Clark County School District

Gehring, Roger D. ES Academy of Science and Technology

2025-2026 Status Checks with Notes

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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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	Reviews
Improvement Strategy 1: Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs. **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	**Oct:** In progress **October Lessons Learned** Weekly grade level planning meetings and PLCs are off to a good start. Grade levels meet weekly to plan and discuss instruction. Lesson plans are reviewed by administration and feedback is provided. Grade levels are engaging in the Teaching and Learning Cycle to plan, review/analyze, and respond to student needs for both Tier I and Tier II instruction using Envisions and Engage NY. Classroom walk throughs, to this point, indicate Tier I instructional materials are being used 100% of the time. Data from fall MAP assessment and beginning of the year benchmark assessments is utilized to determine Tier II support within the classroom and additional pull-out, small group instruction with CTTs. Problem-based learning (PBL) continues to be an area of improvement within math for most grade levels. Based on Fall MAP assessment, 76% of students are scoring at or above the 61st percentile and 24% are scoring below the 61st percentile. **October Next Steps/Need** Within the next status check period, we will continue to monitor the use of Tier I instructional materials through classroom walkthroughs and revise Tier II instruction with on-going data collection. We will also investigate further why 56% of the time Student Engagement is marked as N/A as indicated on classroom walkthroughs. Also, we will continue to improve our PBL process and development through attending the cohort professional development and collaboration in planning meetings and PLCs. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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	Reviews
Improvement Strategy 1: Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs. **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	**Oct:** In progress **October Lessons Learned** Weekly grade level planning meetings and PLCs are off to a good start. Grade levels meet weekly to plan and discuss instruction. Lesson plans are reviewed by administration and feedback is provided. Grade levels are engaging in the Teaching and Learning Cycle to plan, review/analyze, and respond to student needs for both Tier I and Tier II instruction using HMH, novel sets, and ReadyGen materials. Classroom walk throughs, to this point, indicate Tier I instructional materials are being used 100% of the time. Data from fall MAP assessment and beginning of the year benchmark assessments is utilized to determine Tier II support within the classroom and additional pull-out, small group instruction with CTTs using Core 95 materials and HMH. Students performing in the 10th%ile and below for ELA receive additional Tier III support from RBG3 and learning strategist. Fall MAP data indicates 74% of students are performing at or above the 61st percentile and 26% are performing below the 61st. **October Next Steps/Need** Within the next status check period, we will continue to monitor the use of Tier I instructional materials through classroom walkthroughs and revise Tier II instruction and groups with on-going data collection. We will also investigate further why 56% of the time Student Engagement is marked as N/A as indicated on classroom walkthroughs. Also, we will continue to improve our PBL process and development through attending the cohort professional development and collaboration in planning meetings and PLCs. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 1: Student Success

SMART Goal 3: Decrease student proficiency gap in Mathematics & English Language Arts between the English Learners and English Proficient students from 56.4% (math) and 55.4% (ELA) percentage points in 24-25 to 46.4% (math) and 45.4% (ELA) percentage points by the spring of 26, as measured by MAP formative assessment.

Increase the percentage of English Learners proficient in Language Acquisition from 41% in 2025 to 51% by 2026, as measured by the WIDA Assessment.

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. **Position Responsible:** Administration (Sarah Robinson and Erin Erdman) **Resources Needed:** Tier I Monitoring tool, Summit K-12, Imagine Learning (blended learning program), CTTs. **Evidence Level** Level 2: Moderate: Summit K-12 Level 3: Promising: Tier I Monitoring tool, Imagine Learning (blended learning program), CTTs.	**Oct:** In progress **October Lessons Learned** Grade levels are engaging in the Teaching and Learning Cycle to plan, review/analyze, and respond to student needs for both Tier I and Tier II instruction. Classroom walk throughs, to this point, indicate Tier I instructional materials are being used 100% of the time. Fall MAP data indicates that 45% of ELs are performing at or above the 61%ile in both reading and math. WIDA screener assessment has been given and students identified as candiates for Imagine Learning are beginning to use the program. Summit K-12 laccess was recently provided to administration and learning strategist. **October Next Steps/Need** Administration and learning strategist provided professional development on research-based best practices to support ELs such as scaffolding, use of sentence stems, and alternate assessment measures. Within the next status check, we will monitor the effectiveness of these strategies and provide on-going support. Learning strategiest will provide weekly updates to administration and teachers on student use and progress of Imagine Learning. Now that we have access to Summit K-12, learning strategist and administration will provide teachers with additional resources within the program to furhter support ELs with proficiency and achievement. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL). **Position Responsible:** Administration **Resources Needed:** Summit K-12 **Evidence Level** Level 2: Moderate: Summit K-12 Level 3: Promising: Research-based scaffolding strategies	**Oct:** In progress **October Lessons Learned** Grade levels are engaging in the Teaching and Learning Cycle to plan, review/analyze, and respond to student needs for both Tier I and Tier II instruction. Classroom walk throughs, to this point, indicate Tier I instructional materials are being used 100% of the time. Fall MAP data indicates that 45% of ELs are performing at or above the 61%ile in both reading and math. WIDA screener assessment has been given and students identified as candiates for Imagine Learning are beginning to use the program. Summit K-12 laccess was recently provided to administration and learning strategist. **October Next Steps/Need** Administration and learning strategist provided professional development on research-based best practices to support ELs such as scaffolding, use of sentence stems, and alternate assessment measures. Within the next status check, we will monitor the effectiveness of these strategies and provide on-going support. Learning strategiest will provide weekly updates to administration and teachers on student use and progress of Imagine Learning. Now that we have access to Summit K-12, learning strategist and administration will provide teachers with additional resources within the program to furhter support ELs with proficiency and achievement. **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: 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	Reviews
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. **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	**Oct:** In progress **October Lessons Learned** Data from classroom walkthroughs indicate that learning intentions are aligned to the standard and the success criteria is alinged to the learning intention 100% of the time. All lesson plans, with the exception of science, include appropriate learning intentions and success criteria aligned to the standard. In PLCs teachers are discussing instructional practices, using data from formative and summative assessments, and reflective practices to continuously and effectively plan for Tier I and Tier II instruction aligned to the standards. **October Next Steps/Need** While walk-through data indicates learning intentions are aligned to the standard and the success criteria is aligned to the learning intention 100% of the time, teachers and students are interacting with the learning intention and success criteria 90% of the time. Data from walk-throughs will be shared with staff at staff and grade level meetings as well as PLCs to discuss how we can improve student interaction with learning intentions and success criteria. **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: 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	Reviews
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. **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	**Oct:** In progress **October Lessons Learned** The Character Strong SEL program purchased by our school is off to a strong start. Staff are supporting the program and showing daily lessons within their classroom. The school counselor is following up with teachers and offering additional support and professional development with monthly character traits. Families receive montly SEL information in newsletters which tie directly to our montly character trait focus. Panorama surveys are being conducted at this time. Students are also engaging in daily wellness checks where they can privately indicate their feelings and if additional support from the counselor is needed. Students who have 3 or more consequtive absences are contacted by the classroom teacher for a student check-in. Students who have 6 or more absences are required to meet with the MTSS team. **October Next Steps/Need** We will continue to provide daily SEL lessons through Character Strong and utilize common language from lessons across school campus. One to two students are recognized monthly by the school counselor and as selected by their teacher as the "Gecko of the Month" for demonstrating behavior aligned to monthly character trait focus. Once we have the data from the Panorama survery, we will further analyze, plan, and respond to student responses on the survey with a priority focus on reducing the number of students who feel bullying is a problem at school. We need to improve in teacher contact after 3 consecutive absences. At this time, the MTSS team has had one parent confernce which has lead to improved student attendance. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**