

Clark County School District
Keller, Charlotte and Jerry ES
2025-2026 Status Checks with Notes



District Approval Date: February 23, 2026

Mission Statement

The teaching and learning T.E.A.M at Charlotte and Jerry Keller Elementary School is committed to empowering students so that personal achievement, academic excellence, and an excitement for learning will emerge within the safe and respectful, and ever-evolving environment of our community.

Vision

We are a community that inspires a love of learning, builds the habits of leadership, and empowers every student to make a positive impact on the world.

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/charlotte_and_jerry_keller_elementary/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of K-5 students meeting their projected growth in Reading from 45% to 51% from fall to spring and in Math, from 73% to 77% from fall to spring as measured by the 2026 Spring MAP Growth Assessment.

Aligns with District Goal

Formative Measures: Grade level summative assessments

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Teachers will use research based instructional materials when providing Tier I and Tier II instruction in ELA and Math.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: ELA curriculum materials Edmentum online supplemental program enVision Math 2020 materials K-5th 95% Group phonics program</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level Level 1: Strong: 95 Percent Phonics Level 2: Moderate: HMH Into Reading Level 3: Promising: enVisionMathematics Common Core 2020 (3); HMH Into Reading (3); Exact Path</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: Implemented</p> <p>October Lessons Learned The number of weekly walkthroughs using Focal Point (Tier I monitoring tool) need to increase and be consistent. Teachers need additional training and feedback on Tier II instruction. Teachers are consistently using research based materials for Tier I and Tier II instruction. Students in grades K-5 are using Exact Path at least 45 minutes a week for ELA and Math.</p> <p>October Next Steps/Need School leadership team will increase the number of weekly walkthroughs and instructional rounds using Focal Point (Tier I Monitoring tool). Teachers will receive additional professional learning, feedback, and modeling on effective Tier II instruction which will be monitored through Focal Point (Tier I Monitoring tool) data. Students will continue to meet their weekly 45 minutes on Exact Path for ELA and 45 minutes weekly for Math.</p> <p>Feb: In progress</p> <p>February Lessons Learned Weekly walkthroughs using Focal Point - Tier I Monitoring Tool will increase to provide immediate feedback to teachers to improve Tier I instruction. Baseline data of Tier II instruction observations showed that 6 out of 18 teachers need additional training in planning for Tier II instruction. In addition, identified teachers need additional training in</p>

administering the DRA reading diagnostic assessment and use results to plan for Tier II instruction. Observation data also showed that teachers need training in providing quality Tier I writing instruction.

February Next Steps/Need

Teachers will receive professional learning in planning for Tier II instruction. Teachers will also receive professional learning in administering the DRA diagnostic and how to use those results to plan for instruction. Teachers will receive professional learning in providing effective Tier I writing instruction. This professional learning will take place during the next staff development day.

June:

June Lessons Learned

June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 2: Increase proficiency in Mathematics among English Learners from 22% in 2025 to 27% in 2026, as measured by the 2026 CRT summative assessment.

Increase proficiency in ELA among English Learners from 34.9% in 2025 to 39% in 2026, as measured by the 2026 CRT summative assessment.

Increase the percentage of English Learners proficient from 6.7% in 2025 to 12% by 2026, as measured by WIDA language assessment.

Aligns with District Goal

Formative Measures: Grade level summative assessments
MAP Growth Assessment

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: 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 Exact Path</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</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	<p>Oct: In progress</p> <p>October Lessons Learned 90% of teachers have completed the ULD professional learning sessions. The number of weekly walkthroughs using Focal Point (Tier I Monitoring Tool) need to increase and be consistent. Teachers need additional training and feedback on Tier II ELA instruction. Teachers are utilizing EL instructional strategies for Tier I and Tier II instruction. Students in grades K-5 are using Exact Path at least 45 minutes a week for ELA and Math.</p> <p>October Next Steps/Need School leadership team will increase the number of weekly walkthroughs and instructional rounds using Focal Point (Tier I Monitoring tool) . Teachers will receive additional professional learning, feedback, and modeling on effective Tier I and Tier II ELA instruction which will be monitored through Focal Point (Tier I monitoring tool) data. Teachers will receive further training on the use of Exact Path.</p> <p>Feb: In progress</p> <p>February Lessons Learned All teachers have completed the ULD professional learning sessions. Teachers are utilizing EL instructional strategies during Tier I and Tier II instruction for ELA and Math. Academic vocabulary is effectively and consistently used by teachers and students in 85% of all classrooms.</p> <p>February Next Steps/Need Increase the percentage of classrooms in which academic vocabulary is consistently used by teachers and students. Provide frequent feedback to teachers through walkthrough observations using Focal Point Tier I Monitoring Tool.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Improvement Strategy 2 Details	Reviews
<p>Improvement Strategy 2: 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: FLS instructional materials Summit K12</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</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	<p>Oct: In progress</p> <p>October Lessons Learned Teachers identified for Focused Language Study (FLS) have completed professional learning. School staff have received their login information for Summit K12 and students have been rostered in the program according to WIDA data.</p> <p>October Next Steps/Need EL students need for FLS instruction need to be identified and instruction needs to begin with FLS teachers. EL students identified to use Summit K12 need to begin using the program. FLS instruction will be monitored through observations. The use of Summit K12 will be monitored by the School Leadership Team.</p> <p>Feb: In progress</p> <p>February Lessons Learned Teachers provided daily FLS (Focused Language Study) instruction to identified EL students. EL students used Summit K12 online supplemental program. The use of SummitK12 was monitored and adjusted to meet students needs.</p> <p>February Next Steps/Need Teachers will continue to provide daily FLS instruction to identified EL students. EL students will continue to use the Summit K12 supplemental online program. The use of the SummitK12 program will continue to be monitored and adjusted.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of classrooms that are providing instruction with purposefully planned learning tasks and activities that support overall mastery of the standard(s) from 50% to 85% as measured by CCSD Focal Point Tier I Monitoring Tool.

Aligns with District Goal

Formative Measures: CCSD Focal Point Tier I Monitoring Tool

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Staff will have an opportunity to attend professional learning on effective Tier I instruction and attend related trainings.</p> <p>Position Responsible: Administration and Strategist(s)</p> <p>Resources Needed: Planning time during staff development days Professional Learning Agendas and Sign-In sheets Materials for Professional Learning</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level Level 1: Strong: Build a committed staff and provide professional development</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: Implemented</p> <p>October Lessons Learned Teachers have begun year 2 of LETRS training. Teachers meet 2x a week for professional learning community (PLC) meetings to plan for instruction and analyze student outcomes and to plan for next steps. Focal Point (Tier I monitoring tool) walkthroughs were started during week 2 of the school year and teachers have been provided with feedback to improve their instruction. Teachers need additional support with Tier II ELA instruction. Teachers have not yet had an opportunity to observe other teachers; however, this has been scheduled.</p> <p>October Next Steps/Need Continue year 2 LETRS training. Continue weekly PLC meetings to plan for instruction and analyze student outcomes on formative and summative assessments. Teachers will meet 1x a week during their preparation periods to plan for Tier I and Tier II instruction. The school leadership team will increase the number of weekly Focal Point (Tier I Monitoring Tool) walkthrough observations and provide teachers with timely feedback.</p> <p>Feb: In progress</p> <p>February Lessons Learned Teachers continued LETRS training year 2. Teachers met 2x a week for PLC meetings to analyze student data and plan for instruction. Vertical alignment PLC meetings were held with Gr 4 and % teachers to analyze student assessment results, unwrap standards, share best teaching practices, and plan for instruction. Teachers need additional time to plan for Tier I instruction in ELA and Math. Teachers had an opportunity to observe other teachers during Tier I instruction in ELA and</p>

Math to improve their teaching practices.

February Next Steps/Need

Teachers will have an opportunity to collaborate and plan for Tier I ELA and Math instruction during Structured Teacher Planning Time days in February and March. Weekly classroom walkthrough observations will continue using the Focal Point Tier I Monitoring Tool. Teachers in grades 3-5 will prepare students for upcoming CRT/SBAC assessments.

June:

June Lessons Learned

June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the school's chronic absenteeism rate from 15.3% to 10% as measured by the 2026 end of the year attendance and absence report.

Aligns with District Goal

Formative Measures: CCSD FocusEd

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: The Safe School Professional and Counselor will work closely with staff and administration to provide support to identified students and their families. Specifically, meetings with families will be scheduled, attendance plans will be developed and closely monitored, and incentives provided. In addition, CCSD Family Engagement staff will provide trainings for families on the importance of daily attendance.</p> <p>Position Responsible: Administration and school staff</p> <p>Resources Needed: Absence procedures Attendance incentives Full time SAFE School Professional and/or Social Worker Funds for purchasing RAD incentives</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: Creating a Positive School Climate and Culture</p> <p>Problem Statements/Critical Root Cause: Connectedness 2</p>	<p>Oct: Implemented</p> <p>October Lessons Learned Beginning of the year data thus far shows a decrease in the number of students absent during the first quarter of the year. The school's weekly attendance incentives have begun and students are excited to receive them. Teachers have been trained on attendance and absence procedures. Parents of students absent 5 or more days have been met with and plans have been developed to increase student attendance. The family engagement unit personnel provided an attendance training for all school families at the beginning of the school year.</p> <p>October Next Steps/Need School weekly attendance incentives will continue. Parent meetings with school administration will continue to occur when students are absent 7 or more days. The family engagement unit will provide another training for families on the importance on attendance.</p> <p>Feb: Implemented</p> <p>February Lessons Learned Weekly attendance incentives were provided to identified students. Parent meetings were held to provide support to families and students to improve daily attendance. School staff effectively implemented absence reporting procedures and attendance incentives. Weekly MTSS meetings were held to identify needed support for students.</p> <p>February Next Steps/Need School administration and staff will continue to meet with identified families of chronically absent students to provide support, develop attendance plans, and improve daily student attendance. The MTSS team will continue to provide support to students using the school's MTSS model for academics and behavior supports.</p> <p>June: Implemented</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the suspension rate for each subgroup of students by 2.5% during the 2025-2026 school year, as measured by school-wide discipline referrals.

Aligns with District Goal

Formative Measures: CCSD FocusEd

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: The MTSS team will complete the Tiered Fidelity Inventory (TFI) evaluation to identify areas of strength and areas of growth within the school's PBIS behavior system. The results will be used to determine areas of growth.</p> <p>Position Responsible: Administration and school staff</p> <p>Resources Needed: TFI, ReThink Ed social emotional learning program, meeting schedules, Professional learning for staff, classroom for Student Success Center, Full time Safe School Professional, Full time Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: Implemented</p> <p>October Lessons Learned The school's Behavior Team and MTSS team met to determine next steps to improve support for identified students. Weekly meetings were held and staff met with identified students to implement daily check-in and check-out system. A student success center was developed to provide additional support for students.</p> <p>October Next Steps/Need The Behavior Team and MTSS team will continue to meet weekly to determine and provide needed support for identified students. The student success center will continue to be utilized to provide additional support for students.</p> <p>Feb: In progress</p> <p>February Lessons Learned The student success center was effectively utilized and provided additional support for students. The school counselor and safe school professional met with families to provide additional student support such as Hazel Health and Care Solace resources. The school counselor and safe school professional worked collaboratively with the school's full time social emotional learning teacher to provide weekly lessons to K-5th students using the Rethink Ed curriculum. Restorative practices were utilized to provide support to students.</p> <p>February Next Steps/Need Using the school's MTSS model of support, students and families will continue to receive needed support and outside resources. Restorative practices will continue to be implemented and utilized school-wide. The MTSS team and Behavior Team will meet at the end of the year to discuss successes and challenges and make adjustments and plans for the upcoming school year.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>