

# Clark County School District

**Bryan, Roger M. ES**

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



# Mission Statement

**The mission of Roger M. Bryan Elementary School is to find the key that unlocks each child's full intellectual potential; to encourage each child to act compassionately, responsibly, and respectfully; and to give each child the skills to be prepared for the complex world of tomorrow.**

## 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/roger\\_m\\_bryan\\_elementary\\_school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/roger_m_bryan_elementary_school/nspf/)

Table of Contents

Inquiry Areas ..... 4

    Inquiry Area 1: Student Success ..... 4

    Inquiry Area 2: Adult Learning Culture ..... 6

    Inquiry Area 3: Connectedness ..... 8

# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** By May 2026, increase the overall proficiency rate on the ELA SBAC assessment from below 50% to 52%, and increase the proficiency rate for the WIDA (English Learner) subgroup from 9% to 20% on the 2025-2026 state summative assessments. This will be achieved through the implementation of differentiated, scaffolded instruction, data-driven Tier 2 interventions, and language-rich instructional strategies planned and monitored through regular PLC collaboration.

### Aligns with District Goal

- Formative Measures:**
- School-wide instructional rounds focused on ELA
  - Implementation of professional development on differentiation and scaffolding strategies
  - PLC meeting notes and data
  - Progress monitoring data through 95 phonics, MAP Reading Fluency, and Exact Path
  - Common and formative assessments

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> With lower student outcomes in overall proficiency on the 2024-2025 SBAC ELA assessment, the data indicate a need to address these student learning concerns. We will implement a schoolwide, data-driven system of differentiated and language-rich instruction across Tier 1 &amp; 2 settings, with an emphasis on supporting English Learners through intentional scaffolding, academic discourse, and consistent instructional planning.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Funding, PD in Differentiation and Scaffolding strategies, HMH Into Reading materials, RB3 strategist (RB3 Grant), Class size reduction teachers for Kindergarten, 3rd grade, and 5th grade. (Title I).</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: Instructional Rounds focused on ELA Level 2: Moderate: HMH Into Reading Level 3: Promising: PLC data meetings</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> During the SIP and SOT meetings, our team has been working to strengthen Tier 1 and Tier 2 instruction through collaborative efforts. Administration, teachers, and strategists have met regularly to review progress, conduct instructional rounds focused on rigorous instruction and student discourse, and debrief to align best practices. PLC conversations have been productive, with teachers sharing strategies and planning scaffolds, including visuals, sentence frames, structured discussions, and vocabulary supports. Teachers are implementing the HMH curriculum with fidelity while adapting it to meet the needs of ELs and struggling readers, supported by professional development on scaffolding and differentiation.</p> <p><b>October Next Steps/Need</b> Next steps include continuing instructional rounds and debrief cycles to ensure alignment across classrooms, while maintaining a strong focus on Tier 1 instruction and planning intentional Tier 2 lessons through PLC collaboration. The team will strengthen the use of scaffolds and discourse strategies to better support ELs and struggling readers, provide ongoing professional development on differentiation and engagement within HMH, and closely monitor data from common assessments, MAP, and formative checks to measure impact and guide adjustments.</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:** By the end of the 2025-2026 school year, our goal is to increase the percentage of students scoring at or above the 61st percentile on the MAP assessment from 40% to 50%. To achieve this, we will focus on strengthening differentiation and scaffolding strategies within Tier 2 instruction to meet the diverse needs of all learners. This will be supported through targeted professional development, collaborative planning during PLCs, and ongoing instructional coaching. Teachers will design and deliver lessons that incorporate flexible grouping, academic discourse, and scaffolded tasks aligned to student readiness levels. Progress will be monitored through instructional rounds focused on tier 2 instruction, PLC notes, along with formative assessments and MAP data, to ensure consistent implementation and to guide instructional adjustments based on student needs.

### **Aligns with District Goal**

**Formative Measures:** - MAP assessments

- Instructional Rounds Data
- PLC planning
- PD on differentiation and scaffolding strategies
- Admin/Teacher coaching cycles

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Strengthen the effectiveness of Tier 2 instruction by equipping teachers with the tools, strategies, and support needed to deliver data-driven, differentiated small group instruction that targets specific skill gaps and accelerates student growth.</p> <p><b>Position Responsible:</b> Admin/Strategists/Teachers</p> <p><b>Resources Needed:</b> - PD on differentiation and scaffolding strategies - MAP data - Time</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: Instructional Rounds Level 2: Moderate: PLC Level 3: Promising: PD</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> Teachers have effectively used MAP data, classroom assessments, and formative checks to identify students needing Tier 2 support and to tailor instruction to specific skill gaps. Flexible grouping based on ongoing data has allowed teachers to adjust instruction and respond to student progress in real time. PLCs have provided a valuable space for planning Tier 2 lessons with scaffolds, formative assessment strategies, and monitoring tools, while also allowing teachers to reflect on student growth and refine their practices. Professional development on Tier 2 best practices, scaffolding techniques, and intervention planning has been well received, especially when supported by modeling, practice, and follow-up coaching.</p> <p><b>October Next Steps/Need</b> Moving forward, teachers will continue to use data to drive flexible grouping and adjust instruction as students progress, while dedicating PLC time to designing Tier 2 lessons that include scaffolds, formative assessments, and progress monitoring. PLCs will remain a space for reflecting on student progress and making real-time instructional adjustments. The school will expand targeted professional development by deepening support around Tier 2 interventions and scaffolding, with an emphasis on sustained coaching cycles to ensure strategies are applied consistently and effectively across classrooms.</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:** By the end of the 2025-2026 school year, Roger Bryan Elementary School will reduce its overall chronic absenteeism rate (excluding MDP, per NSPF guidelines) to 15% or lower by implementing a variety of school-wide strategies and attendance incentives, including targeted outreach, family engagement, and consistent progress monitoring.

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

**Formative Measures:** - Effective communication through the school website and Class Dojo

- Infinite Campus attendance records
- FOCUS Ed data



Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Increase the use of school-wide incentives and increase parent resources on the importance of attending school regularly.</p> <p><b>Position Responsible:</b> Teachers/Administration</p> <p><b>Resources Needed:</b> Educational materials and incentive prizes.</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>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Teachers have taken an active role in promoting early intervention by contacting families after a student's first absence, which has strengthened communication and reinforced the importance of consistent attendance. This proactive approach has helped build stronger home-school partnerships. In addition, regular communication from the administration has emphasized the link between daily attendance and student achievement, raising awareness among families.</p> <p><b>October Next Steps/Need</b> Moving forward, teachers will continue making timely contact after the first absence to sustain early intervention, while administration will maintain consistent messaging to families about the impact of attendance on learning. The school will also explore additional strategies--such as celebrating strong attendance, providing resources to families facing barriers, and monitoring attendance data closely--to ensure continued progress toward improving student attendance rates.</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>