Clark County School District

Bryan, Roger M. ES

2025-2026 School Improvement Plan

Classification: 3 Star School

Title I



Mission Statement

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

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/roger_m._bryan_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Roger Bryan ES students showed measurable academic progress on the Spring 2025 MAP assessments, with a 17% increase in math performance and a 6% gain in reading.

Student Success Areas for Growth

Despite gains in overall student achievement, Roger Bryan ES experienced a decline in English Language Arts (ELA) proficiency, dropping from 52% in 2023–2024 to 50% in 2024–2025 on the SBAC. Additionally, performance among our WIDA subgroup decreased significantly, from 32% to 20% proficiency, signaling a need for targeted support.

As a result, we are prioritizing focused and data-driven efforts to improve ELA instruction and accelerate growth for our multilingual learners.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Language Learners and WIDA students at our school continue to demonstrate below-average performance on the SBAC assessment, particularly in the areas of English Language Arts (ELA). This persistent achievement gap is largely attributed to language barriers that hinder ELL students from fully accessing grade-level content, despite their cognitive potential.	Students will be provided language-rich scaffolded supports in all tiers of instruction and small groups.

Student Group	Challenge	Solution
Foster/Homeless	Foster and homeless students at our school are performing below average on the SBAC assessment in both English Language Arts and Mathematics. This performance gap is influenced by factors such as frequent school transitions, inconsistent access to academic resources, and the emotional and psychological impacts of housing instability and trauma. These barriers often result in interrupted learning and limited engagement with rigorous, grade-level instruction. Without consistent academic support, social-emotional interventions, and stability in educational placement, foster and homeless students face significant challenges in meeting proficiency standards and reaching their full academic potential.	We will ensure foster and homeless students are intentionally represented in our Student CTT groups to support data-driven decision-making and targeted instruction. Our school counselor and social worker will collaborate to implement comprehensive wraparound services aimed at improving student attendance and engagement. In addition, they will deliver evidence-based programs specifically designed to support the academic, social, and emotional needs of at-risk youth, helping to remove barriers to learning and promote long-term success.
Free and Reduced Lunch	This subgroup often faces economic hardships that can negatively impact academic performance, including limited access to learning resources, reduced enrichment opportunities outside of school, and increased stress levels at home. These factors may contribute to lower engagement, inconsistent attendance, and difficulty in mastering grade-level content. Addressing these opportunity gaps through equitable instructional practices, academic interventions, and family outreach is critical to improving outcomes for FRL students and ensuring they are supported both academically and socioemotionally.	To address the academic challenges faced by our Free and Reduced Lunch student population, we will ensure these students are purposefully represented in our CTT groups. This will allow for focused data analysis, strategic planning, and targeted instructional practices that address their specific learning needs. Through collaboration among teachers, support staff, and intervention specialists, we will implement evidence-based interventions, monitor academic progress closely, and provide differentiated supports. In addition, we will strengthen communication with families and connect students to school-based resources that promote stability, engagement, and overall academic success.
Migrant/Title1-C Eligible		

Student Group	Challenge	Solution
Racial/Ethnic Minorities	This performance gap reflects systemic inequities that may include culturally unresponsive instruction, implicit bias, and uneven access to rigorous academic opportunities. In some cases, language diversity, lack of representation in curriculum materials, and limited access to enrichment programs may also contribute to lower achievement levels. Without intentional efforts to create an inclusive, supportive, and academically challenging environment, these students remain at risk of underperforming and disengaging from school.	To address the achievement gap among our racial and ethnic minority students, we will ensure these students are intentionally represented in both our Certified Temporary Tutoring groups and after-school tutoring programs. Through targeted data analysis and collaboration among educators, we will identify students in need of academic support and provide them with personalized, standards-aligned instruction. These support systems will focus on closing learning gaps, reinforcing grade-level content, and promoting confidence in core academic areas. Additionally, culturally responsive teaching practices and relationship-building strategies will be embedded into all interventions to foster a sense of belonging and increase student engagement. We will ensure these students are represented in our student CTT groups.
Students with IEPs	This persistent achievement gap may be influenced by a range of factors, including challenges with accessing grade-level curriculum, limited differentiated instruction, and inconsistent implementation of accommodations and modifications. In some cases, instructional strategies may not fully align with students' specific learning needs or IEP goals. Without targeted academic support, inclusive practices, and collaboration between general and special education staff, students with IEPs may struggle to make adequate academic progress and demonstrate growth on standardized assessments.	We will ensure students with IEPs are intentionally represented in our CTT groups to support data-driven decision-making, progress monitoring, and instructional planning aligned with their individualized goals. To promote access to grade-level curriculum, we will expand co-teaching opportunities in the least restrictive environment, fostering collaboration between general and special education teachers. This model will ensure that students receive high-quality instruction along with the appropriate accommodations and modifications necessary to meet their unique learning needs and succeed academically.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Overall proficiency rates on the 2024-2025 SBAC ELA assessment fell below 50%, with only approximately 10% of students in the WIDA (English Learner) subgroup meeting proficiency. These outcomes highlight significant gaps in literacy achievement across student groups.

Critical Root Cause: While reading instruction was delivered schoolwide, it lacked the necessary differentiation, scaffolding, and alignment to the varied needs of learners, particularly English language learners. The implementation of the new ELA curriculum posed challenges for instructional consistency and rigor across grade levels. Additionally, there was a lack of opportunities for students to engage in high-level academic discourse and deep meaning-making with content, limiting their ability to develop the critical thinking and language skills required for proficiency.

Inquiry Area 1: Student Success

SMART Goal 1: By May 2026, Roger Bryan Elementary School will increase overall proficiency on the ELA SBAC assessment from below 50% to 52% and improve outcomes for English Learners across academic and language assessments. The school will increase English Learner proficiency on the ELA SBAC and Math SBAC assessments and raise WIDA ACCESS proficiency from 9% to 20% on the 2025-2026 summative assessments.

This will be achieved through high-quality Tier 1 instruction integrating designated and integrated ELD, targeted Tier 2 interventions, and language-rich instructional practices aligned to students' language proficiency levels. Progress will be monitored through PLCs, instructional rounds, and analysis of formative, interim, and summative data to ensure fidelity and timely instructional adjustments.

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	In progress	

Improvement Strategy 1: With lower student outcomes in overall proficiency on the 2024-2025 SBAC ELA assessment, the data indicate a need to address these student learning concerns. We will implement a schoolwide, data-driven system of differentiated and language-rich instruction across Tier 1 & 2 settings, with an emphasis on supporting English Learners through intentional scaffolding, academic discourse, and consistent instructional planning.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	With lower student outcomes in overall proficiency on the 2024-2025 SBAC ELA assessment, the data indicates a need to address these student learning concerns. We will implement instructional rounds with a clear focus on practice developed around exceptional instruction, engaging students in productive discourse, and encouraging them to struggle with a focus on DOK 3 & 4 questions. Administration and teacher teams will collaborate and calibrate with teachers in debriefing sessions to help clarify any misconceptions and develop instructional strategies to continue to improve overall Tier 1 instruction.	Administration/ strategists/ teachers	August 2025 - May 2026
2	Collaboratively plan in PLCs to design Tier 1 and Tier 2 lessons that integrate scaffolds such as visuals, sentence frames, structured discussions, and vocabulary supports and use the new ELA curriculum (HMH) with fidelity, adapting materials as needed to support ELs and below-grade-level readers.	Administration/ strategists/ teachers	August 2025 - May 2026
3	Provide PD to support the implementation of scaffolding and differentiation within HMH and ELA instruction.	Administration/ strategists/ teachers	August 2025 - May 2026

Position Responsible: Administration

Resources Needed: Funding, PD in Differentiation and Scaffolding strategies, HMH Into Reading materials, RB3 strategist (RB3 Grant), Class size reduction teachers for Kindergarten, 3rd grade, and 5th grade. (Title I).

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: Instructional Rounds focused on ELA
Level 2: Moderate: HMH Into Reading
Level 3: Promising: PLC data meetings

Problem Statements/Critical Root Cause: Student Success 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

During the Spring 2025 MAP assessment cycle, Roger Bryan ES demonstrated measurable academic growth, with a 17% increase in math proficiency and a 6% increase in reading

proficiency. These gains suggest a positive trend in student achievement, supported by targeted instructional strategies and the implementation of core academic programs.

In addition to academic outcomes, chronic absenteeism decreased from 36% to 21%, reflecting successful efforts to engage families, improve student wellness, and promote consistent attendance.

Behavioral data also showed improvement, with a reduction in office discipline referrals, influenced by our implementation of PBIS strategies and a focus on school-wide expectations.

System Inputs that contributed to these outcomes include:

- Instructional Supports: Continued development of high-quality Tier 1 instruction through professional development in math, literacy, and small-group interventions.
- Curriculum & Programs: The full implementation of HMH for ELA and Envisions Math, along with Amplify Science, ensured standards alignment and enhanced student engagement.
- Resources & Staffing: Strategic deployment of academic interventionists and use of funds to purchase supplemental materials supported differentiated instruction.

Adult Learning Culture Areas for Growth

The overall English Language Arts (ELA) proficiency rate on the 2024–2025 SBAC assessment was below both district/state averages and showed a decrease from the previous year's rate of 51%, indicating a need for focused instructional improvement and targeted student support.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Language Learners are not making sufficient academic progress, limiting their ability to close proficiency gaps in core content areas. Although these students may receive targeted support, the instruction often lacks the necessary integration of language development strategies, scaffolding, and culturally responsive practices needed to accelerate learning. Inconsistent implementation, limited progress monitoring, and a lack of differentiation based on language proficiency levels further hinder the learning.	To accelerate academic growth for English Language Learners, Tier 2 and small group instruction will be intentionally planned to include language-rich, scaffolded supports tailored to students' English proficiency levels. Teachers will collaborate during planning time to embed vocabulary development, sentence frames, visual supports, and structured opportunities for academic discourse into all intervention lessons. These supports will ensure that ELLs can access and engage with grade-level content while continuing to develop their English language skills. Progress monitoring tools will be used to regularly assess student growth and adjust instruction accordingly, ensuring interventions remain responsive and effective.
Foster/Homeless	Due to frequent school transitions, inconsistent attendance, and the emotional impacts of housing instability, these students often miss critical instructional time and targeted interventions. Additionally, Tier 2 supports may not be consistently aligned with their unique learning needs or delivered with the consistency required to foster academic growth. Without a structured and responsive approach to Tier 2 planning and implementation, these students remain at risk of falling further behind.	To better support foster and homeless students, Tier 2 instruction will be intentionally planned during Professional Learning Communities with a focus on meeting the specific academic and social-emotional needs of this subgroup. Teachers will use data to identify gaps in learning, develop targeted instructional strategies, and coordinate support across content areas. Instructional planning will include flexible groupings, trauma-informed practices, and strategies to ensure continuity of learning despite attendance disruptions. By embedding this planning into regular PLC cycles, staff will create a more consistent and responsive Tier 2 system that supports academic growth and overall student well-being.

Student Group	Challenge	Solution
Free and Reduced Lunch	Economic challenges can result in limited access to academic resources, inconsistent attendance, and increased social-emotional stress—all of which impact learning and engagement. Tier 2 supports are not always consistently differentiated or aligned with the specific needs of FRL students, which diminishes the effectiveness of interventions. Without a more intentional approach to planning and delivering targeted instruction, these students remain at risk for continued underperformance.	To better meet the needs of students in the Free and Reduced Lunch population, Tier 2 instruction will be strategically planned during Professional Learning Communities using data-informed decision-making. Educators will identify at-risk students, analyze assessment data, and collaboratively design targeted interventions that address academic gaps while integrating supports for social-emotional well-being. Instructional planning will include scaffolded strategies, progress monitoring tools, and built-in opportunities for re-teaching and skill reinforcement. Embedding this work into PLCs will ensure a consistent, equitable, and responsive approach that supports accelerated growth for FRL students.
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	Racial and ethnic minority student groups are not demonstrating adequate progress during Tier 2 instruction, contributing to ongoing disparities in academic achievement. Contributing factors may include cultural disconnects in instructional materials, inconsistent use of data to drive targeted support, and a lack of culturally responsive practices within intervention settings. Without planning and differentiated supports, Tier 2 instruction often fails to address both the academic and cultural needs of these students, limiting their opportunities for meaningful growth.	To close achievement gaps and better support racial and ethnic minority students, Tier 2 instruction will be intentionally planned and refined during Professional Learning Communities (PLCs). Educators will use disaggregated data to identify specific areas of need and collaboratively design interventions that are culturally responsive, academically rigorous, and aligned to grade-level standards. Planning will include scaffolded supports, relevant learning materials, and strategies that affirm students' cultural identities while addressing skill gaps. By embedding this planning into PLCs, the school will ensure Tier 2 instruction is equitable, targeted, and responsive to the diverse needs of all learners.

Student Group	Challenge	Solution
Students with IEPs	Students with IEPs are not making adequate academic progress during Tier 2 instruction, contributing to continued gaps in proficiency and growth. In many cases, Tier 2 interventions are not fully aligned with students' IEP goals or accommodations, and instruction may lack the differentiation and scaffolding necessary to meet their unique learning needs. Limited collaboration between general and special education staff during intervention planning can result in inconsistencies in instructional delivery, reducing the overall effectiveness of support.	To improve outcomes for students with IEPs, Tier 2 instruction will be collaboratively planned during Professional Learning Communities with intentional input from both general and special education staff. Teams will analyze IEP goals alongside academic data to design targeted interventions that incorporate appropriate accommodations, modifications, and scaffolded strategies. Planning will ensure instruction is delivered in alignment with students' learning profiles and within the least restrictive environment whenever possible. This collaborative approach will foster consistency, personalization, and accountability, helping students with IEPs make meaningful progress toward grade-level standards and individual goals.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers require additional support and professional development to effectively plan and implement differentiated instruction, targeted interventions, and scaffolding strategies within Tier 2 instructional blocks. Without consistent structures and planning tools, it is challenging to meet the diverse academic needs of all learners.
Critical Root Cause: Students present a broad spectrum of academic readiness levels, with some requiring intensive support to address foundational skill gaps and others needing enrichment beyond grade-level standards. Teachers need structured time, resources, and collaboration opportunities to design instruction that bridges learning gaps while also challenging advanced learners.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, our goal is to increase the percentage of students scoring at or above the 61st percentile on the MAP assessment from 40% to 50%. To achieve this, we will focus on strengthening differentiation and scaffolding strategies within Tier 2 instruction to meet the diverse needs of all learners. This will be supported through targeted professional development, collaborative planning during PLCs, and ongoing instructional coaching. Teachers will design and deliver lessons that incorporate flexible grouping, academic discourse, and scaffolded tasks aligned to student readiness levels. Progress will be monitored through instructional rounds focused on tier 2 instruction, PLC notes, along with formative assessments and MAP data, to ensure consistent implementation and to guide instructional adjustments based on student needs.

Aligns with District Goal

Formative Measures: - MAP assessments

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

Improvement Strategy 1 Details

Improvement Strategy 1: Strengthen the effectiveness of Tier 2 instruction by equipping teachers with the tools, strategies, and support needed to deliver data-driven, differentiated small group instruction that targets specific skill gaps and accelerates student growth.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will utilize MAP data, classroom assessments, and formative checks to identify students in need of Tier 2 support and to tailor instruction based on individual skill gaps. They will group students flexibly according to ongoing data and adjust groupings as progress is monitored.	Admin/ Strategists/ Teachers	August 2025 - May 2026
2	We will dedicate PLC time to collaboratively plan Tier 2 lessons that include specific scaffolds, formative assessment strategies, and progress monitoring tools. We will use PLCs to reflect on student progress and adjust instructional practices in real time.	Admin/ Strategists/ Teachers	August 2025 - May 2026
3	The school will provide targeted PD on Tier 2 best practices, including scaffolding techniques, intervention planning, and strategies for supporting diverse learners, and ensure PD includes modeling, practice opportunities, and follow-up coaching cycles.	Admin/ Strategists/ Teachers	August 2025 - May 2026

Position Responsible: Admin/Strategists/Teachers

Resources Needed: - PD on differentiation and scaffolding strategies
- MAP data
- Time

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

Evidence Level
Level 1: Strong: Instructional Rounds
Level 2: Moderate: PLC
Level 3: Promising: PD

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	In progress	

Connectedness

Connectedness Areas of Strength

Roger Bryan ES reduced its chronic absenteeism rate from 36% to 21%, demonstrating meaningful progress in our ongoing efforts to strengthen student attendance and school connectedness.

Connectedness Areas for Growth

Roger Bryan ES will continue its efforts to reduce chronic absenteeism, to decrease the current rate by an additional 10% through targeted interventions, increased family engagement, and consistent attendance monitoring.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Many EL students face language barriers, transportation issues, and family circumstances that contribute to inconsistent attendance. In some cases, limited communication between home and school in families' primary language further hinders engagement and awareness of attendance expectations.	Ensure all school communication is consistently delivered in both English and Spanish to support equitable family engagement and understanding.
Foster/Homeless	Foster and homeless students at Roger Bryan Elementary School face significant barriers to consistent academic engagement, including limited or no access to reliable internet at home. These connectivity challenges contribute to inconsistent participation in digital learning, incomplete assignments, and difficulty accessing academic resources outside of school hours. Without stable access to technology, these students are at greater risk of falling behind academically and remaining disengaged from learning opportunities.	To address this, Roger Bryan ES will work to ensure that all foster and homeless students have access to school-provided hotspots or are connected with discounted internet services through available community partnerships. The school will coordinate with families and caregivers to identify connectivity needs and ensure timely distribution of devices and internet support.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students in the Free and Reduced Lunch (FRL) population at Roger Bryan Elementary School often face limited access to reliable internet and technology outside of school. This digital gap creates barriers to completing assignments, engaging in online learning platforms, and accessing supplemental academic resources at home. As a result, these students may experience interrupted learning, lower academic performance, and decreased engagement in school.	Ensure that all students have access to school-provided hotspots or discounted internet services, and offer paper-based or hard copy instructional materials as an alternative when technology access is unavailable.
Migrant/Title1-C Eligible	Migrant students at Roger Bryan Elementary School face elevated rates of chronic absenteeism due to frequent relocations, limited access to consistent healthcare and transportation, and challenges related to language and cultural barriers. These factors often make it difficult for families to maintain consistent school attendance and can lead to reduced academic progress and engagement.	The school will establish a safe and welcoming environment for open, respectful communication between teachers and migrant families. Bilingual staff will support these interactions to build trust and ensure parents feel comfortable discussing attendance challenges. This safe space will be supported through parent meetings, outreach by the school's counselor and social worker, and culturally sensitive practices that promote strong home-school partnerships and consistent attendance.
Racial/Ethnic Minorities	Racial and ethnic minority students at Roger Bryan Elementary School are disproportionately affected by chronic absenteeism, which negatively impacts academic achievement and long-term success. Contributing factors may include transportation challenges, inconsistent access to technology for remote learning, limited health or community support, and a lack of culturally responsive practices that foster strong school-to-home connections and student belonging.	All staff will engage in professional development to strengthen culturally responsive teaching practices that affirm student identities, build meaningful relationships, and increase student engagement. The school will also enhance bilingual family communication, particularly in English and Spanish, to strengthen trust, raise awareness about the importance of attendance, and identify and address barriers to regular school participation.
Students with IEPs	Students with IEPs at Roger Bryan Elementary School are disproportionately impacted by chronic absenteeism, which hinders both academic progress and the consistent implementation of their individualized supports and services. Contributing factors include health-related challenges, transportation issues, and a lack of accessible learning materials during absences, which can create additional barriers to engagement and learning continuity.	Special education and general education staff will collaborate to maintain consistent communication with families, ensuring that services and accommodations remain accessible. Staff will receive ongoing training focused on inclusive, flexible instructional strategies that foster strong relationships, increase engagement, and support regular attendance among students with disabilities.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Since 2020, Roger Bryan Elementary School has consistently experienced one of the highest chronic absenteeism rates in the Clark County School District (CCSD), indicating a critical need for targeted interventions and increased student engagement.
Critical Root Cause: Chronic absenteeism at Roger Bryan Elementary School is rooted in a lack of school-based resources to consistently incentivize and celebrate good attendance has limited our ability to promote positive attendance habits. In some cases, families are not fully aware of the academic impact of chronic absenteeism, and communication gaps have further contributed to disengagement.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 2025-2026 school year, Roger Bryan Elementary School will reduce its overall chronic absenteeism rate (excluding MDP, per NSPF guidelines) to 15% or lower by implementing a variety of school-wide strategies and attendance incentives, including targeted outreach, family engagement, and consistent progress monitoring.

Aligns with District Goal

Formative Measures: - Effective communication through the school website and Class Dojo
- Infinite Campus attendance records
- FOCUS Ed data

<table>
<tr><th colspan="2">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="2" rowspan="3">Improvement Strategy 1: Increase the use of school-wide incentives and increase parent resources on the importance of attending school regularly.

<table>
<tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr>
<tr><td>1</td><td>All teachers will contact families after a student's first absence to promote early intervention and maintain strong home-school communication. In addition, the administration will distribute regular communication to families highlighting the importance of daily attendance and its direct impact on student achievement.</td><td>Teachers/ Administration</td><td>August 2025 - May 2026</td></tr>
</table>
Position Responsible: Teachers/Administration
Resources Needed: Educational materials and incentive prizes.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Problem Statements/Critical Root Cause: Connectedness 1</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Oct</td><td>Feb</td><td>June</td></tr>
<tr><td>In progress</td><td>In progress</td><td></td></tr>
</table>

Priority Problem Statements

Problem Statement 1: Overall proficiency rates on the 2024-2025 SBAC ELA assessment fell below 50%, with only approximately 10% of students in the WIDA (English Learner) subgroup meeting proficiency. These outcomes highlight significant gaps in literacy achievement across student groups.

Critical Root Cause 1: While reading instruction was delivered schoolwide, it lacked the necessary differentiation, scaffolding, and alignment to the varied needs of learners, particularly English language learners. The implementation of the new ELA curriculum posed challenges for instructional consistency and rigor across grade levels. Additionally, there was a lack of opportunities for students to engage in high-level academic discourse and deep meaning-making with content, limiting their ability to develop the critical thinking and language skills required for proficiency.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers require additional support and professional development to effectively plan and implement differentiated instruction, targeted interventions, and scaffolding strategies within Tier 2 instructional blocks. Without consistent structures and planning tools, it is challenging to meet the diverse academic needs of all learners.

Critical Root Cause 2: Students present a broad spectrum of academic readiness levels, with some requiring intensive support to address foundational skill gaps and others needing enrichment beyond grade-level standards. Teachers need structured time, resources, and collaboration opportunities to design instruction that bridges learning gaps while also challenging advanced learners.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Since 2020, Roger Bryan Elementary School has consistently experienced one of the highest chronic absenteeism rates in the Clark County School District (CCSD), indicating a critical need for targeted interventions and increased student engagement.

Critical Root Cause 3: Chronic absenteeism at Roger Bryan Elementary School is rooted in a lack of school-based resources to consistently incentivize and celebrate good attendance has limited our ability to promote positive attendance habits. In some cases, families are not fully aware of the academic impact of chronic absenteeism, and communication gaps have further contributed to disengagement.

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)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Coaching Logs
- Lesson Plans
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Walk-through data

Connectedness

- Attendance
- Behavior
- Perception/survey data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Our school's approach to analyzing student data and achievement is a comprehensive process that involves students, staff members, the administrative team, the Continuous Improvement Plan (CIP) team, and community and parent stakeholders. We leverage the Response to Intervention (RTI) process, using weekly to monthly informal and formal formative assessments to quickly identify and support struggling learners. Our Professional Learning Communities (PLCs) regularly dissect this data, along with formal summative assessments and yearly state and district assessments, to collaboratively refine instructional strategies. Finally, district-created parent surveys provide crucial insights into community and parent needs, ensuring our educational efforts are well-rounded and responsive to all stakeholders.

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

Our Continuous Improvement Plan (CIP) team, comprising staff and administration, meets monthly to review our progress, celebrate successes, and address challenges. We then present this information to our School Organizational Team (SOT), which includes staff, parents, and community members, to solicit their valuable insights and feedback, ensuring our plan is inclusive and responsive to all stakeholders.

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 Improvement Plan (SIP) 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

At Roger Bryan Elementary School, all of our Title I funds are dedicated to purchasing additional teaching positions. We firmly believe this strategic investment in reducing class sizes across our campus provides a more intimate and dedicated learning environment for our students, enabling teachers to more effectively meet individual student needs and foster a well-rounded education.

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

We strive to provide a flexible number of parent involvement opportunities to accommodate diverse schedules and preferences. For instance, our Open House is scheduled with two distinct start times, allowing parents to choose the most convenient attendance option. To enhance accessibility, our School Organizational Team (SOT) meetings are held virtually in the afternoons, enabling greater participation from those who might otherwise be at work. Parent-teacher conferences are offered with significant flexibility, available before and after school daily as needed, in addition to a dedicated academic progress day in October. Furthermore, we host engaging Family Nights in the spring, focusing on ELA and Math, which are held after school to encourage family participation.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$4,565,269	Attendance incentives - rewards for classrooms and individual students, and 5 Certified Temporary Tutors	To engage our community and decrease our absenteeism rate below 16%. To work with teachers to help develop and implement small group tier 2 instruction for recovery and acceleration.
At-Risk Weighted Allocation	$232,764	2.4 CSR Teachers	To reduce class sizes in 1, 2, and 4.
EL Weighted Allocation	$432,000	4 CSR Teachers	To reduce class sizes in 1, 2,3 and 4.
General Carry Forward	$50000	School Supplies, Custodial Supplies, Library Books	
At-Risk Weighted Carry Forward	0	Licensed Stadd Incentives, Tutoring	
EL Weighted Carry Forward	0	Support Staff Incentives	
Title IA	$202,398	2 CSR Teachers	To reduce class sizes in K and 3.

Continuous Improvement Team

Team Role	Name	Position
CI Team Member	Angela Schoonover	Licensed
CI Team Member	Meg Ryder	Licensed
CI Team Member	Blake Svehlak	Licensed Staff/SPED
CI Team Member	Brianna McCoy	Parent
CI Team Member	Jennifer Gonzalez	Licensed Staff/RBG3
CI Team Member	Roxanne Szpyrka	Support Staff
CI Team Member	Ann Marie Viola	Support Staff
CI Team Member	Angie Weigel	Assistant Principal
CI Team Member	Kelley Viskovich	Assistant Principal
CI Team Lead	Laurence Derasmo	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Act 3/Act 1 CI Team Meeting	5/27/2025	Principal Derasmo presented Status Check 3 - Reviewing Our Journey - to the SOT team and the community. Mr. Derasmo highlighted successes, challenges, and ways to continue increased improvement in the different sections of the status check. Mr. Derasmo then also highlighted that the school SPP goals will continue to be similar for the upcoming school year, with a change to the Adult Learning Culture goal to reflect a school goal to improve achievement rates for our WIDA student group.. Mr. Derasmo and the team then discussed and developed Act 1: Setting Our Course goals for the upcoming 2025-2026 SPP Roadmap document. *These goals are tentative and dependent upon SBAC data coming back to the school in early August* SOT approved the status check and Act 1 tentative goals for the school.
SOT Meeting	5/272025	Principal Derasmo presented Status Check 3 - Reviewing Our Journey - to the SOT team and the community. Mr. Derasmo highlighted successes, challenges, and ways to continue increased improvement in the different sections of the status check. Mr. Derasmo then also highlighted that the school SPP goals will continue to be similar for the upcoming school year, with a change to the Adult Learning Culture goal to reflect a school goal to improve achievement rates for our WIDA student group.. Mr. Derasmo and the team then discussed and developed Act 1: Setting Our Course goals for the upcoming 2025-2026 SPP Roadmap document. *These goals are tentative and dependent upon SBAC data coming back to the school in early August* SOT approved the status check and Act 1 tentative goals for the school.

Activity	Date	Lesson Learned
SOT Meeting	9/17/2025	Principal Derasmo and the School Organizational Team (SOT) reviewed progress and built next steps around three focus areas: instruction, Tier 2 supports, and attendance. The team reflected on collaborative efforts through instructional rounds and PLC conversations that have strengthened Tier 1 and Tier 2 instruction. Teachers are implementing the HMH curriculum with fidelity while adapting it to meet the needs of ELs and struggling readers, supported by professional development in scaffolding, differentiation, and student discourse. Moving forward, the team agreed to continue instructional rounds with debrief cycles, maintain a strong focus on Tier 1 instruction, and plan intentional Tier 2 lessons in PLCs. Professional development on differentiation and engagement will continue, while data from common assessments, MAP, and formative checks will guide adjustments. Teachers have also effectively used MAP data, classroom assessments, and formative checks to identify skill gaps and tailor Tier 2 support through flexible grouping. PLCs have been instrumental in planning scaffolded Tier 2 lessons, embedding formative assessments, and monitoring student progress. Professional development on Tier 2 practices, supported by coaching and modeling, has been well received. Next steps include sustaining data-driven grouping, dedicating PLCs to designing targeted Tier 2 lessons, and expanding professional development and coaching cycles to ensure consistent implementation across classrooms. In addition, the team reviewed progress on attendance initiatives. Teachers have taken proactive steps to contact families after a student's first absence, strengthening communication and reinforcing the importance of consistent attendance, while administration has emphasized messaging on the link between attendance and achievement. Going forward, teachers will continue early interventions, administration will maintain consistent communication with families, and the school will explore additional strategies such as celebrating strong attendance, providing family resources, and monitoring data closely to improve attendance rates. Overall, the SOT team worked collaboratively to align

		best practices, strengthen instructional strategies, and reinforce the importance of attendance, while building agreed-upon next steps to support student growth and achievement. Principal Derasmo also presented the Fall Budget during the meeting. He informed the team about the budget cuts, which amounted to $300,000. However, with one open teaching position, one support staff position, and strategic funding adjustments within the budget, Principal Derasmo was pleased to report that no staff would need to be surplused. Additionally, the school would still be able to fund Certified Temporary Tutors (CTTs) for the grade levels. He described the budget as a "no-frills" budget and emphasized the need for the school to be very conservative with spending going forward. The budget was then brought to a vote, and the School Organizational Team (SOT) approved the Fall budget.

Activity	Date	Lesson Learned
SOT Meeting	1/27/26	Mr. Derasmo presented the February Status Check 2 for the SchoolImprovement Plan, highlighting progress across all three identified improvement strategies. The school has demonstrated strong gains in student achievement through strengthened Tier 1 and Tier 2 instruction, intentional scaffolding, and collaborative PLC planning, with MAP data showing notable increases in student growth and performance from fall to winter. Targeted Tier 2 supports have nearly met the schoolwide goal for students scoring at or above the 61st percentile on MAP. Additionally, schoolwide attendance efforts have resulted in a significant reduction in chronic absenteeism, bringing the rate to approximately 16% and close to the year-end target of 15%. Overall, data indicate that instructional alignment, data-driven practices, and family engagement strategies are positively impacting student outcomes During the meeting, Mr. Derasmo presented an update on the 2026–2027 budget. Initial spring budget allocations reflect significant funding reductions across multiple sources, resulting in an estimated total loss of approximately $420,000 for the upcoming school year. Due to these reductions, the school is projected to eliminate three to four licensed positions for the 2026–2027 school year. Specific budget impacts include a decrease in Title I funding from $326,000 to $202,398, a loss of $123,602, and a reduction in At-Risk funding from $300,000 to $232,764, a loss of $67,236. The ELL allocation showed a slight increase of $5,150, rising to $432,150. Additionally, the general fund allocation was reduced due to a projected enrollment decrease of 25 students. Mr. Derasmo presented two possible staffing scenarios in response to the reduced budget.

		Scenario A proposed eliminating three positions (Humanities, one Kindergarten teacher, and the Math Strategist), reassigning two existing teachers to current openings in Art and Music, and utilizing the two counselors to support the specials schedule while providing social-emotional lessons. This scenario would result in the loss of one staff member overall. Scenario B included all elements of Scenario A, with the additional elimination of one counselor position, resulting in a total loss of two staff members. Following the discussion, the SOT reviewed both scenarios and voted to approve the proposed budget decisions. Mr. Derasmo shared that the team would be updated after his upcoming district budget meeting, once a final staffing scenario is confirmed. .

Activity	Date	Lesson Learned
SOT Meeting	2/3/26	Principal Derasmo met with the CCSD Budget Team and shared an update with the SOT. Following the district-level budget review, the school was required to implement Scenario B. As a result: • Four positions will be eliminated: ◦ One Counselor position ◦ One Kindergarten Teacher position ◦ One Math Strategist position ◦ One Humanities Specialist position • Two staff members will be sent to surplus: ◦ Ms. Garcia, second Counselor ◦ Ms. Schoonover, Math Strategist With the elimination of these positions, the school will retain approximately $95,000 in the general supply budget. This budget will cover essential costs, including custodial supplies, technology supplies, and student instructional materials. After reviewing the updated budget information and required staffing changes, the SOT approved the 2026–2027 budget decisions as presented.