

# **Clark County School District**

## **Cox, David M. ES**

### **2025-2026 Status Checks with Notes**



# Mission Statement

The teachers, staff, students, families, and community members who share the David M. Cox Elementary school will ensure a positive and safe environment where learning is the highest priority. All students will experience success socially and academically, enabling them to become respectful, responsible, and reliable citizens in a changing society. We will reach every student, in every subject, in every classroom, every day without exceptions, without excuses.

## Vision

Dream it! Believe it! Achieve it!

## 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/david\\_m\\_cox\\_elementary\\_school/2024/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/david_m_cox_elementary_school/2024/nspf/)

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# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** Students in grades 3-5 will increase proficiency in ELA from 50% (May 2025) to 60% (May 2026) and in math from 63% (May 2025) to 70% (May 2026) as measured by the 2025-2026 formative MAP assessments. Students in grades 3-5 will increase proficiency as measured by the 2025-2026 summative CRT assessments from 64.0% to 69.0% in ELA, from 56.3% to 65% in Math, and 36.8% to 40% in Science.

### **Aligns with District Goal**

**Formative Measures:** Teacher made assessments, Program based assessments, MAPS assessments, differentiated progress monitoring.

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Students in grades PK-5 will be taught with state standards, will utilize school-wide state and district-adopted texts, technology access to text software, effective alignment with standards to instruction, and access to intervention and enrichment groups based on academic needs.</p> <p><b>Position Responsible:</b> Administration, Read by Grade 3 Strategist, Intervention Staff, and Teachers</p> <p><b>Resources Needed:</b> K-5 (including self-contained and resource room classrooms) materials for the new HMH ELA adopted program.  All students have 1:1 devices to access programs.  Leveled materials to support intervention groups and WIDA intervention groups (leveled literacy kits).  District funding to support 1 Read by Grade Three Reading Strategist (K-3 literacy).  District funding to support a full day of inclusion practices for all students with IEPs.</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: EnVisions 2020 - 3, HMH ELA, Core95 Phonics - 1, 3  Level 3: Promising: EnVisions 2020 - 3, HMH ELA, Core95 Phonics - 1, 3</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 2 - Adult Learning Culture 3 - Connectedness 3</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b>  Flexibility is key when implementing new programs:  The need to adjust schedules and timelines (such as waiting for the assessment to be available) demonstrates the importance of remaining adaptable during implementation.  Consistent Communication and Coordination Enhances progress:  Collaboration across roles (special education, intervention, general education) is progressing and the regular communication is helping.</p> <p><b>October Next Steps/Need</b>  Ensure Full Access to EL program:  1) Finalize the roll out of the Summit EL differentiated program for all EL students, including kindergarteners now that the assessment is available.  2) Monitor student placement and engagement within the different pathways.  Provide Ongoing Training for HMH and Supplemental Programs:  1) Offer targeted support for teachers on best practices for HMH (provided by RBG3 Learning Strategist during PLCs)  Strengthen Use of Collaboration Blocks:  1) Monitor how collaboration time is used and gather feedback to improve effectiveness.</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:** During the 2025-2026 school year, teachers in grades PK-5 will implement PLC meetings 100% of the time required, complete the PLC note catcher form (with added sections for the planning meetings), and submit to administration.

### **Aligns with District Goal**

**Formative Measures:** PLC note catcher form, scheduled meetings, administrative observations, and data collection form.

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Implement effective Professional Learning Communities (PLC) utilizing the Teaching and Learning Cycle along with the school-wide PLC note catcher form for all meetings to include the standard alignment to units and topics.</p> <p><b>Position Responsible:</b> Administration, Teachers, Read by Grade 3 Strategist</p> <p><b>Resources Needed:</b> Continued use of Professional Learning Communities book Funding for PLC meetings (not funded for Fall 2024, will review when budget opens in January 2025) Attendance to ULD, restorative practices, MTSS, PLC, and ELA program trainings CPD Training Assistance for unwrapping standards and the implementation of HMH</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: Planning and Assessment PLC meetings, PLC Notecatcher form, Administration Observations</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Adult Learning Culture 1 - Connectedness 2</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Scheduling PLCs on the Master Calendar has created structure and accountability, ensuring consistency and protection of time for collaborative data analysis and planning. While PLC forms and note catchers are provided, consistent and meaningful completion requires modeling, clarity of expectations, and follow-up. Some PLCs may need additional support in fully integrating all phases of the cycle (planning, instruction, assessment, reflection) into their weekly routines.</p> <p><b>October Next Steps/Need</b> Provide brief PD or refresher sessions on how to effectively complete and utilize the PLC forms for both planning and data analysis. Support PLC facilitators in guiding teams to integrate all phases of the cycle (planning, instruction, assessment, and reflection) during every PLC. Highlight strong examples of PLC collaboration, data use, or instructional planning in staff meetings to promote best practices.</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:** Students in grades 3-5 will increase their ability to expand their perceptions of growth mindset from 65% (May 2025) to 70% by Spring 2026 and increase their ability to persevere through academic challenges from 71% (May 2025) to 75% by Spring 2026 as measured by the Panorama survey.

**Aligns with District Goal**

**Formative Measures:** Panorama Survey for grades 3-5 given fall, winter, and spring. Small group lessons on focal areas and classroom lessons monthly on focal lessons.



Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Increase student self-perceptions of a growth mindset in terms of academic achievement and increase student ability to persevere through academic challenges.</p> <p><b>Position Responsible:</b> Counselor, Teachers, Administration</p> <p><b>Resources Needed:</b> PD for teachers given by Counselor, collaborative group lessons, classroom lessons</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: Lesson Calendar, Collaborative Group Calendar, Lesson Observations Level 4: Demonstrate Rationale: Panorama Survey - 4, District-wide Survey - 4</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 3 - Adult Learning Culture 2 - Connectedness 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Embedding growth mindset and perseverance lessons into the emotional health subject allows for smoother implementation rather than viewing it as an "add-on." The effectiveness of lessons depends on teacher understanding, training, and access to high-quality resources aligned with the two focus areas. Counseling classroom lessons and collaborative groups around growth mindset and perseverance related to academic performance has improved students' capacity for implementing the two focus areas, but consistency and repetition is key.</p> <p><b>October Next Steps/Need</b> Develop a shared collection of vetted lessons, videos, and activities focused on growth mindset and perseverance to support teacher planning and consistency. Provide professional development to link SEL skills (like perseverance) with academic behaviors (e.g., goal setting, overcoming challenges, productive struggle).</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>