded unfavorably to Emotional Regulation on the Panorama Data Survey.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Social emotional learning curriculum.</p> <p>Access to Leader in Me Curriculum and activities. Accumulated MTSS resources for interventionists and teachers to use.</p> <p>Access to PBIS strategies and expectations for teachers to utilize and model.</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: MTSS, Positive Behavior Interventions and Supports (PBIS)</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> Lessons given to all students on recognizing emotions by counselor. Wellness team meeting with individual students based on Panorama data. Students in the Fall were able to identify their feelings at the goal of 55% on Panorama.</p> <p><b>October Next Steps/Need</b> Continue to work with students on not only how to identify their feelings but how to respond to it. Professional development with staff on utilizing Harmony SEL curriculum</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> The wellness team continues to target students who need more support with their social emotional health. Caseloads have expanded for the wellness team. Students were at 44% favorable with 30% in the somewhat category (this has changed formatting since establishing the goal)</p> <p><b>February Next Steps/Need</b> Continue to have small groups targeting emotions and feelings. The small groups are now working on how to respond to the recognized feelings.</p> <p><b>June:</b> Cancel</p> <p><b>June Lessons Learned</b> We had significant amount of students on the wellness team caseload. Check ins during informal times built relationships with students. Panorama check ins helped solve small issues that came about.</p> <p><b>June Next Steps/Need</b> Students were at 58% favorable. The goal was reached.</p>