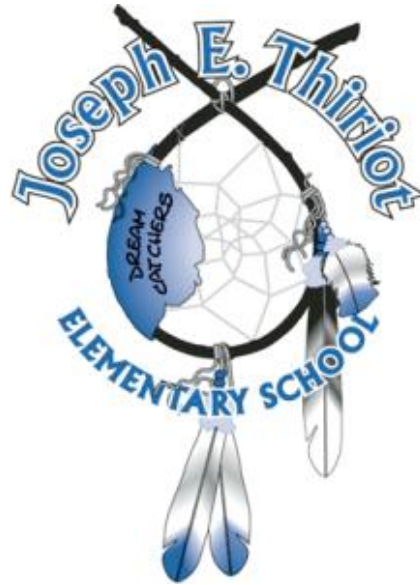


Clark County School District

Thiriot, Joseph E. ES

2026-2027 Status Checks with Notes



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/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: ELA

Increase the percentage of students proficient on the iReady assessment in ELA from 53% to 60% in 2026-2027.

Formative Measures: MAP
i-Ready

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teach standards-based lessons through the implementation of HMH Into Reading , (Elementary), Core 95 Phonics for Tier I & 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. Position Responsible: Administration Resources Needed: 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 & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smartly Ants/Exact Path, Amplify Science, Envisions math curriculum Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level 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 Problem Statements/Critical Root Cause: Student Success 1, 2 - Adult Learning Culture 1	Oct: No review October Lessons Learned October Next Steps/Need Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 2: Math

Increase the percentage of students proficient as shown by the 41 percentile threshold on the MAP Growth assessment in Math from 61% to 72% (as shown on i-Ready in 2026-2027).

Formative Measures: Envisions Assessments
Classroom Observations
NWEA MAP
i-Ready

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teach standards-based lessons through the implementation of Envision 2.0 and i-Ready/Rocket Math 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. Position Responsible: Administration Resources Needed: 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; Flocabulary No Additional Cost: Weekly grade level and vertical PLC meetings; HMH Into Reading curriculum & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Exact Path, Amplify Science, Envisions math curriculum Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: Professional Learning Communities (PLC) Level 3: Promising: Envisions 2.0, Exact Path Problem Statements/Critical Root Cause: Student Success 1, 2 - Adult Learning Culture 1	Oct: No review October Lessons Learned October Next Steps/Need Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 3: Science

Increase the percent of students proficient on SBAC in Science by 10% in 2026-2027 school year.

Formative Measures: Amplify Assessments
Classroom Observations
SBAC

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: 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. Position Responsible: Administration Resources Needed: Training on Amplify and an updated Master Schedule with the time allocated for Amplify. No Additional Cost: Weekly grade level and vertical PLC meetings; HMH Into Reading curriculum & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Exact Path, Amplify Science, Envisions math curriculum Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level 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 Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: No review October Lessons Learned October Next Steps/Need Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 4: Increase the percentage of English Language proficient in ELA SBAC from projected based on iReady 20% in 2026 to 40% by 2027, as measured by the ELA SBAC Test.

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

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teach staff embedded EL strategies within the curriculum while additionally implementing Summit K12 with targeted students. Position Responsible: Administration Resources Needed: ULD professional learning series Tier I Monitoring Tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Student Success 1, 2	Oct: No review October Lessons Learned October Next Steps/Need Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 5: Increase the percentage of English Language proficient in Math SBAC from projected based on iReady 25% in 2026 to 35% by 2027, as measured by Math SBAC Test.

Increase the percentage of English Language proficient in ELA SBAC from projected based on iReady 23% in 2026 to 33% by 2027, as measured by Math SBAC Test.

Increase the percentage of English Learners' language proficient from 32.6% in 2026 to 43.6 by 2027, as measured by WIDA.

Formative Measures: Summit K12
iReady proficiency data
Grades and/or classroom assessments

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teach staff embedded EL strategies within the curriculum while additionally implementing Summit K12 with targeted students. Position Responsible: Administration Resources Needed: ULD professional learning series Tier I Monitoring Tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Student Success 2	Oct: No review October Lessons Learned October Next Steps/Need Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of Thiriot staff will implement and refine PLCs blending coaching, onside professional learning, and modeling into their practice. This will be shown by instructional observations and PLCs and an increase of student achievement while using the Tier I instructional materials during the 26-27 school year.

Formative Measures: PLC Agendas and Minutes
Coaching master schedule
Onside Professional Learning Agendas

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Refine PLCs by implementing a coaching model, teacher-leader training, and professional learning. Position Responsible: Administration Resources Needed: Master schedule revamp General budget: Additional ELL strategist, RBG3, math strategist, and 2 ELA interventionist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Student Success 1, 2 - Adult Learning Culture 1	Oct: No review October Lessons Learned October Next Steps/Need Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: Administration and counselor meets with all new transfer in families within the first week of enrollment to explain community resources, school resources, and connect them to the school.

Formative Measures: Master Schedule
Counselors observations
Counselor welcome documents
Administration welcome documents

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Utilize the wellness to target families that show they need more support during initial family meetings. Position Responsible: Administration Resources Needed: Social emotional learning curriculum. Family documents translated into home languages Access to Leader in Me Curriculum and activities. Accumulated MTSS resources for interventionists and teachers to use. Access to PBIS strategies and expectations for teachers to utilize and model. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: MTSS, Positive Behavior Interventions and Supports (PBIS) Problem Statements/Critical Root Cause: Connectedness 1	Oct: No review October Lessons Learned October Next Steps/Need Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need