

Clark County School District

Goldfarb, Daniel ES

2025-2026 Status Checks with Notes



Mission Statement

Goldfarb's mission is to inspire all Jr. Wildcats to meet high expectations through relationships, collaboration, and honor.

Vision

Goldfarb's diverse community strives to support all learners in reaching their full potential.

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/dan_goldfarb_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of all students scoring above the 40th percentile in Reading from 61%(Spring 2025) to 64% in (Winter 2025) to 66% (Spring 2026) as measured by MAP Growth.

Formative Measures: MAP Growth Assessment

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Implement a consistent curriculum for the third year in a row, use Kagan structures and collaborative discourse structures to increase student engagement, expose students to higher DOK level tasks, use anchor charts, Accountable Talk, and graphic organizers to support instruction, and conduct small group differentiated instruction.</p> <p>Position Responsible: School Administrators</p> <p>Resources Needed: Learning Strategists will engage in effective coaching cycle and schedule observations and model lessons Hire licensed CTT to assist with Acceleration Support teachers to create and manage small groups instructions Unwrapping standards format using the CCSD Clarity Guide Data review format- use format to review data after unwrapping standard and conducting an assessment Consistent RTI system using schoolwide flowchart Funds for after-school tutoring</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 4.1, 4.2</p> <p>Evidence Level Level 1: Strong: 95 Core Phonics (1) Level 2: Moderate: Build a committed staff and provide professional development (1); EnVision Math 2020 Level 3; Exact Path (2). Level 3: Promising: Build a committed staff and provide professional development (1); EnVision Math 2020 Level 3; Exact Path (2).</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned 56% of K-5th grade students scored above the 40th percentile in MAP Growth ELA. Tier 1 instruction expectations are recomunicated and monitored through classroom walkthroughs and Tier 1 Monitoring Tool. Grade Level Teams utilize the CCSD pacing guides aligned with HMH curriculum and PLC guiding questions to plan for instruction. Teachers ensure that standards are taught during academic year by ensuring academic discourse is occurring, using Accountable Talk, Kagan structures, and strategies such as RACES, anchor charts, graphic organizers, collaborative discourse structures that engage ALL students. Small group instruction expectations were communicated. Small-group instruction is now implemented in majority of classes. Acceleration started last September 8 to provide small group differentiated and targeted instruction to students at their instructional level. Administration and strategists utilize the Coaching/Observations tracker and Collaborative Coaching Plan.</p> <p>October Next Steps/Need Next Steps: Administrators will provide feedback targeting task analysis if they are aligned to standard and highly</p>

rigorous.
Grade level teams will ensure to discuss the rigor of tasks assigned to students during PLCs.
Need: Coaching Observations Tracker/Collaborative Coaching Plan, Kagan, Accountable Talk, RACES posters

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: Increase the percentage of English Learners proficient in ELA from 40.7% in 2025 to 45.7% by 2026 as measured by SBAC ELA.
 Increase the percentage of English Learners proficient in Language from 55.3% in 2025 to 60.3% by 2026 as measured by WIDA.
 Increase the percentage of English Learners proficient in Math from 33.3% in 2025 to 33.8% by 2026 as measured by SBAC Math.

Formative Measures: Summit K12
 MAP projected proficiency data
 Grades and/or classroom assessments

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Implement HMH Into Reading K-5 (4) for Tier 1 instruction and 95 Phonics Core Program (1) for Tier II instruction.</p> <p>Position Responsible: School leadership team, learning strategist, teachers.</p> <p>Resources Needed: HMH, 95 Phonics Core programs, Extra Duty Pay</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 1: Strong: 95 Core Phonics Level 4: Demonstrate Rationale: HMH</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned 46.5% of K-5th grade ELL students scored above the 40th percentile in MAP Growth ELA. Tier 1 instruction expectations are recommunicated and monitored through classroom walkthroughs and Tier 1 Monitoring Tool. Grade Level Teams utilize the CCSD pacing guides aligned with HMH curriculum and PLC guiding questions to plan for instruction. Teachers ensure that standards are taught during academic year by ensuring academic discourse is occurring, using Accountable Talk, Kagan structures, and strategies such as RACES, anchor charts, graphic organizers, collaborative discourse structures that engage ALL students. Small group instruction expectations were communicated. Small-group instruction is now implemented in majority of classes. Acceleration using CORE 95 started last September 8 to provide small group differentiated and targeted instruction to students at their instructional level. Administration and strategists utilize the Coaching/Observations tracker and Collaborative Coaching Plan.</p> <p>October Next Steps/Need Next Steps: Administrators will provide feedback targeting task analysis if they are aligned to standard and highly rigorous. Grade level teams will ensure to discuss the rigor of tasks</p>

assigned to students during PLCs.
Need: Coaching Observations Tracker/Collaborative Coaching Plan, Kagan, Accountable Talk, RACES posters

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: By the end of the school year 2026, all grade level teams will collaborate during Professional Learning Community using the Goldfarb ES PLC Protocol of unwrapping standards , designing assessments, analyzing data, and determining next action steps for 5 "hard to teach, hard to learn" ELA standards.

Formative Measures: PLC Observation Tool

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Provide teachers with a PLC meeting structure and support in order to unwrap standards while using various data to improve instruction.</p> <p>Position Responsible: Principal</p> <p>Resources Needed: Time allocated for Professional Learning on PLC and Tier 1 expectations Weekly PLC meeting Prep Buyout Teacher Clarity Guide HMH Teacher Edition Data from various measures such as MAP Growth, common formative assessment, Fastbridge, and PSI Minutes collected from all PLCs and meetings Support, substitutes and creative scheduling as needed</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: Analyze data in PLCs (3); MAP Growth Assessments (2); Progress Monitoring (2) Level 3: Promising: Analyze data in PLCs (3); MAP Growth Assessments (2); Progress Monitoring (2)</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned -Grade level teams identified their 5 "hard to teach, hard to learn" ELA standards. - Administrators and learning strategists utilize participate during the PLC process. The principal will provide feedback on the PLC implementation during leadership meetings. - All grade level teams have engaged in referencing the teacher clarity guide, designing assessments, discussing framework of initial planning, analyzing pretest, collaborating on instructional delivery, and analyzing post assessment and responding to instruction.</p> <p>October Next Steps/Need Next Steps: Grade Level Teams will continue to engage in a cycle of unwrapping standards, reviewing data, and adjusting instruction of their "hard to teach, hard to learn" Math standards. The Principal will continue to utilize the PLC Observation Tool to provide feedback on the implementation of PLC. Need: - Goldfarb ES PLC Template - Teacher Clarity Guide - Annotated Lesson Plans - Prep Buyout</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: Professional learning will be delivered to all teachers on LETRS by the end of the 25-26 school year. Teachers will provide ELL students with access to standards-based instruction as well as targeted instruction aimed at increasing proficiency in ELA and math, as measured by PLC observations and attendance.

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Implement HMH into reading K-5 (4), Professional Learning Communities (PLC) (2)LETRS (Language Essentials for Teachers of Reading and Spelling)(3)</p> <p>Position Responsible: Administration, grade-level leads, and learning strategists, teachers</p> <p>Resources Needed: LETRS, PLC, Prep Buyout</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: PLC Level 3: Promising: LETRS Level 4: Demonstrate Rationale: HMH</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <ul style="list-style-type: none"> - All of our teachers participate in LETRS and Tier 1 training. Two teachers are still in Year 1 with LETRS while the remaining teachers are in year 2. -Grade level teams identified their 5 "hard to teach, hard to learn" ELA standards. - Administrators and learning strategists utilize participate during the PLC process. The principal will provide feedback on the PLC implementation during leadership meetings. - All grade level teams have engaged in referencing the teacher clarity guide, designing assessments, discussing framework of initial planning, analyzing pretest, collaborating on instructional delivery, and analyzing post assessment and responding to instruction. <p>October Next Steps/Need</p> <p>Next Steps: Grade Level Teams will continue to engage in a cycle of unwrapping standards, reviewing data, and adjusting instruction of their "hard to teach, hard to learn" Math standards.</p> <p>The Principal will continue to utilize the PLC Observation Tool to provide feedback on the implementation of PLC.</p> <p>Need:</p> <ul style="list-style-type: none"> - Goldfarb ES PLC Template - Teacher Clarity Guide - Annotated Lesson Plans - Prep Buyout <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of students who are chronically absent from 20% in the school year 2024- 2025 to 15% in the school year 2025-2026.

Formative Measures: Attendance

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Establish a schoolwide system including attendance, behavior, and acknowledgement matrices to motivate students to come to school regularly.</p> <p>Position Responsible: MTSS Team</p> <p>Resources Needed: Calendar of House Rallies, House celebrations, counselor's monthly lessons ROAR (Respect Overcome Achieve Radiate) building lessons to conduct with class Professional development Sharing of strategies and ideas of what staff are already doing Attendance Contracts, Attendance Boards, Attendance Incentives</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned House System was launched schoolwide. Attendance, behavior and acknowledgement matrices are being followed schoolwide. Administrators conducted a family meeting during Meet and Greet to discuss attendance, behavior, and student achievement. Required parent conferences are ongoing with parents whose children have incurred 5 absences or more to identify needed supports and create an attendance contract. Administration and wrap-around services conducted home visits. Students track their attendance in their ROAR Leadership notebook. Monthly perfect attendance and Random Attendance Day are done for the first month. Counselor started the small-group instruction targeting attendance. PAWS Program, mentorship with students was launched. Teachers use ClassDojo to communicate with parents</p> <p>October Next Steps/Need Next Steps: Continue with the attendance awards, attendance tracking, home visits, small -group instruction, and parent conferences Need: Goldie Golds, ROAR Leadership Notebooks, Materials for the attendance parties, Mentors for students, ClassDojo</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>