Clark County School District

Gehring, Roger D. ES Academy of Science and Technology

2025-2026 School Improvement Plan

Magnet

Mission Statement

Roger D. Gehring Academy of Science and Technology empowers our school community by inspiring lifelong learners through an innovative STEM-focused, blended learning curriculum.

Vision

Learning today, leading 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_d._gehring_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

2025-26 - Reading focus

- *A link to the MAP data is available here.*
- *Proficiency in reading MAP reading increased by 2% (74% to 76%) from fall 2024 to spring 2025.*
- *Our Asian subgroup increased in their overall reading proficiency from 75% to 77% of students who are Asian being proficient during 2024-25.*
- *By the end of the 2024-25 school year, 85% of kindergarten, 79% of first grade, and 79% of 3rd grade were proficient in MAP reading.*
- *81.8% of students were proficient on the 2024 SBAC ELA.*
- *2025 WIDA reading scores showed that 67% of English Learner students showed improvement in reading, and 56% of EL students were proficient in WIDA reading.*

2025-26 - Math focus

- *A link to the MAP data is available here.*
- *Proficiency in math MAP rmath increased by 1% (81% to 82%) from spring 2024 to spring 2025.*
- *Our Hispanic/Latino subgroup increased in their overall math proficiency from 78% to 80% of students who are Hispanic/Latino being proficient during 2024-25.*
- *Our Caucasian subgroup increased in their overall math proficiency from 84% to 86% of students who are Caucasian being proficient during 2024-25.*
- *By the end of the 2024-25 school year, 97% of kindergarten, 81% of first grade, and 79% of 3rd grade were proficient in MAP math.*
- *82.8% of students were proficient on the 2024 SBAC ELA.*

Student Success Areas for Growth

2024-25 Areas for Growth - Reading:

- *The true percentage of students who are deemed proficient in MAP reading (61st percentile or higher) is 76% for all students in spring 2025. Only 68% of 2nd grade were proficient, 70% in 5th grade.*
- *2025 Spring MAP Reading Proficiency scores dropped for 1st, 4th, and 5th grade from Fall 2024 to Spring 2025.*
    - *1st-grade scores dropped from 84% in the Fall to 79% in the Spring*
    - *2nd-grade scores dropped from 75% in the Fall to 68% in the Spring*
    - *4th-grade scores dropped from 77% in the Fall to 76% in the Spring*
    - *5th-grade scores dropped from 77% in the Fall to 70% in the Spring*
- *Only 53% of students met their projected growth on the Spring 2025 reading MAP assessment*
    - *Kinder 60% growth*
    - *1st grade 45% growth*
    - *2nd grade 47% growth*
    - *3rd grade 62% growth*

    - *4th grade 46% growth*
    - *5th grade 58% growth*
- *The Black/African American average reading proficiency is 66% vs. Asian at 77% (11% difference).*
- *Projected reading proficiency indicates 77% of students will be proficient on the Spring 2025 SBAC.*
- *2025 WIDA scores indicate that 9/65 EL students (14%) achieved proficiency overall and were exited from the WIDA.*

2024-25 Areas for Growth - Math:

- *The true percentage of students who are deemed proficient in MAP math (61st percentile or higher) is 82% for all students in spring 2025. Only 76% of 3rd grade were proficient, 76% in 5th grade.*
- *2025 Spring MAP Math Proficiency scores dropped for 1st, 4th, and 5th grade from Fall 2024 to Spring 2025.*
    - *3rd-grade scores dropped from 80% in the Fall to 76% in the Spring*
    - *5th-grade scores dropped from 79% in the Fall to 76% in the Spring*
- *Only 62% of students met their projected growth on the Spring 2025 reading MAP assessment*
    - *Kinder 51% growth*
    - *1st grade 35% growth*
    - *2nd grade 72% growth*
    - *3rd grade 74% growth*
    - *4th grade 92% growth*
    - *5th grade 45% growth*
- *The Black/African American average reading proficiency is 76% vs. two or more races at 87% (11% difference).*
- *Projected reading proficiency indicates 88% of students will be proficient on the Spring 2025 SBAC.*

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	In Spring of 2025 57% of all ELLs were proficient in Math MAP assessment. In Spring of 2025 34% of all ELls were proficient in ELA MAP assessment. On the 2025 WIDA assessment, 14% of students were proficient.	Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), use of Title III funds to support instruction through Imagine Learning (36 site licenses), 1-1 Chromebooks, and individualized blended learning curriculum. Students have the opportunity to work on Imagine Learning at home.

Student Group	Challenge	Solution
Foster/Homeless	We have minimal students who are Foster/Homeless at this school.	Sessions with counselor and/or social worker as needed, Title I Hope resources, SEL check ins, equitable access to educational opportunities, 1-1 Chromebooks, student data sheets, RTI documentation, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.
Free and Reduced Lunch	We do not have data to reflect the number of students receiving Free and Reduced Lunch.	All students receive free lunch and breakfast, SEL check ins, equitable access to educational opportunities, 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.
Migrant/Title1-C Eligible	We have minimal students who are Migrant/Title1-C Eligible at this school.	Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), use of Title III funds to support instruction, 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	On the Spring 2025, 100% of American Indian/Alaska Native students were proficient on the Math MAP Assessment. On the Spring 2025, 100% of American Indian/Alaska Native students were proficient on the Reading MAP Assessment. On the Spring 2025, 86% of Asian students were proficient on the Math MAP Assessment. On the Spring 2025, 78% of Asian students were proficient on the Reading MAP Assessment. On the Spring 2025, 76% of Black/African American students were proficient on the Math MAP Assessment. On the Spring 2025, 66% of Black/African American students were proficient on the Reading MAP Assessment. On the Spring 2025, 80% of Hispanic/Latino students were proficient on the Math MAP Assessment. On the Spring 2025, 73% of Hispanic/Latino students were proficient on the Math MAP Assessment. On the Spring 2025, 70% of Native Hawaiian/Pacific Islander students were proficient on the Math MAP Assessment. On the Spring 2025, 80% of Native Hawaiian/Pacific Islander students were proficient on the Reading MAP Assessment. On the Spring 2025, 87% of Multiracial students were proficient on the Math MAP Assessment. On the Spring 2025, 80% of Multiracial students were proficient on the Reading MAP Assessment. On the Spring 2025, 86% of White students were proficient on the Math MAP Assessment. On the Spring 2025, 83% of White students were proficient on the Reading MAP Assessment.	Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), use of Title III funds to support instruction, 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.
Students with IEPs	In Spring of 2025, 57% of students with an IEP were proficient on the Math MAP Assessment. In Spring of 2025, 46% of students with an IEP were proficient on the Reading MAP Assessment.	Consistent aides for support in the classroom, push-in/pull-out services, consistent data collection from teachers and instructional assistants, study hour at the end of the day , 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Projected reading proficiency for spring SBAC based on spring 2025 MAP projections show a concern for the following subgroups in 4th grade. (79% of all fourth-grade students are projected to be proficient in ELA on the 2025 SBAC.) African American projected proficiency-79%. Hispanic projected proficiency-67% Asian, Two or more races, and Caucasian students' projected proficiency-84%, 80% and 85%, respectively, for Spring 2025 ELA SBAC. Projected math proficiency for spring SBAC based on spring 2025 MAP projections show a concern for the following subgroups in 3rd grade. (84% of all third-grade students are projected to be proficient in math on the 2025 SBAC.) African American projected proficiency-79%. Hispanic projected proficiency-87% Asian, Two or more races, and Caucasian students' projected proficiency-89%, 86% and 88%, respectively, for Spring 2025 Math SBAC.
Critical Root Cause: There is a need for continued improvement in differentiated and intervention groups in the classroom to ensure high-quality instruction. There is inconsistency in Tier 1 instruction and small grouping within each of the grade levels. There is a need at the grade levels to define the small group/intervention time in the classroom explicitly. Lesson plans for acceleration and intervention need to address student deficits. There is a need to ensure all teachers understand the full and implied intent of the standards. There is a need to increase growth with all students, especially students who are high-achieving. Professional development time is necessary to assist in making significant mid-course corrections after reviewing the data.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Grade-level meetings are consistent and focus on instructional needs.
- RTI meetings are thorough and collaborative.
- Differentiated reading and math groups assist in meeting all students' current levels and bringing them up (not too easy and not too hard).
- Professional development is aligned with staff and student needs.
- Administrator-observed interactions with the learning intention and success criteria had increased from the 2023-24 school year to 2024-25. For learning intentions, an increase of 22% to 64% of lessons had students and/or the teacher interact with the learning intention. Interactions with the success criteria increased by 17% to 59% of observations.

Adult Learning Culture Areas for Growth

There is a need to ensure high-quality Tier I instruction, time for professional learning, and time to meet for planning with grade-level teachers (PLCs). There is a need for the consistent use of learning intentions and success criteria.

As of Spring 2025, administrator walkthroughs show that only 64% of observations showed that the teacher and/or students interacted with the learning intention. There is a need to up the amount of interaction with both the learning intention and success criteria. 59% of observations during the 2024-25 school year, had students and/or the teacher interact with the success criteria.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	In Spring of 2025 57% of all ELLs were proficient in Math MAP assessment. In Spring of 2025 34% of all ELls were proficient in ELA MAP assessment. On the 2025 WIDA assessment, 14% of students were proficient.	• Kagan training for staff • PBL integration • Whole language models to support language development • Students identified by the ELL Department receive Imagine Learning as an intervention program
Foster/Homeless	We have minimal students who are Foster/Homeless at this school.	• SEL check-ins • Family communication • School Wellness Team

Student Group	Challenge	Solution
Free and Reduced Lunch	We do not have data to reflect the number of students receiving Free and Reduced Lunch.	• School Wellness Team • SEL check-ins • Family communication
Migrant/Title1-C Eligible	We have minimal students who are Migrant/Title1-C Eligible at this school.	• minimal Title 1 • School Wellness Team • SEL check-ins • Counselor/Social Worker/Title I Hope

Student Group	Challenge	Solution
Racial/Ethnic Minorities	On the Spring 2025, 100% of American Indian/Alaska Native students were proficient on the Math MAP Assessment. On the Spring 2025, 100% of American Indian/Alaska Native students were proficient on the Reading MAP Assessment. On the Spring 2025, 86% of Asian students were proficient on the Math MAP Assessment. On the Spring 2025, 78% of Asian students were proficient on the Reading MAP Assessment. On the Spring 2025, 76% of Black/African American students were proficient on the Math MAP Assessment. On the Spring 2025, 66% of Black/African American students were proficient on the Reading MAP Assessment. On the Spring 2025, 80% of Hispanic/Latino students were proficient on the Math MAP Assessment. On the Spring 2025, 73% of Hispanic/Latino students were proficient on the Math MAP Assessment. On the Spring 2025, 70% of Native Hawaiian/Pacific Islander students were proficient on the Math MAP Assessment. On the Spring 2025, 80% of Native Hawaiian/Pacific Islander students were proficient on the Reading MAP Assessment. On the Spring 2025, 87% of Multiracial students were proficient on the Math MAP Assessment. On the Spring 2025, 80% of Multiracial students were proficient on the Reading MAP Assessment. On the Spring 2025, 86% of White students were proficient on the Math MAP Assessment. On the Spring 2025, 83% of White students were proficient on the Reading MAP Assessment.	• Family communication • SEL check-ins • Focus ED Data • Grade Analysis • Counselor/Social Worker/Title I Hope

Student Group	Challenge	Solution
Students with IEPs	In Spring of 2025, 57% of students with an IEP were proficient on the Math MAP Assessment. In Spring of 2025, 46% of students with an IEP were proficient on the Reading MAP Assessment.	• Consistent aides for support in the classroom • Family communication • SEL check-ins • Focus ED Data • Grade Analysis • Support from a full-time SEIF • Collaborative planning with general education and special education teachers • Understanding student IEP goals/benchmarks

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is a concern overall with consistent usage of instructional materials, differentiation/intervention groups, and learning intentions and success criteria.
Critical Root Cause: There is a need for continued improvement in differentiated and intervention groups in the classroom to ensure high-quality instruction. There is inconsistency in Tier 1 instruction and small grouping within each of the grade levels. There is a need at the grade levels to define the small group/intervention time in the classroom explicitly There is a need to ensure all teachers understand the full intent of each standard.

Connectedness

Connectedness Areas of Strength

- Chronic absenteeism has decreased from 20% (2021-2022) to 10.9% (2022-2023) to 6% (2023-24) to 4% (2024-25).
- Increase in communication through weekly newsletter (parents and staff) and Dojo messages to families.
- Staff state that the morale has improved from last school year and they want to see it continue to go up.
- Created a Canvas template for staff to use for their landing pages with a daily SEL survey for students.
- In 2021-2022, 70.73% of parents stated they know what goes on in the school. The 2022-2023 results show 80.58% of parents surveyed know what goes on in the school. In 2024-25, 100% of parents surveyed said they know what goes on in the school.

Connectedness Areas for Growth

- Teachers continue to be absent regularly, and there is a need for a Substitute on Special Assignment (SOSA)
- SEL is in high demand, and we are adjusting our SEL lessons to support students and staff. As well, we are creating announcements on GNN (Gehring News Network) focused on SEL specifically. Not all teachers broadcast GNN to their students.
- In 2024-25, 90.48% of parents and 85.48% of students feel the school does a good job at preventing bullying (District survey).
- 31.18% of students say bullying is a problem at the school (District survey).
- The SOT discussed a longing for more school events on campus and an SEL program.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	In Spring of 2025 57% of all ELLs were proficient in Math MAP assessment. In Spring of 2025 34% of all ELls were proficient in ELA MAP assessment. On the 2025 WIDA assessment, 14% of students were proficient.	• Make sure communication is offered in different languages • Attendance program/provide resources to ensure students have adequate materials • SEL check-ins • Kagan Team and Classbuilding • Character Strong SEL lessons and student engagement

Student Group	Challenge	Solution
Foster/Homeless	We have minimal students who are Foster/ Homeless at this school.	• Counselor support/social services support • SEL check-ins • Attendance program/provide resources to ensure students have adequate material • Kagan team and classbuilding • Character Strong SEL lessons and student engagement
Free and Reduced Lunch	We do not have data to reflect the number of students receiving Free and Reduced Lunch.	• SEL check-ins • Attendance program/provide resources to ensure students have adequate materials • Kagan team and classbuilding • Character Strong SEL lessons and student engagement
Migrant/Title1-C Eligible	We have minimal students who are Migrant/Title1-C Eligible at this school.	• Counselor support/Social services support • SEL check-ins • Attendance program/provide resources to ensure students have adequate materials

Student Group	Challenge	Solution
Racial/Ethnic Minorities	On the Spring 2025, 100% of American Indian/ Alaska Native students were proficient on the Math MAP Assessment. On the Spring 2025, 100% of American Indian/ Alaska Native students were proficient on the Reading MAP Assessment. On the Spring 2025, 86% of Asian students were proficient on the Math MAP Assessment. On the Spring 2025, 78% of Asian students were proficient on the Reading MAP Assessment. On the Spring 2025, 76% of Black/African American students were proficient on the Math MAP Assessment. On the Spring 2025, 66% of Black/African American students were proficient on the Reading MAP Assessment. On the Spring 2025, 80% of Hispanic/Latino students were proficient on the Math MAP Assessment. On the Spring 2025, 73% of Hispanic/Latino students were proficient on the Math MAP Assessment. On the Spring 2025, 70% of Native Hawaiian/ Pacific Islander students were proficient on the Math MAP Assessment. On the Spring 2025, 80% of Native Hawaiian/ Pacific Islander students were proficient on the Reading MAP Assessment. On the Spring 2025, 87% of Multiracial students were proficient on the Math MAP Assessment. On the Spring 2025, 80% of Multiracial students were proficient on the Reading MAP Assessment. On the Spring 2025, 86% of White students were proficient on the Math MAP Assessment. On the Spring 2025, 83% of White students were proficient on the Reading MAP Assessment.	• Counselor support/Social services support • SEL check-ins • Attendance program/provide resources to ensure students have adequate materials • Student surveys • Kagan team and classbuilding • Character Strong lessons and student engagement

Students with IEPs	In Spring of 2025, 57% of students with an IEP were proficient on the Math MAP Assessment. In Spring of 2025, 46% of students with an IEP were proficient on the Reading MAP Assessment.	• Consistent aides for support in the classroom • Resource teacher interventions • Counselor support/Social services support • SEL check-ins • Attendance program/provide resources to ensure students have adequate materials • Support from a full-time SEIF • Kagan team and classbuilding • Character Strong lessons and student engagement

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students- There is a concern with a high number of students' social-emotional needs not being met. Parents- There is a continued need for continuous communication with families, as well as wanting additional school/family events throughout the school year. Staff- Teachers and staff continue to feel stressed by the demands of the profession.
Critical Root Cause: Students and staff need social-emotional education to deal with stress and their emotions. Our differentiated/intervention group (CTT) time continues to be disrupted by staff absences and covering classes without substitutes. Staff have not consistently used SEL with their students. Time is not built into the schedule for SEL. There is no SEL program for the school to use with fidelity.

Priority Problem Statements

Problem Statement 1: Students- There is a concern with a high number of students' social-emotional needs not being met. Parents- There is a continued need for continuous communication with families, as well as wanting additional school/family events throughout the school year. Staff- Teachers and staff continue to feel stressed by the demands of the profession.

Critical Root Cause 1: Students and staff need social-emotional education to deal with stress and their emotions. Our differentiated/intervention group (CTT) time continues to be disrupted by staff absences and covering classes without substitutes. Staff have not consistently used SEL with their students. Time is not built into the schedule for SEL. There is no SEL program for the school to use with fidelity.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: There is a concern overall with consistent usage of instructional materials, differentiation/intervention groups, and learning intentions and success criteria.

Critical Root Cause 2: There is a need for continued improvement in differentiated and intervention groups in the classroom to ensure high-quality instruction. There is inconsistency in Tier 1 instruction and small grouping within each of the grade levels. There is a need at the grade levels to define the small group/intervention time in the classroom explicitly There is a need to ensure all teachers understand the full intent of each standard.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Projected reading proficiency for spring SBAC based on spring 2025 MAP projections show a concern for the following subgroups in 4th grade. (79% of all fourth-grade students are projected to be proficient in ELA on the 2025 SBAC.) African American projected proficiency-79%. Hispanic projected proficiency-67% Asian, Two or more races, and Caucasian students' projected proficiency-84%, 80% and 85%, respectively, for Spring 2025 ELA SBAC. Projected math proficiency for spring SBAC based on spring 2025 MAP projections show a concern for the following subgroups in 3rd grade. (84% of all third-grade students are projected to be proficient in math on the 2025 SBAC.) African American projected proficiency-79%. Hispanic projected proficiency-87% Asian, Two or more races, and Caucasian students' projected proficiency-89%, 86% and 88%, respectively, for Spring 2025 Math SBAC.

Critical Root Cause 3: There is a need for continued improvement in differentiated and intervention groups in the classroom to ensure high-quality instruction. There is inconsistency in Tier 1 instruction and small grouping within each of the grade levels. There is a need at the grade levels to define the small group/intervention time in the classroom explicitly. Lesson plans for acceleration and intervention need to address student deficits. There is a need to ensure all teachers understand the full and implied intent of the standards. There is a need to increase growth with all students, especially students who are high-achieving. Professional development time is necessary to assist in making significant mid-course corrections after reviewing the data.

Problem Statement 3 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Curriculum Based Measures
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- STEM/STEAM
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
    - Performance Tasks, Student Data Sheets, 3 year trends, Attendance, and Enrollment
    - Behavior Referrals, Wellness Team Referrals, and RTI data Observations, Curriculum Review, Envisions, Exact Path

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Coaching Logs
- Communications data
- Equity data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data
- Other

- FocusEd data, SLG/PPG data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- Gifted and talented data
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Other
    - Staff Surveys, Lesson Plans, Staff Attendance Reports,
    - SOT, PTA, Parentlink Communications,

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: The team has chosen to focus on one Math goal rather than several.
1. Increase the percentage of all students projected to be proficient in math MAP from 82% (spring 2025) to 83% (Spring 2026), where proficiency is defined as being in the 61st percentile or higher.

Formative Measures: Increase the percentage of students being proficient in Math MAP from 82% (Spring 2025) to 82.5% (Winter 2025) as measured by MAP assessments, to 83% by Spring 2026.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Active participation from all staff members during weekly planning meetings and PLC meetings.	principal, assistant principal	Weekly grade-level meetings and leadership. Weekly focalpoint walks
2	Agendas and minutes from all meetings.	principal, grade-level chairs	weekly
3	Student data sheets are to be reviewed with the administration, in RTI and planning meetings.	RBG3 strategist, admin	weekly, quarterly
4	Review of lesson plans to account for learning intentions, success criteria, components of an effective lesson, assessment strategies, and small groups.	admin, grade-level chairs	weekly
5	Allow time (PLCs) to allow teachers to break down the standards and understand all components of each of the standards prior to instruction.	admin	weekly

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline
6	Review of CTT schedules and data to assess student progress. Students identified as needing more assistance will meet in a small group with CTTs and/or learning strategists.	strategist, admin	start of each semester
7	Additional time for PLCs, data days, and targeted expert walks.	admin	data days: 3x per year PLCs: weekly
8	Increase teacher and student knowledge of DOK levels in each content area.	admin, strategist team	weekly PLCs, district staff development days
9	Data will be reviewed and monitored on students' individual goal sheets, MAP growth assessment reports, FocusED data reports, FocusED grade analysis reports, progress reports, RTI referrals, and observation notes. Student subgroup data will be monitored to examine if students are closing the performance gap.	admin, strategist team, grade-levels	MAP analysis: 3x per year RTI: weekly Observation notes: as needed
10	Staff will expand problem-based learning to enhance inquiry-based approaches to work through real-life problem-solving. In this process, students and teachers will use Kagan structures to focus on building communication, collaboration, and problem-solving skills.	admin, STEM-strategist	daily
11	Review of Achieve the Core/NVAC standards to focus on the most important concepts for students to master in each grade, review assessment (formative and summative) consistently to form flexible grouping with in-class small, differentiated grouping and additional small group support through CTTs to provide remediation and enrichment based on data analysis.	admin, strategists	monthly review of groups, CTT support 4-3x per week

Position Responsible: principal, assistant principal

Resources Needed: Lesson plans, observation notes, student data sheets, data reports from blended learning programs, CTT data, formative/summative assessment data, parent communication (emails, progress reports, etc).

Evidence Level
Level 2: Moderate: Exact Path

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Projected reading proficiency for spring SBAC based on spring 2025 MAP projections show a concern for the following subgroups in 4th grade. (79% of all fourth-grade students are projected to be proficient in ELA on the 2025 SBAC.) African American projected proficiency-79%. Hispanic projected proficiency-67% Asian, Two or more races, and Caucasian students' projected proficiency-84%, 80% and 85%, respectively, for Spring 2025 ELA SBAC. Projected math proficiency for spring SBAC based on spring 2025 MAP projections show a concern for the following subgroups in 3rd grade. (84% of all third-grade students are projected to be proficient in math on the 2025 SBAC.) African American projected proficiency-79%. Hispanic projected proficiency-87% Asian, Two or more races, and Caucasian students' projected proficiency-89%, 86% and 88%, respectively, for Spring 2025 Math SBAC. **Critical Root Cause**: There is a need for continued improvement in differentiated and intervention groups in the classroom to ensure high-quality instruction. There is inconsistency in Tier 1 instruction and small grouping within each of the grade levels. There is a need at the grade levels to define the small group/ intervention time in the classroom explicitly. Lesson plans for acceleration and intervention need to address student deficits. There is a need to ensure all teachers understand the full and implied intent of the standards. There is a need to increase growth with all students, especially students who are high-achieving. Professional development time is necessary to assist in making significant mid-course corrections after reviewing the data.

Inquiry Area 1: Student Success

SMART Goal 2: The team has chosen to focus on one Reading goal rather than several.

1. Increase the percentage of all students' reading proficiency from 76% (spring 2025) to 78% (spring 2026) as measured by the MAP assessment, where a student is deemed proficient when scoring in the 61st percentile or higher.

Formative Measures: Increase the overall % of students proficient in reading from 76% (Spring 2025) to 77% (Winter MAP Reading 2025) as measured by MAP reading assessments, to 78% of students being proficient by Spring 2026.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Active participation from all staff members during weekly planning meetings and PLC meetings. Agendas and minutes from all meetings. Student data sheets reviewed with administration, in RTI, and in planning meetings.	principal, assistant principal	Weekly grade-level meetings and leadership. Weekly focalpoint walks
2	Students identified as needing more assistance will meet in a small group with the Read by Grade 3 strategist and/or learning strategist.	RBG3 strategist, Learning strategist	2-4x per week
3	Data will be reviewed and monitored on students' individual data sheets, MAP growth assessment reports, FocusED data reports, FocusED grade analysis reports, progress reports, RTI referrals, and observation notes. Student subgroup data will be monitored to examine if students are closing the performance gap.	administration	3x per year for MAP analysis RTI: weekly
4	Review of CTT schedules and data to assess student progress.	administration, strategists	2x per year
5	School-wide blended learning programs (AR) to support individualized learning in conjunction with whole and small group instruction.	administration, teachers	daily

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline
6	Staff will expand project-based learning to enhance inquiry-based approaches to work through real-life problem solving; in this process, students and teachers will use Kagan structures to focus on building communication, collaboration, and problem-solving skills.	administration, teachers	MAP analysis: 3x per year RTI: weekly Observation notes: as needed
7	Additional time for PLC's, data days, and expert walks.	administration	data days: 3x per year PLCs: weekly
8	Review of lesson plans to account for: learning intentions, success criteria, components of an effective lesson, assessment strategies, and small group.	administration	weekly
9	Allow time (PLCs) to allow teachers to break down the standards and understand all components of each of the standards prior to instruction.	administration	weekly, data days: 3x per year
10	Review of Achieve the Core/NVAC standards to focus on most important concepts for students to master in each grade, review assessments (formative and summative) consistently to form flexible grouping with in-class small, differentiated grouping and additional small group support through learning strategists who will provide remediation and enrichment based on data analysis.	administration strategist team	weekly, intervention by strategists as needed.

Position Responsible: administration

Resources Needed: Lesson plans
Observation notes
Student data sheets
Data reports from blended learning programs
Anecdotal data from learning strategists
Formative/summative assessment data
Parent communication (emails, progress reports, etc).

Evidence Level
Level 2: Moderate: HMH Into Reading

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 1: Projected reading proficiency for spring SBAC based on spring 2025 MAP projections show a concern for the following subgroups in 4th grade. (79% of all fourth-grade students are projected to be proficient in ELA on the 2025 SBAC.) African American projected proficiency-79%. Hispanic projected proficiency-67% Asian, Two or more races, and Caucasian students' projected proficiency-84%, 80% and 85%, respectively, for Spring 2025 ELA SBAC. Projected math proficiency for spring SBAC based on spring 2025 MAP projections show a concern for the following subgroups in 3rd grade. (84% of all third-grade students are projected to be proficient in math on the 2025 SBAC.) African American projected proficiency-79%. Hispanic projected proficiency-87% Asian, Two or more races, and Caucasian students' projected proficiency-89%, 86% and 88%, respectively, for Spring 2025 Math SBAC. **Critical Root Cause**: There is a need for continued improvement in differentiated and intervention groups in the classroom to ensure high-quality instruction. There is inconsistency in Tier 1 instruction and small grouping within each of the grade levels. There is a need at the grade levels to define the small group/ intervention time in the classroom explicitly. Lesson plans for acceleration and intervention need to address student deficits. There is a need to ensure all teachers understand the full and implied intent of the standards. There is a need to increase growth with all students, especially students who are high-achieving. Professional development time is necessary to assist in making significant mid-course corrections after reviewing the data.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: The team has chosen to focus on one Adult Learning Culture goal rather than several.
1. To ensure alignment of Learning Intentions and Success Criteria to standards through PLC collaboration and to increase the interactions with Learning Intentions and Success Criteria from 30% of observations to 70% where Learning Intentions & Success Criteria incorporate higher levels of DOK.

Formative Measures: Staff will use all programs consistently in alignment with school-wide expectations.
Staff will increase knowledge of effective, high-quality Tier 1 instruction and standards.
Staff will have time to review data during data days and PLCs (after Fall and Winter MAP assessments) to assist in modifying units of instruction for students.
Review of classroom walkthrough data for use of learning intentions and success criteria.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Teachers will engage in regular professional development and Professional Learning Communities (PLCs) following the Teaching and Learning Cycle expectations to plan instruction aligned to standards.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Ensure data day / PLC time focuses on teacher identification of areas of growth and strength, including materials and instructional strategies to focus on achievement in identified areas.	principal, assistant principal	Weekly meetings and review of data.
2	The advisory team will continue to review data to assist in maintaining a focus on social, emotional, and academic needs.	administration, advisory team	weekly
3	Use observation data to ensure all lessons contain components of an effective lesson and awareness of NEPF.	administration	daily
4	Ensure all grade levels have consistent data days (Fall and Winter) scheduled, PLC time embedded within the schedule, and instructional rounds (expert walks) during the school year to see peers engaged in high-quality Tier 1 instruction.	administration	data days: 3x per year PLC: weekly
5	Review the school-wide expectations to ensure that a laser focus is maintained on academic and social-emotional development with students during the first three days and during Staff Development Days.	administration	start of the year district staff development days
6	Consistent classroom observations with post-conference feedback/reflection sessions.	administration	daily

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline
7	Ensure high-quality Tier 1 instructional training during Staff Development Days and Kagan Structure Training throughout the school year.	administration, Kagan coaches team	monthly
8	Offer PD on a case-by-case basis to support staff in areas where more assistance is needed.	administration, strategist team	as needed
9	Ensure that teachers have full knowledge of the standards (explicit and implied)	administration, strategist team	ongoing
10	Weekly RTI meetings, agendas, and notes. Continue to revise the RTI process to include more support for students' social/emotional development.	administration, RBG3 strategist	weekly

Position Responsible: administration

Resources Needed: Agendas and minutes from all meetings
Google Form surveys
NEPF observation tools
Lesson plans
Student data sheets
Data from MAP assessments, performance task assessments, exit tickets (etc., other formative assessment data), Exact Path, and AR.

Evidence Level
Level 1: Strong: Build a committed staff and provide professional development
Level 2: Moderate: Professional Learning Communities

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: There is a concern overall with consistent usage of instructional materials, differentiation/intervention groups, and learning intentions and success criteria. **Critical Root Cause**: There is a need for continued improvement in differentiated and intervention groups in the classroom to ensure high-quality instruction. There is inconsistency in Tier 1 instruction and small grouping within each of the grade levels. There is a need at the grade levels to define the small group/intervention time in the classroom explicitly There is a need to ensure all teachers understand the full intent of each standard.

Inquiry Area 3: Connectedness

SMART Goal 1: The team has chosen to focus on one Connectedness goal and to change the goal's focus due to the success of last year's student attendance goal.
To decrease the percentage of students who say bullying is a problem at this school from 31.18% (2025) to 25% (2026), as documented in the CCSD Winter survey to students. Students will be able to apply the conflict/resolution skills taught in counselor lessons and reinforced by school staff while on campus.

Formative Measures: Improve community relationships
Improve student-to-student relationships
Improve staff morale
Continue to improve communication with parents
Improve staff knowledge of conflict/resolution strategies taught to students
Use of the SEL program and checks for regular use within classrooms.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Provide families with regular communication regarding student attendance and recognition efforts.
To provide families with regular communication regarding student attendance, SEL, and recognition efforts (2024-25)
To provide teachers with resources to impact students' SEL.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monthly staff appreciation efforts Monthly recognition of teacher efforts	principal, assistant principal, counselor,	Weekly review of use and observation of SEL lessons.
2	Continue to celebrate staff- increase acknowledgment of what is being done to improve student success, social/emotional growth, and attendance.	administration, counselor	monthly
3	Continue to celebrate students with spirit days/incentives so that students can be at school and work toward their goals.	administration, strategist team, counselor	monthly spirit days
4	Use of a social-emotional program to impact student feelings of belonging.	administration, counselor	weekly
5	Staff should communicate with families regularly and include specific suggestions on things families can do at home to support their students, and also to receive feedback.	administration, teachers	minimum of 1x a week

Reviews

Status Check		EOY Reflection
Oct	Feb	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline			
6	Increase the volunteers to assist staff, including community members and parent volunteers, to have a diverse volunteer population.	administration, teachers	ongoing	No review	No review	
7	Bi-monthly parent events on campus to assist with building community engagement on campus	administration, strategist team	bi-monthly			
8	SEL topics on the Gehring News Network (GNN) for students All students are to watch GNN each day and actively participate in GNN activities.	admin, computer strategist. counselor, teachers	daily			

Position Responsible: administration

Resources Needed: Cadre meeting minutes
Staff surveys
Incentives to promote attendance and being kind
PTA agendas/minutes
SOT agendas/minutes
Family surveys for input/feedback
Treats for staff appreciation efforts

Evidence Level
Level 1: Strong: Parent communication

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Students- There is a concern with a high number of students' social-emotional needs not being met. Parents- There is a continued need for continuous communication with families, as well as wanting additional school/family events throughout the school year. Staff- Teachers and staff continue to feel stressed by the demands of the profession. **Critical Root Cause**: Students and staff need social-emotional education to deal with stress and their emotions. Our differentiated/intervention group (CTT) time continues to be disrupted by staff absences and covering classes without substitutes. Staff have not consistently used SEL with their students. Time is not built into the schedule for SEL. There is no SEL program for the school to use with fidelity.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The Gehring leadership cadre (9 staff members) and the School Organization team meet monthly to review data and apply it to the SIP.

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

The Gehring leadership cadre meets monthly to review data, and their insight was sought to revise goals and apply strategies. Families are invited to our monthly SOT meetings, where the SIP is discussed a minimum of three times per year; it is an agenda item, and progress and the goals are reviewed and voted upon by the SOT.

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

The plan is posted on the school website.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$5,288,611.23	salaries, professional development, extra-duty pay, supplies, SEL program purchase, classroom supplies, CTTs, program purchases: PLTW subscription, MSA subscription, Garden Farms subscription, VR subscription, AR subscription, website subscription.	all goals, goal 2
At-Risk Weighted Allocation	$27,395.24	salaries for licensed staff, CTTs	all goals
EL Weighted Allocation	$270,199.66	Imagine Learning licenses, salaries for licensed staff, CTTs	goal 1a & 1b, goal 3
General Carry Forward	$884,945.78	Class size reduction salaries	all goals
At-Risk Weighted Carry Forward	$68,311.59	salaries for licensed staff, CTTs	all goals
EL Weighted Carry Forward	$87,278.80	salaries for licensed staff, CTTs	all goals
Title IA	$ n/a	n/a We are not a Title I school	

School Continuous Improvement (CI) Team

Team Role	Name	Position
participant	Joslyn Calaway	licensed staff
participant	Amanda Massy	licensed staff / parent
participant	Deena Horner	licensed staff
participant	Lisa Ito	licensed staff
participant	Kathleen Bravin	licensed staff
participant	Meporne Chancey	licensed staff
participant	Laura Mattie	licensed staff
participant	Natasha Yazdani	licensed staff
participant	Sonia Azizian	parent / SOT
participant	Kerry Penn	support staff / SOT
participant	Jose Loya	Community Member / SOT
participant	Nicholas Clements	parent / SOT
participant	Maya Elliott	parent / SOT
participant	Jamie Petersen	SOT Vice-Chair / licensed staff
participant	Kimberly Anderson	SOT Chair / licensed staff
co-lead	Erin Erdman	Assistant Principal
Lead	Sarah Robinson	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT meeting	May 21, 2025	The SOT met to review Act 3 and agree on Act 1 of the SIP. While not all goals were reached, it was agreed upon that we will maintain the same SIP goals for the 2025-26 school year.