

Clark County School District

Newton, Uli ES

2026-2027 Status Checks with Notes

Accreditation Status

Accredited



District Approval Date: August 6, 2026

Mission Statement

Our mission at Newton Elementary School is to foster an environment, consisting of students, parents, staff, and community, who will work cooperatively to create a positive, goal-oriented atmosphere that results in students reaching their full potential as lifelong learners.

Vision

Newton is a place where ALL members are **Connected** through **Caring** interactions and **Committed** to High Achievement.

Motto: Celebrating Success

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/ulis_newton_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Based on Reading and Math data from Spring MAP 2026, we seek to increase the percent of students meeting/exceeding growth projections at the 61st percentile in Math from 58% to 70% (Spring 2027) and increase the percent of students meeting/exceeding achievement and growth projections at the 61st percentile from 61% to 70% in Reading (Spring 2027) as measured by iReady Growth Assessments.

Aligns with District Goal

Formative Measures: We will use iReady data from Fall and Spring; We will use the curriculum assessments to track progress on standards; We will review 3rd-5th grade SBAC and determine intervention needs

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will collaborate during PLCs to design common assessments based on DRC interim assessments and quality instructional materials. Teachers will review student performance data to make changes and impact student learning, including Lexia, Star tests, iReady Math, HMH, 95 phonics, and enVision curriculum resources. Position Responsible: Admin Resources Needed: Common preps within schedule Book about Student Engagement Data trackers and resources Look For Tools Clarity Guides Pacing Guides Curriculum Hub Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Student Success 1, 2	Oct: In progress October Lessons Learned We are still seeing some Tier 1 concerns where students are not as engaged in their learning and we have 2 grade levels that need support with small group instruction. October Next Steps/Need As a school, we are focusing on Tier 1 Kagan strategies where all students are participating. We are also observing intervention and small group instruction 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: Based on the Focal Point observation walkthrough data that only only 66% of classrooms are engaging students in task alignment to standards utilizing the curriculum resources of HMH, 95 phonics, Amplify, and enVision with long-range planning and standards-based grading, our goal is that by the end of the 26-27 school year we will see an increase to 90% student engagement on the focal point data.

Aligns with District Goal

Formative Measures: We will meet with teachers every Tuesday & one additional morning as needed; We will have the long-range plan reviewed and enhanced; We will use our Teacher Editions in every PLC

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Support teachers in planning to engage students as facilitators and encourage learning independence. Observe student engagement through discourse strategies, partner, and level of DOK questions. Position Responsible: Administration Resources Needed: Engaging instruction book study Time to collaborate Willingness amongst all team players. PLC Template Timeline Pacing Guide/Calendar planning Norms/Expectations Assess--Reflect-Plan-Teach System Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2	Oct: In progress October Lessons Learned We are observing almost all classes engaging in quality Tier 1 materials and students are taking ownership October Next Steps/Need Observe all classes engaging in Kagan strategies and students engaged in inquiry based learning using Newton Telescope and Focal Point observations. 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 2: Based on the PLC Framework: Plan, Teach, Analyze, Assess, Respond, only 66% (4/6 grade levels) are effectively applying professional learning to impact instruction and student learning, we seek to utilize Doug Fischer and the Leadership and Professional Learning Department's PLC+ Pilot Training to increase effective PLCs to 100%.

Aligns with District Goal

Formative Measures: PLC Framework documents; PLC+ and PBL pilot; Administrative observation of PLC and application to classroom; Inquiry and Research Model

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Engage in PLC+ Pilot and PBL Pilot and bring back professional learning to PLCs and apply a model of problem based inquiry and application which is observed in classroom instructional improvements Position Responsible: Admin and teachers Resources Needed: PLC agenda, PLC roles, PLC Framework, Data to analyze, relationship building Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2	Oct: In progress October Lessons Learned All of our PLCs have a problem of practice that they are collecting data towards. October Next Steps/Need See how our problem solving in PLC is impacting positive learning in classrooms with Newton Telescope walks. 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: We seek to increase the percentage of our K-5th graders who take positive actions as leaders and members of our school community using the 7 habits of highly effective learners such as being proactive, seeking to understand, and synergizing with others. We anticipate an increase from 70% who are aware and can identify habits to 85% can identify, apply, and are using the habits in daily activities within our second year implementing the 7 habits of highly effective learners. We struggle with attendance and we are at 15% chronic absenteeism.

Aligns with District Goal

Formative Measures: We will be teaching the habits to our teachers; We will use PBIS aligned with the habits; We will have monthly lessons and assemblies with each of the habits; We will have student celebrations when students show characteristics of the habits; We will get feedback from students and families on the effectiveness of the habits

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Provide Multi-Tiered Systems of Support (MTSS) to help students regulate emotions and make rational choices using lessons from Leader in Me Habits. Position Responsible: Admin Resources Needed: Training of trainers Professional development for teachers and staff Implementation plan for students Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned We have had our first Habit assembly and students are working on all taking student ownership. We are also making phone calls for students already considered chronically absent. October Next Steps/Need All students make their leadership journals for Leader in Me Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 2: We seek to decrease chronic absenteeism rate from 20.1% (Federal Rules) 15.1% (NSPF/Med) in Spring 2026 to 18% (Federal Rules) 11% (NSPF/Med) by Spring 2027 as measured by Focus Ed data.

Aligns with District Goal

Formative Measures: Focus Ed

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Consistent monitoring of student attendance using CCSD guidance and protocols Position Responsible: Admin, teachers, counselors, support staff Resources Needed: Focus Ed and CCSD documents, Comfortable staff for home visits, support from families on attendance, wraparound resources Evidence Level Level 1: Strong: Focus Ed Problem Statements/Critical Root Cause: Connectedness 2	Oct: In progress October Lessons Learned We are also making phone calls for students already considered chronically absent. October Next Steps/Need We have our monthly attendance celebrations. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need