Clark County School District

Bryan, Roger M. ES

2025-2026 Status Checks with Notes



District Approval Date: February 28, 2026

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/

Table of Contents

Inquiry Areas 4
Inquiry Area 1: Student Success 4
Inquiry Area 2: Adult Learning Culture 7
Inquiry Area 3: Connectedness 10

Inquiry Areas

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
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. **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	**Oct:** In progress **October Lessons Learned** During the SIP and SOT meetings, our team has been working to strengthen Tier 1 and Tier 2 instruction through collaborative efforts. Administration, teachers, and strategists have met regularly to review progress, conduct instructional rounds focused on rigorous instruction and student discourse, and debrief to align best practices. PLC conversations have been productive, with teachers sharing strategies and planning scaffolds, including visuals, sentence frames, structured discussions, and vocabulary supports. Teachers are implementing the HMH curriculum with fidelity while adapting it to meet the needs of ELs and struggling readers, supported by professional development on scaffolding and differentiation. **October Next Steps/Need**

Problem Statements/Critical Root Cause: Student Success 1

Next steps include continuing instructional rounds and debrief cycles to ensure alignment across classrooms, while maintaining a strong focus on Tier 1 instruction and planning intentional Tier 2 lessons through PLC collaboration. The team will strengthen the use of scaffolds and discourse strategies to better support ELs and struggling readers, provide ongoing professional development on differentiation and engagement within HMH, and closely monitor data from common assessments, MAP, and formative checks to measure impact and guide adjustments.

Feb: In progress

February Lessons Learned

Instructional efforts focused on strengthening Tier 1 and Tier 2 instruction have resulted in measurable student growth. MAP data show an increase in students meeting growth targets from Fall to Winter. In Fall 2025-2026, 58.6% of students met growth targets overall (56% reading, 61% math). Winter results show 71.1% of students met growth targets overall, including 69% in reading and 73% in math. This improvement suggests increased effectiveness of consistent Tier 1 instruction, intentional scaffolding, and collaborative PLC planning. Instructional rounds and debriefs have supported greater alignment in rigorous instruction, academic discourse, and use of HMH with fidelity while adapting lessons to support English Learners and struggling readers.

February Next Steps/Need

To sustain and build on this growth, the team will continue instructional rounds focused on rigorous instruction, productive struggle, and academic discourse aligned to DOK 3 and 4. PLCs will further refine Tier 1 and Tier 2 lesson planning with intentional scaffolds such as visuals, sentence frames, structured discussions, and vocabulary supports. Ongoing professional development will focus on differentiation and engagement within HMH. Student progress will continue to be monitored through MAP, common assessments, and formative checks to guide instructional adjustments and improve proficiency outcomes.

June: Continue

June Lessons Learned

During the end-of-year review process, the School Organizational Team (SOT) and Continuous Improvement Plan (CIP) team met and analyzed Spring 2025-2026 MAP data to reflect on student growth and instructional impact. The

	data showed strong growth in both math and reading achievement across the school year. In math, students achieving at or above the 41st percentile increased from 61% in the fall to 73% in the spring, while students at or above the 61st percentile increased from 35% to 52%. In reading, students achieving at or above the 41st percentile increased from 56% to 69%, and students at or above the 61st percentile increased from 34% to 46%. These results demonstrate the positive impact of strong Tier 1 instruction, intentional Tier 2 supports, collaborative PLC planning, instructional rounds, and the use of scaffolds and academic discourse strategies to support all learners. **June Next Steps/Need** Next steps will focus on continuing the instructional practices and collaborative systems that contributed to student growth throughout the school year. The school will maintain a strong focus on rigorous Tier 1 instruction, intentional Tier 2 supports, academic discourse, and differentiated scaffolds through PLC collaboration and instructional rounds. MAP, common assessments, and formative data will continue to guide instructional decisions as the school works to sustain growth and improve overall SBAC proficiency outcomes in math and reading.

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	Reviews
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. **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	**Oct:** In progress **October Lessons Learned** Teachers have effectively used MAP data, classroom assessments, and formative checks to identify students needing Tier 2 support and to tailor instruction to specific skill gaps. Flexible grouping based on ongoing data has allowed teachers to adjust instruction and respond to student progress in real time. PLCs have provided a valuable space for planning Tier 2 lessons with scaffolds, formative assessment strategies, and monitoring tools, while also allowing teachers to reflect on student growth and refine their practices. Professional development on Tier 2 best practices, scaffolding techniques, and intervention planning has been well received, especially when supported by modeling, practice, and follow-up coaching. **October Next Steps/Need** Moving forward, teachers will continue to use data to drive flexible grouping and adjust instruction as students progress, while dedicating PLC time to designing Tier 2 lessons that include scaffolds, formative assessments, and progress monitoring. PLCs will remain a space for reflecting on student progress and making real-time instructional adjustments. The

school will expand targeted professional development by deepening support around Tier 2 interventions and scaffolding, with an emphasis on sustained coaching cycles to ensure strategies are applied consistently and effectively across classrooms.

Feb: In progress

February Lessons Learned

Targeted Tier 2 instruction supported by data-driven decision-making has resulted in significant student growth. MAP data show an increase in the percentage of students scoring at or above the 61st percentile from 34.6% in Fall 2025-2026 to 48.6% in Winter 2025-2026, reflecting substantial progress toward the schoolwide goal of 50%. Teachers are effectively using MAP data, classroom assessments, and formative checks to identify skill gaps and implement flexible grouping within Tier 2 instruction. PLC collaboration has strengthened the planning of scaffolded lessons aligned to student readiness levels, while professional development and coaching have supported consistent use of Tier 2 best practices across classrooms.

February Next Steps/Need

To continue accelerating progress and reach the end-of-year goal, the school will deepen the focus on Tier 2 differentiation and scaffolding. Teachers will continue to use MAP and formative data to refine flexible grouping and tailor instruction based on evolving student needs. PLC time will remain dedicated to collaboratively planning Tier 2 lessons that include clear scaffolds, formative assessments, and progress-monitoring tools. Additional targeted professional development and coaching cycles will focus on strengthening Tier 2 interventions and ensuring consistent implementation of effective strategies to support diverse learners and sustain growth.

June: Continue

June Lessons Learned

During the end-of-year review process, the School Organizational Team (SOT) and Continuous Improvement Plan (CIP) team analyzed Spring 2025-2026 MAP data to reflect on progress toward the schoolwide goal. The data showed that 53% of students achieved at or above the 61st percentile in math and 46% achieved at or above the 61st percentile in reading. This reflects significant growth from Winter data and demonstrates continued progress toward

	strengthening student achievement through Tier 2 instruction. The growth observed throughout the year highlights the positive impact of data-driven flexible grouping, scaffolded Tier 2 instruction, collaborative PLC planning, and ongoing professional development and coaching. Teachers consistently used MAP data, formative assessments, and classroom data to adjust instruction and provide targeted support based on student readiness levels. **June Next Steps/Need** Next steps will focus on continuing the Tier 2 instructional practices and collaborative systems that contributed to student growth throughout the school year. Teachers will continue to use MAP and formative data to guide flexible grouping, differentiation, and scaffolded instruction aligned with student needs. PLC collaboration will remain focused on planning targeted Tier 2 lessons with clear scaffolds, opportunities for academic discourse, and progress-monitoring tools. The school will also continue providing professional development and coaching focused on effective Tier 2 interventions, differentiation, and engagement strategies to ensure consistent implementation across classrooms and continued improvement in student achievement and SBAC proficiency outcomes.

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

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Increase the use of school-wide incentives and increase parent resources on the importance of attending school regularly. **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	**Oct:** In progress **October Lessons Learned** Teachers have taken an active role in promoting early intervention by contacting families after a student's first absence, which has strengthened communication and reinforced the importance of consistent attendance. This proactive approach has helped build stronger home-school partnerships. In addition, regular communication from the administration has emphasized the link between daily attendance and student achievement, raising awareness among families. **October Next Steps/Need** Moving forward, teachers will continue making timely contact after the first absence to sustain early intervention, while administration will maintain consistent messaging to families about the impact of attendance on learning. The school will also explore additional strategies--such as celebrating strong attendance, providing resources to families facing barriers, and monitoring attendance data closely--to ensure continued progress toward improving student attendance rates. **Feb:** In progress **February Lessons Learned** Schoolwide attendance efforts have resulted in measurable improvement in chronic absenteeism. As of February, the school's chronic absenteeism rate is approximately 16%, placing the school within close reach of the year-end goal of

15% or lower. Early family outreach following a student's first absence has strengthened home-school communication and supported timely intervention. Consistent administrative messaging, along with schoolwide incentives and grade-level attendance trophies, has increased awareness and motivation around daily attendance. These combined strategies have been effective in promoting positive attendance behaviors and reinforcing the importance of consistent student presence.

February Next Steps/Need

To reach and sustain the target chronic absenteeism rate, the school will continue early family contact after the first absence and maintain consistent communication emphasizing the link between attendance and achievement. Schoolwide incentives and recognition will be sustained and refined to motivate students and families further. Attendance data will continue to be closely monitored to identify trends and students needing targeted support, while additional resources and outreach will be provided to families facing attendance barriers to ensure continued progress toward the schoolwide goal.

June: Continue

June Lessons Learned

Schoolwide attendance efforts throughout the 2025-2026 school year resulted in significant improvement in chronic absenteeism. Through early family outreach after a student's first absence, consistent administrative communication, attendance incentives, and grade-level recognition systems, the school successfully reduced its chronic absenteeism rate to 13.6%, surpassing the schoolwide goal of 15% or lower. These efforts strengthened home-school communication, increased family awareness about the importance of daily attendance, and promoted positive attendance habits among students. Consistent monitoring of attendance data and targeted support for families facing barriers also contributed to the school's overall success in improving attendance outcomes.

June Next Steps/Need

Next steps will focus on continuing and strengthening the attendance initiatives that contributed to the school's success this year. Teachers and administration will continue early outreach following student absences, maintain consistent communication with families about the connection between attendance and achievement, and continue implementing schoolwide attendance incentives and recognition systems. Attendance data will continue to be closely monitored to

	identify trends and provide targeted support to students and families in need. By sustaining these efforts and strengthening family engagement, the school aims to further reduce the chronic absenteeism rate to below 10% during the 2026-2027 school year.