Clark County School District

Gehring, Roger D. ES Academy of Science and Technology

2025-2026 Status Checks with Notes

District Approval Date: February 23, 2026

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.

Aligns with District Goal

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.

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: In progress

February Lessons Learned

At this time we can celebrate that 82% of students are above the 61%ile and 18% are below in 61%ile in Math according to the Winter MAP assessment. This is an increase from Fall Math MAP where 76% of students were above the 61%ile and 24% below the 61%ile. After the completion of Fall MAP grade levels participated in a data day to review, analyze, and plan according the Fall MAP data and beginning of the year assessments. In addition to data days, grade levels continue to meet weekly for analyzing student data and planning both whole and small group instruction. Kagan structures and sentence stems are being implemented regularly to support student engagement and cognitive processing. Students are consistently using Exact Path and Xtra Math to support academic growth in addition to classroom instruction. CTTs are pulling groups consistently Monday-Thursday. As teachers continuously review achievement data, CTT groups are adjusted as needed.

February Next Steps/Need

Within the next status check period, we will continue to monitor lesson plans and use classroom walk-through data to ensure learning intentions and success criteria are identified and embedded within daily lessons along with components of an effective lesson, Kagan structures, and the use of sentence stems. We will monitor classroom instruction to ensure students are able to show their work on paper in addition to inputting answers on the computer. Teachers and students are beginning the second semester with reviewing their goals in student goal setting conferences. Teachers will participate in another data day to review Winter MAP data and continue to meet weekly to review, analyze, plan for whole and small group instruction. CTT groups will continue to pull students based on teacher recommendation. In this next status check period, we would like to increase teacher opportunities to observe their colleagues and debrief to support vertical alignment.

June: Continue

June Lessons Learned

	Our spring MAP math overall achievement data indicates 80% of students scored at or above the 61st percentile and above, and 94% of students scored at or above the 41st percentile and above. Our scores for Spring MAP math data indicate we are in the 69th percentile for growth and 82nd percentile for achievement. This was the first year we had provided specific data and planning days for all grade levels. Feedback from teachers was very favorable, and they appreciated the time to analyze and reflect on their team's and students' data. **June Next Steps/Need** For the next school year, we will adjust goals based on data from iReady. We will continue to provide 3 data/planning days for each grade level per year; one in September, January, and April. Upon review of data, a collaborative decision was made to add a math strategist for the 26-27 school year in addition to keeping one CTT. The math strategist will work with all grade levels to review assessment data, form and pull small groups to provide tier 2 and tier 3 support. We plan to continue with a focus on ensuring learning intentions and success criteria align with instruction and learning tasks as well as with Kagan engagement strategies, sentence stems, and DOK levels. Each grade level continued to improve their PBLs, especially grades 3-5 with members from each grade level participating in CCSDs PBL cohort. For the next school year we will continue to expand on PBLs to reach the Gold Standard and exemplify the Portrait of NV Learner mind frame.

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.

Aligns with District Goal

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.

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: In progress

February Lessons Learned

At this time, we can celebrate that 83% of students scored about 61%ile and 17% scored below the 61%ile based on Winter MAP data. This is an increase from fall MAP data where 76% of students were above the 61%ile and 24% scored below the 61%ile. Grade levels participated in data days after Fall MAP to review, analyze, and plan for whole group instruction, small group instruction, and form CTT groups for additional Tier II and III support. We are up and running with our PBL cohort, attending the professional development sessions and building our PBL process and resources to support instruction and student choice. Additionally, our RBG3 and Learning Strategist also pull students in small groups and provide 1-1 instruction to support students needing more intensive intervention. Kagan engagement strategies and sentence stems are being implemented to support student engagement and cognitive development. Students are also using Exact Path to support reading.

February 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 continue to look for an provide feedback components of an effective lesson as well as ensuring learning intentions and success criteria are discussed and embedded throughout all lessons. We will continue to focus on differentiation and scaffolding to meet the needs of all learners and use data to revise student groups. Further, we would like to expand classroom walk through opportunities to allow teachers to observe their colleagues and debrief to support vertical alignment. We will also continue to utilize information and resources from PBL cohort professional development to continue to improve our overall instructional practices.

June: Continue

June Lessons Learned

Our spring MAP reading overall achievement data indicates that 82% of students scored at or above the 61st percentile and 94% of students scored at or above the 41st percentile. Our scores for Spring MAP reading data indicate we are in the 79th percentile for growth and 82nd percentile for achievement. This was the first year we had provided specific data and

	planning days for all grade levels. Feedback from teachers was very favorable, and they appreciated the time to analyze and reflect on their team's and students' data. **June Next Steps/Need** Within this last status check period, we have maintained our support of Tier 2 and Tier 3 interventions with CTTs, RBG3 strategist, and learning strategist. Teachers engaged in weekly PLCs and data days to reflect on data and plan for instruction with their team members, our STEM strategist, and RBG3 strategist. Administration continued to collect data in classroom walk-throughs, and teachers began observing their colleagues to better inform their instruction and vertical alignment. Each grade level continued to improve their PBLs, especially grades 3-5 with members from each grade level participating in CCSDs PBL cohort. For the next school year we will continue to expand on PBLs to reach the Gold Standard and exemplify the Portrait of NV Learner mind frame. Teachers will submit long range plans to layout their intentions for the 2026-2027 school year with specific designations on the use to Tier 1 materials, differentiation, scaffolding.

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. **Problem Statements/Critical Root Cause:** Student Success 2	**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:** In progress **February Lessons Learned** Based on Winter MAP scores, 58% of ELL students scored at or above the 61st%ile in Math which is an increase from the

Fall where 50% of ELL students score at or above the 61%ile. In ELA, 54% of ELL students scored at or above the 61%ile which is an increase from the Fall where 39% of students scored at or above the 61st%ile. ELL students were placed on Summit K-12 or Imagine Learning blended learning programs based on WIDA scores from the 24-25 school year as well as the WIDA screener assessment. Gehring's leaning strategist monitors student use on both programs and communicates student activity and data to both administration and teachers. Gehring's learning strategist also attends professional development sessions and provides staff with information and resources to enhance instruction and student learning opportunities. Teachers utilize sentence stems and modify work as needed to support student learning goals.

February Next Steps/Need

Within the next status check period, we will continue to monitor student use and achievement data on both Summit K-12 and Imagine Learning. Gehring administration will continue to collect data on Tier I instruction, differentiation, and scaffolding in lesson plans and in walk throughs. In this status check period we will also administer the WIDA Assessment and Alternate Assessment. Teachers will continue to meet weekly in planning sessions and utilize data days to review, analyze, and plan for instruction based on student achievement data. Gehring's learning strategist will continue to meet with students in small groups and 1-1 to support English language development. In planning sessions, teachers will utilize instructional resources, such as AI, for ideas on how to modify instructional practices to best meet the needs of ELL students.

June: Continue

June Lessons Learned

Spring MAP math data indicates that 56% of ELL students scored at or above the 61st percentile and 84% scored at or above the 41st percentile. Spring MAP reading data indicates that 51% of ELL students scored at or above the 61st percentile, and 75% scored at or above the 41st percentile. A review of Summit K-12 usage data among students in grades 2-5 indicates that staff were not consistent in ensuring students met their minutes. We were unable to fully analyze student overall performance on the WIDA assessment in alignment with Summit K-12 data because of the inconsistency with the use of the program. Student overall WIDA performance in K-1 showed a strong and positive alignment with use of Imagine

	Learning. Preliminary WIDA overall achievement data for 2025-2026 indicates 4/73 students are bridging, 46/73 are Expanding, 24/73 are developing, 3/73 are emerging, and 10/73 are entering. The preliminary data shows an increase in student performance from the 2024-2025 school year. **June Next Steps/Need** Over the next status check period, we will continue to implement and use Summit K-12 and Imagine Learning to support second language acquisition in English in addition to exposure to high quality Tier 1 instruction. Teachers will continue to utilize sentence stems, Kagan engagement strategies, CTTs, and small group/1-1 with RBG3 and learning strategist. Teachers will continue to meet in weekly PLCs and lesson plans will be reviewed to ensure differentiation and scaffolding strategies a present. Administration will collect data from classroom walk-throughs and utilize information in feedback conferences.
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 **Problem Statements/Critical Root Cause:** Student Success 2	**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: In progress

February Lessons Learned

Based on Winter MAP scores, 58% of ELL students scored at or above the 61st%ile in Math which is an increase from the Fall where 50% of ELL students score at or above the 61%ile. In ELA, 54% of ELL students scored at or above the 61%ile which is an increase from the Fall where 39% of students scored at or above the 61st%ile. ELL students were placed on Summit K-12 or Imagine Learning blended learning programs based on WIDA scores from the 24-25 school year as well as the WIDA screener assessment. Gehring's leaning strategist monitors student use on both programs and communicates student activity and data to both administration and teachers. Gehring's learning strategist also attends professional development sessions and provides staff with information and resources to enhance instruction and student learning opportunities. Teachers utilize sentence stems and modify work as needed to support student learning goals.

February Next Steps/Need

Within the next status check period, we will continue to monitor student use and achievement data on both Summit K-12 and Imagine Learning. Gehring administration will continue to collect data on Tier I instruction, differentiation, and scaffolding in lesson plans and in walk throughs. In this status check period we will also administer the WIDA Assessment and Alternate Assessment. Teachers will continue to meet weekly in planning sessions and utilize data days to review, analyze, and plan for instruction based on student achievement data. Gehring's learning strategist will continue to meet with students in small groups and 1-1 to support English language development. In planning sessions, teachers will utilize instructional resources, such as AI, for ideas on how to modify instructional practices to best meet the needs of ELL students.

June: Continue

June Lessons Learned

Spring MAP math data indicates that 56% of ELL students scored at or above the 61st percentile and 84% scored at or above the 41st percentile. Spring MAP reading data indicates that 51% of ELL students scored at or above the 61st percentile, and 75% scored at or above the 41st percentile. A review of Summit K-12 usage data among students in grades 2-5 indicates that staff were not consistent in ensuring students

	met their minutes. We were unable to fully analyze student overall performance on the WIDA assessment in alignment with Summit K-12 data because of the inconsistency with the use of the program. Student overall WIDA performance in K-1 showed a strong and positive alignment with use of Imagine Learning. Preliminary WIDA overall achievement data for 2025-2026 indicates 4/73 students are bridging, 46/73 are Expanding, 24/73 are developing, 3/73 are emerging, and 10/73 are entering. The preliminary data shows an increase in student performance from the 2024-2025 school year. **June Next Steps/Need** Over the next status check period, we will continue to implement and use Summit K-12 and Imagine Learning to support second language acquisition in English in addition to exposure to high quality Tier 1 instruction. Teachers will continue to utilize sentence stems, Kagan engagement strategies, CTTs, and small group/1-1 with RBG3 and learning strategist. Teachers will continue to meet in weekly PLCs and lesson plans will be reviewed to ensure differentiation and scaffolding strategies a present. Administration will collect data from classroom walk-throughs and utilize information in feedback conferences.

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.

Aligns with District Goal

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.

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:** In progress **February Lessons Learned** Data from classroom walk throughs indicates that learning intentions are tied to the standard 93% of the time and success criteria is tied to the learning intention 93% of the time. At

times, teachers did not have learning intentions or success criteria posted and/or did not refer to them during the lesson. Teachers and students interacted with the learning intentions and success criteria 79% of the time. Teachers utilize planning time and data days to review learning intentions, success criteria, and DOK levels aligned with the standard and student learning activities. Teachers identify and label DOK levels with all summative assessments.

February Next Steps/Need

Administration will continue to use data from walk throughs, classroom observations, and lesson plans to monitor the use of learning intentions and success criteria at the beginning of a lesson, throughout the lesson, and in the lesson closure. Teachers are consistent at using and engaging with learning intentions and success criteria at the beginning of the lesson, but need to be more consistent throughout and at the end of the lesson. Teachers will continue to receive professional development on the importance of DOK levels in both planning and on assessments. Teachers will continue to use planning time and data days to build consistency in their lessons.

June: Continue

June Lessons Learned

Overall data collected from classroom walk-throughs indicates that 95% of the time teachers and students interacted with the learning intentions and success criteria, 97% of the time instruction aligned with the standard, 96% of the time the learning task aligned with the standard, 70% of the time differentiation was observed, and 94% of the time scaffolding was observed. Teachers do an excellent job of introducing the learning intention and success criteria at the beginning of the lesson, but we are still not where we want to be with interactions throughout and at the closure of a lesson. Most grade levels indicate DOK levels on summative assessments.

June Next Steps/Need

Over the next status check period, administration will continue to provide professional development on the importance of interacting with learning intentions and success criteria throughout the entire lesson. Our goal will shift to target exposure and interaction with learning intentions and success criteria throughout and at the closure of all lessons. Data will be collected using Focal Point and shared with staff in staff meetings and in individual post-observation conferences.

	Teachers are observing their colleagues for ideas on how to improve their instruction and strengthen vertical alignment. Teachers will continue to use planning time and data days to build consistency in their lessons.

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.

Aligns with District Goal

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.

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: In progress

February Lessons Learned

Character strong lessons and student engagement is going well. Based on spreadsheets available in Character Strong, teachers are logging in daily and showing students the videos as part of social/emotional lessons. Students have access to wellness checks daily on their Chromebooks. When a student asks to speak to an adult, they are seen by the counselor, a strategist, or administration. Absence check-ins are going well, teachers are calling after 3 absences to check-in. Students with 10 absences or more placed on probation. As of January 2026,Gehring has a 5% chronic absenteeism rate. Students in grades 3-5 are finishing the Panorama Survey. Preliminary results show 88% of students feel they have an adult they can count on, 90% say they care about others, 78% say the feel supported by adults at school, and 78% feel like they belong at school.

February Next Steps/Need

Within the next status check period, we will continue to use Character Strong for student lessons on social/emotional growth and we will continue to celebrate one student from each class with monthly Gecko of the Month which is aligned with Character Strong character traits. On the Panorama Survey data collected up to this point, only 58% of students say they are able to describe their feelings, 59% say they can agree without starting an argument, and 66% feel they are respected by other students. There is still a need to continue social/emotional lessons and engage with students to problem solving/conflict resolution skills. At this point, Gehring has investigated 8 bullying claims so there is still a need to work with students on conflict/resolution and problem solving strategies. This data will be shared with staff and grade levels will work collaboratively with other members of staff and administration to provide additional support in these areas.

June: Continue

June Lessons Learned

After reviewing spring Panorama and District survey results,

	there is still a need to focus on bullying. CCSD survey results indicate that 30% of students say bullying is a problem at school, that is down from 31% reported in the 2025-2026 school year. Spring Panorama results saw little change from the winter. Character Strong lessons continued on a regular basis throughout the year. Attendance recognition and Gecko of the Month celebrations were consistent throughout the year as well. At this point in the school year, our Chronic Absenteeism is 4%. **June Next Steps/Need** Within the next status check period, we will continue to focus on helping students problem solve with conflict/resolution strategies and in understanding what bullying is and is not. We will add a counselor for the 26-27 school year and between the two counselors we will improve our exposure to Character Strong lessons and student small groups based on social/ emotional needs. We will also add a calm down area for each classroom and in the counselor's office. Attendance recognition efforts and Gecko of the Month celebrations will continue. We plan to improve our communication and support with staff through the MTSS team by improving teacher resources and clarity on the progressive discipline process.