Clark County School District

Roberts, Aggie ES

2025-2026 School Improvement Plan

Title I, ATSI



Mission Statement

The mission of Aggie Roberts Elementary is to partner with all stakeholders to grow motivated learners who problem solve academically as well as socially and persevere with a growth mindset; balancing developmentally appropriate and high quality instruction in a safe and respectful learning environment where all students are included and have equal access to the experiences they need to stay on the road to success.

Vision

All students progress to middle school and beyond with the academic, social-emotional and behavioral skills needed to contribute positively to a diverse global society.

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 http://nevadareportcard.nv.gov/DI/nv/clark/aggie_roberts_elementary_school/nspf.

Table of Contents

Comprehensive Needs Assessment 4
Student Success 4
Inquiry Area 1: Student Success 6
Adult Learning Culture 9
Inquiry Area 2: Adult Learning Culture 11
Connectedness 14
Inquiry Area 3: Connectedness 16
Priority Problem Statements 18
Comprehensive Needs Assessment Data Documentation 19
Schoolwide and Targeted Assistance Title I Elements 20
1.1: Comprehensive Needs Assessment 20
2.1: School Performance Plan (SPP) developed with appropriate stakeholders 20
2.2: Regular monitoring and revision 20
2.3: Available to parents and community in an understandable format and language 20
2.4: Opportunities for all children to meet State standards 20
2.5: Increased learning time and well-rounded education 20
2.6: Address needs of all students, particularly at-risk 20
3.1: Annually evaluate the schoolwide plan 20
4.1: Develop and distribute Parent Involvement and Family Engagement Policy 21
4.2: Offer flexible number of parent involvement meetings 21
Plan Notes 22
School Continuous Improvement (CI) Team 23

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

As a school, we showed growth in students who met or exceeded their MAP math goal from spring 2024 (58.35%) to spring 2025 (68%).

During the 2024-2025 school year, 63.1% of students showed growth on MAP math and 48.5% of students showed growth in ELA.

As a school, we met our MAP reading growth goal.

39.4% of 3rd-5th grade students were proficient on the ELA SBAC and 27.3% of 3rd-5th grade students were proficient on the math SBAC.

14.5% of ELL students were proficient on the WIDA assessment.

Student Success Areas for Growth

Students were not proficient in reading and math according to the MAP assessment.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Due to the volume of English words and the nuances of their meanings, ELs are struggling with understanding complex texts, including idioms, figurative language, and different text structures. • English learners face academic challenges as they continue to develop proficiency in the English language.	Language support includes visuals, sentence frames, and direct math vocabulary instruction. 95 Phonics Core Program, Coaching, Exact Path, HMH, envisions Common Core 2020, Amplify Science, MAP Growth Assessment Integrate oral and written English language instruction into content-area teaching. Provide small-group instruction to ELL students struggling with literacy and English language development. Teachers will integrate oral and written English language instruction into content-area teaching and provide daily small-group instruction to ELL students struggling with literacy and English language development. We will incorporate observation of these strategies for ELLs during our five weekly observations. The administration will conduct at least five weekly observations to monitor small group implementation. Monthly after-school PL adding discourse opportunities into the HMH lessons, PL during staff meetings focused on the strategies from WHAT WORKS CLEARINGHOUSE EDUCATOR'S PRACTICE GUIDE Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.

Student Group	Challenge	Solution
Foster/Homeless	Students require social-emotional support, which, while essential, can reduce available time for academic instruction.	The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, and academic, and social/emotional progress.
Free and Reduced Lunch	Students require social-emotional support, which, while essential, can reduce available time for academic instruction.	Consistent, targeted math interventions
Migrant/Title1-C Eligible		N/A
Racial/Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	Ensure all cultures are represented in the materials used.
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	Teachers need to ensure they are following students' IEPs, including making accommodations and modifications.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Overall proficiency in math and reading was low.
Critical Root Cause: Implementation of Tier I instruction, purposefully planned lessons aligned to standards,

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of students who met or exceeded their growth goal from fall to spring in math from 63.1% (247/391) (24-25 Spring MAP) to 73.1% by spring 2026 and in ELA from 48.5% (190/391) (24-25 Spring MAP) to 58% by spring 2026, as measured by the MAP assessments.

Aligns with District Goal

Formative Measures: Grade level common assessment, Data analysis of the common assessments, classroom observations from admin w/feedback

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Teachers utilize purposefully planned learning tasks and activities to support overall mastery of the standards.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will collaborate with grade level colleagues weekly (grade level PLC and planning meetings) to plan lessons utilizing the Tier I curriculum (enVision, 95 Phonics, HMH, and Amplify).	Teachers	Weekly
2	Teachers will purposefully plan instruction in alignment with lesson planning expectations following CCSD Reg 6122 guidelines.	Teachers	Daily
3	Teachers will utilize approved Tier 1 instructional materials to plan and deliver high-quality Tier 1 instruction.	Teachers	Daily
4	Teachers will use and follow CCSD Pacing Guides in all content /subjects when planning lessons/tasks.	Teachers	Daily
5	Administration will conduct classroom instructional observations to monitor and provide post-observation feedback conferences (within 24 hours) with all teachers to support Tier 1 instruction.	Administration	weekly
6	Administration will monitor and support the use of approved Tier 1 instructional materials by all teachers.	Administration	Daily
7	Administration will monitor the use of CCSD Pacing Guides by all teachers to ensure instructional planning and delivery is aligned to the use of common summative and formative assessment.	Administration	Daily
8	PLCs will focus on analyzing assessment data and planning for instruction.	Teachers & Administration	Weekly
9	Administration and strategists will observe and use the PLC observation tool to monitor that instruction is aligned to the Tier 1 expectations and give feedback.	Administration & Strategists	Weekly
10	Administration will conduct quarterly data meetings to give feedback on and monitor data.	Administration	Quarterly

Position Responsible: Administration

Resources Needed: Money for collaboration time

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 3: Promising: enVision math

Problem Statements/Critical Root Cause: Student Success 1

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English Learners proficient on SBAC ELA from 24% in 2024-2025 to 29% in 2025-2026, on SBAC Math from from 15.3% in 2024-2025 to 20.3% in 2025-2026, and on WIDA from 14.5% in 2024-2025 to 19.5% in 2025-2026.

Aligns with District Goal

Formative Measures: MAP projected proficiency data

Improvement Strategy 1 Details

Improvement Strategy 1: Implement Tier II support for identified EL student groups.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Implement Focused Language Study (FLS) Tier II support for newcomers.	Strategists	Ongoing during the 2025-2026 school year
2	Implement Summit K12 Tier II support for all EL students.	Classroom teacher & strategist	Ongoing during the 2025-2026 school year

Position Responsible: School leadership team

Resources Needed: FLS instructional materials, Summit K12

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Adult Learning Culture

Adult Learning Culture Areas of Strength

Structure in place for weekly professional learning, including PLCs at all grade levels.

Adult Learning Culture Areas for Growth

Consistent Tier I implementation in all classrooms

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Ensuring teachers purposefully plan language structures during PLCs.	Language support, including visuals, sentence frames, and explicit instruction. Administrators will share the expectation that teachers implement Solve and Share with fidelity to increase language development during weekly Professional Learning Communities (PLC). Teachers will be invited to after-school ELL PL opportunities and will note where language occurs in lessons. Teachers will be invited to after-school ELL PL opportunities and will note where and utilize the language used in lessons.
Foster/Homeless	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Follow foster students academic plan and counselor will conduct check-ins with students in each group.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	
Migrant/Title1-C Eligible		N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Purposefully analyze and/or plan for culturally appropriate materials.	Ensure that all cultures are represented in materials used.
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	Teachers need to ensure they are following student's IEPs including accommodations and modifications.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers provided inconsistent tier 1 instruction found during daily walkthroughs. On average, 88% of teachers were posting & interacting with the learning intentions and success criteria each week; however, 65% of students knew what they were learning. 100% of teachers will post & interact with the learning intentions & success criteria and 100% of students will know what they are learning.
Critical Root Cause: Teachers need more time and support to focus on standard task alignment and analysis of student data to determine next steps.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percent of classrooms that are implementing schoolwide Tier I expectations from 80% (spring 2025) to 80% (fall 2025) to 90% (winter) to 100% (spring 2026) as measured by the Tier One Foundation Monitoring Tool (Focal Point).

Aligns with District Goal

Formative Measures: Daily walkthroughs by admin w/feedback to the teachers

Improvement Strategy 1 Details	Reviews	
Improvement Strategy 1: Each admin will conduct classroom observations daily, providing feedback, and support where necessary.		**EOY**

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Administration will conduct classroom walkthroughs daily to ensure all staff are providing instruction that is in alignment with CCSD Tier I expectations (learning intentions, success criteria, and standard are posted; students are engaging with the learning intention & success criteria).	Admin	Daily
2	During daily classroom walkthroughs administration will be gathering data on the following: Tier I Expectations & NEPF Standards and Indicators.	Administrators	Daily
3	Administrative team will conduct at least two observations & conferences together to calibrate.	Administrators	Monthly
4	Administration will share walkthrough data with staff once a month during a Friday staff meeting and/or the Monday Memo to reflect on progress toward the goal, revisit specific look fors that were/were not observed during that month's walkthroughs, and reiterate expectations moving forward.	Administrators	Monthly
5	PL will continue to be provided on Kagan student engagement strategies.	Administrators & Teachers	Monthly
6	Admin will give face-to-face feedback to teachers.	Administrators	Weekly
7	Learning intentions & success criteria will be updated & posted.	Teachers	Daily
8	Learning intentions & success criteria will be engaged with students.	Teachers	Daily
9	Teachers will collaborate with grade level colleagues weekly during PLCs and grade level planning meetings	Teachers	Weekly
10	Teachers will purposefully plan lessons utilizing the Tier 1 curriculum.	Teachers	Daily
11	Teachers will provide instruction aligned with weekly PLC planning.	Teachers	Daily
12	Principal will attend PLCs and utilize the PLC observation tool to provide feedback.	Principal	Ongoing through the 25-26 year

Status Check		Reflection
Oct	Feb	June

Position Responsible: Administration

Resources Needed: Time to meet with teachers & reflect on instruction

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 2: Moderate; coaching

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Improvement Strategy 1 Details | **Reviews**

	In progress	No review	

Connectedness

Connectedness Areas of Strength

There is a team focused on student wellness. Expectations and routines are in place with minimal direction by adults.

Connectedness Areas for Growth

Teachers inconsistently give students positive feedback. Teachers need to increase their positive to negative feedback (5:1) to students from 4.61:1 (EOY '24-'25) to 5:1 (EOY '25-'26).

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Consistent implementation of the solutions across the school.	Visuals and sentence frames to assist in understanding of the different emotions. Teachers engage in restorative practice PL and implement it more consistently. The counselor is teaching monthly SEL lessons to all classes. The 5:1 data collected will be shared with our staff quarterly. Staff will ensure ELL students understand the vocabulary they are using with their positive feedback (5:1s). In some classrooms; students are positively acknowledging each other. Data will be collected quarterly. In between the quarterly gatherings, the principal, Boys Town SSS, and behavior strategist collect data weekly. Boys Town, liaison and/or behavior strategist, coaches each teacher after observing them. During staff meetings PL, ideas are shared on how to increase specific, positive praise. The admin will share examples of classrooms where students positively acknowledge each other.
Foster/Homeless	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Follow foster student's academic plan and the counselor will conduct check-ins with students in each group to support their social/emotional selves.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Teachers will conduct daily whole-group check-ins and morning circles, which include direct SEL instruction.
Migrant/Title1-C Eligible		N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	Ensure that all cultures are represented in materials used.
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	Teachers need to ensure they are following student's IEPs including accommodations and modifications. Create and follow students' BIPs.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The Boystown data collected shows that teachers are not giving more positive feedback than negative feedback to students.
Critical Root Cause: Teachers' confidence in addressing positives over negatives as a way of proactive teaching.

Inquiry Area 3: Connectedness

SMART Goal 1: Increase the positive feedback from teacher to students from 4.6:1 (EOY 2025) 4.8:1 (winter 2025) to 5:1 (EOY 2026).

Aligns with District Goal

Formative Measures: 5:1 data gathering and sharing with teachers

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Schoolwide expectations (matrix) are taught within the MTSS framework. Community Circles and restorative practices are embedded in the daily schedule. Positive feedback used daily to build a positive climate and culture in each classroom.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Staff will explicitly teach a Boys Town skill of the month in Tier 1 daily in order to provide students with the skills to successfully regulate their emotions. Staff will implement Boystown Skill of the month.	Teachers	Monthly
2	PBIS committee will meet weekly to report on implementation of expectations, concerns and potential solutions in each of the following areas: family, student, and staff engagement, and student leadership.	Admin & teachers	Weekly
3	Social Emotional Learning will be taught by classroom teachers.	Teachers	weekly
4	Counselor will teach monthly Tier 1 classroom lessons. Teacher will implement counselor tier 1 lesson strategies.	Counselor & teachers	monthly
5	Staff will positively reinforce students daily who are being Respectful, Responsible, and/or Safe by awarding them points on Class Dojo, and staff member will share Class Dojo data with staff once a month during a staff/Impact team meeting and/or in the Monday Memo to monitor consistent use of positive reinforcements schoolwide.	All staff members	daily
6	All school staff will consistently enforce the expectations of the matrix daily with students.	All staff members	daily
7	New to Aggie Roberts staff will receive PBIS and Restorative Practices training.	Admin	beginning of year
8	All staff will receive booster training on Restorative Practices.	Admin	monthly

Position Responsible: Admin

Resources Needed: Need the counselor, SSP, Boys Town SSS available all day to proactively teach students skills in small groups.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 3: Promising: creating a positive school climate and culture

Problem Statements/Critical Root Cause: Connectedness 1

Priority Problem Statements

Problem Statement 1: Overall proficiency in math and reading was low.

Critical Root Cause 1: Implementation of Tier I instruction, purposefully planned lessons aligned to standards,

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers provided inconsistent tier 1 instruction found during daily walkthroughs. On average, 88% of teachers were posting & interacting with the learning intentions and success criteria each week; however, 65% of students knew what they were learning. 100% of teachers will post & interact with the learning intentions & success criteria and 100% of students will know what they are learning.

Critical Root Cause 2: Teachers need more time and support to focus on standard task alignment and analysis of student data to determine next steps.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The Boystown data collected shows that teachers are not giving more positive feedback than negative feedback to students.

Critical Root Cause 3: Teachers' confidence in addressing positives over negatives as a way of proactive teaching.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- MAP Growth Assessment
- Smarter Balanced (SBAC)

Adult Learning Culture

- Lesson Plans
- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation
- Walk-through data
- Other
    - SBAC, MAP, STPT, Impact Team meetings, LIT meetings, Tier I Behavior team meetings, Panorama, PLC agendas, Intervention Team Meeting, Coaches from all areas (NWEA, HMH, 95 Phonics)

Connectedness

- Perception/survey data
- Other
    - BoysTown Quarterly Sweep data, 5:1 ratios, ClassDojo Data, LIT Meetings, Class Dojo, Parentlink, Districtwide survey, Family Engagement team data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

School-wide data is presented to the leadership team and SOT (which includes parents) to analyze and then help create goals and action steps.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Multiple meetings are held to analyze school-wide data with the leadership team, whole staff, and SOT (parents and staff) to analyze/understand the data and determine next steps. These meetings are open forum so that staff and parents can give feedback.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Out Title I money is used to pay for teachers' salaries to ensure help lower class sizes.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

Refer to the Community Outreach Activities table for parent involvement opportunities.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$3,873,909.59	Staffing & Supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$168,680.69	Staffing	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$225,231.82	Staffing	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	$0		
At-Risk Weighted Carry Forward	$0		
EL Weighted Carry Forward	$3,075.75	Staffing	
Title IA	$183,032.00	Staffing	Student Success, Adult Learning Culture, Connectedness

School Continuous Improvement (CI) Team

Team Role	Name	Position
Member	Haley Allton	Parent
Member	April Mae Doyal	Parent
Member	Kelly Jo Wynn	Parent
Member	Tighe Galvin	SPTA
Member	Stacey Bostwick	Teacher
Member	Rachel Green	Teacher
Member	Alejandra Villegas	Strategist
Member	Erin Angottia	RBG3
Member	Holly Jensen	Teacher
Member	Alexandra Pontillas	Teacher
Member	Katherine Sage	Teacher
Member	Courtney Jones	Teacher
Member	Erin Harris	Teacher
Member	Deniece Nohara	Assistant Principal
CI Tea Lead	Kristin Chase	Assistant Principal
Required	Marissa Rasavong	Principal