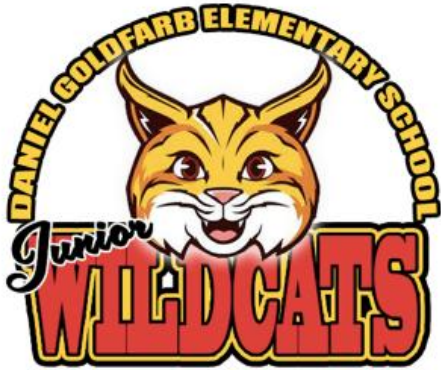


Clark County School District



Goldfarb, Daniel ES

2025-2026 Comprehensive Needs Assessment

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Student Success

Areas of Strength

The Continuous Improvement Team and the School Organizational Team (SOT) held a meeting to analyze recent school data and identified the plus and delta of each system implemented at the school. As a team, we also identified our needs for improvement to continually and consistently increase student achievement. Title 1 funds were utilized to purchase class-size reduction teachers that helped our teachers provide rigorous instruction to less number of students in a class and eventually led to close achievement gap. In MAP Math from the Spring 2024-2025, Kinder, first, second, third, and fourth met projected growth . In WIDA for the 2024-2025, 3% are in Bridging Category and 29.5% are in Expanding Category.

Areas for Growth

MAP Reading scores from winter 2024-2025 to spring 2024-2025 showed a decrease of 1% of students who are above 40th percentile. 5th grade has only 46% of students above 40th percentile and did not meet our goal of 51%.

Equity Resource Supports

Student Group	Challenge	Solution
	AB 219 Data Reviewed ELL ELA Proficiency: 11.2% ELL Math Proficiency: 13.7% ELL WIDA Met AGP: 33.5% AB 219 Student Success Root Causes: As evidenced by the SBAC and WIDA assessment, the problem is that English language learners are performing in the bottom 30th percentile in the state. A root cause of low performance of English language learners in language proficiency and content achievement is due to:	AB 219 Student Success Improvement Strategy: HMH Into Reading K-5, 95 Phonics Core Program AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4, 1 AB 219 Student Success Action Action Step 1: Implement HMH Into Reading program across all grade levels during Tier 1 instruction to develop ELLs foundational and comprehension skills so that students can apply decoding skills when engaging with printed text. Monitoring Plan: Weekly classroom observations by administrators using the Tier 1 Monitoring Tool, Monthly data analysis of Tier 1 Monitoring Tool by grade level teachers, strategists, and administration. Person Responsible: Teachers, learning strategists, and administration

English Learners

- 1) Inconsistencies of extended learning activities that engage students in discourse with academic content and vocabulary that is aligned with state instructional standards due to limited instruction.
- 2) Teachers need to acquire additional knowledge and skills to deliver effective grade-level Tier 1 designed to provide ELLs access to content that develops the English language, vocabulary, and content simultaneously.
- 3) Teachers need to acquire additional knowledge and skills pertaining to research-based language development strategies.

Students need discourse structures to build their language proficiency and increase their content achievement. Teachers need professional learning to acquire additional knowledge and skills pertaining to research-based language development strategies.

AB 219 Student Success Goals:

Mathematics Summative Assessment

Focus on increasing the percent of ELLs proficient in Math from 13.7% in 2024 to 18% by 2025, as measured by SBAC Math.

Language Arts Summative Assessment

Focus on increasing the percent of ELLs proficient in ELA from 11.2% in 2024 to 16% by 2025, as measured by SBAC ELA

Language Summative Assessment

Goldfarb ES will increase the percentage of ELs meeting AGP, as measured by ACCESS, from 33.5% (2023-2024 baseline data) to the 40% quartile by May 2025.

Action Step 2 : Implement 95 Phonics Core program across all grade levels during Tier 2 instruction to develop ELLs foundational skills so that students can apply decoding skills when engaging with printed text.

Monitoring Plan: Weekly classroom observations by administrators using the Tier 1 Monitoring Tool, Monthly data analysis of Tier 1 Monitoring Tool by grade level teachers, strategists, and administration.

Person Responsible: Teachers, learning strategists, Certified Temporary Tutors (CTTs), and administration

Action Step 3: After-school tutoring will be offered to all ELLs Monday through Thursday for an hour a day.

Monitoring Plan: Daily attendance and observations

Person Responsible: Tutoring leads and teachers

Action Step 4: Provide newcomer ELL students the opportunity to engage in Lexia English and Focused Language Study activities after school four days a week.

Monitoring Plan: Daily attendance by learning strategist, weekly observations by administration

Person Responsible: Administration and learning strategist

AB 219 Student Success Professional Learning

Professional Learning for teachers: What professional learning does the site need around rigorous content and language practice opportunities for ELL students?

Provide professional learning opportunities for all teachers to engage in instructional rounds with a focus on the opportunities that students are provided to engage in productive discourse to make meaning

		of content.
Foster/Homeless	Inconsistencies of extended learning activities that engage students in discourse with academic content and vocabulary that is aligned with state instructional standards due to limited instruction.	Sending resources and manipulatives home with students.
Free and Reduced Lunch	Inconsistencies of extended learning activities that engage students in discourse with academic content and vocabulary that is aligned with state instructional standards due to limited instruction.	Provide after school tutoring
Migrant/Title1-C Eligible	Inconsistencies of extended learning activities that engage students in discourse with academic content and vocabulary that is aligned with state instructional standards due to limited instruction.	Ensuring digital access to instructional resources, tier 2 interventions
Racial/Ethnic Minorities	Inconsistencies of extended learning activities that engage students in discourse with academic content and vocabulary that is aligned with state instructional standards due to limited instruction.	Embed the "ROAR" mindset and promote a sense of community and belongingness
Students with IEPs	Inconsistencies of extended learning activities that engage students in discourse with academic content and vocabulary that is aligned with state instructional standards due to limited instruction.	Utilizing SEIF and highly qualified staff.

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
1 ★ The percentage of students performing below the 40th percentile in Reading is 39% during MAP Spring 2024-2025 testing.	Teachers have only been using the HMH ELA program for two years. ALL students did not have instruction with teachers who were fully trained, there was a lack of student engagement during instructional delivery, lack of higher DOK level tasks for students to engage, and small group differentiated instruction was not provided consistently in all classrooms to remediate.

★ = Priority

Adult Learning Culture

Areas of Strength

Staff are willing to collaborate on the new ELA program and reflect and adjust instruction as needed.

Areas for Growth

More time using program and following the Goldfarb ES PLC Protocol in unwrapping standards consistently, analyzing student data, and responding to instruction.

PLC Observation Tools showed that there is lack of discussion during PLCs on integrating higher DOK tasks in each lesson daily.

Equity Resource Supports

Student Group	Challenge	Solution
	AB 219 Data Reviewed PLC Observation Tool Data: Reviewed weekly to identify supports needed in each grade level team in unwrapping standards, identifying learning intentions and success criteria, designing assessments, planning for initial instruction, and in analyzing and responding to students' assessment data. Classroom Observations: Reviewed weekly, using the Tier 1 Monitoring Tool, to identify trends and supports needed in each class. AB 219 Adult Learning Culture Root Causes: As evidenced by observed weekly PLC instructional conversations and Tier 1 instruction classroom observations, the problem is that ELL students have not been provided with ample opportunities to develop their language proficiency. A root cause of the low performance of English language learners in language proficiency and content achievement is the limited experience that teachers	AB 219 Adult Learning Culture Improvement Strategy: HMM into reading K-5 (4), Professional Learning Communities (PLC) (2)LETRS (Language Essentials for Teachers of Reading and Spelling)(3) AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4, 1,3 AB 219 Adult Learning Culture Action Action Step 1: Provide opportunities for teachers to participate in LETRS and Tier 1 training to enhance instruction and student engagement for ELL students Monitoring Plan: Weekly, during classroom observations using Tier 1 Monitoring Tool Person Responsible: Administration,

English Learners	have with developing effective and rigorous lessons to address the needs of ELLs. Students need teachers to build their capacity to differentiate lessons, scaffold activities, and embed discourse structure opportunities when planning for instruction. AB 219 Adult Learning Culture Goals: Professional Learning and Collaboration Professional learning will be delivered to all teachers on LETRS by the end of the 24-25 school year. Teachers will provide ELL students with access to standards-based instruction as well as targeted instruction aimed at increasing proficiency in ELA and math, as measured by PLC observations and attendance. During the 2024-2025 school year, 100% of grade-level teams will participate in ELA Tier I instruction professional learning during weekly grade level meetings. All grade level teams will engage in Professional Learning Communities to unwrap standards, identify learning intentions and success criteria, determine learning progression, design formative and summative assessments, and analyze student data to plan for enrichment and intervention.	teachers, and learning strategists Action Step 2: Set clear expectations for PLC grade level teams to purposefully plan instruction that includes embedded ELL strategies. Monitoring Plan: Weekly, during PLCs using PLC Observation Tool Person Responsible: Administration, grade-level leads, and learning strategists AB 219 Adult Learning Culture Professional Learning Professional Learning for teachers: What professional learning does the site need around instructional practice for ELL students? Professional learning on quality Tier I instruction with embedded ELL strategies and LETRS.
Foster/Homeless	A root cause of the low performance of learners in language proficiency and content achievement is the limited experience that teachers have with developing effective and rigorous lessons to address the needs of students. Students need teachers to build their capacity to differentiate lessons, scaffold activities, and embed discourse structure opportunities when planning for instruction.	Use counselor and Communities in Schools (CIS) coordinator to support students in need. Provide resources as needed.
Free and Reduced Lunch	A root cause of the low performance of learners in language proficiency and content achievement is the limited experience that teachers have with developing effective and rigorous lessons to address the needs of students. Students need teachers to build their capacity to differentiate	Use Certified Temporary Tutors (CTT) to support Tier 2 and Tier 3 instruction to meet the needs of the struggling students

	lessons, scaffold activities, and embed discourse structure opportunities when planning for instruction.	
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	A root cause of the low performance of learners in language proficiency and content achievement is the limited experience that teachers have with developing effective and rigorous lessons to address the needs of students. Students need teachers to build their capacity to differentiate lessons, scaffold activities, and embed discourse structure opportunities when planning for instruction.	Educate staff on the importance of believing in all students, supporting all students and recognizing and embracing similarities as well as differences
Students with IEPs	A root cause of the low performance of learners in language proficiency and content achievement is the limited experience that teachers have with developing effective and rigorous lessons to address the needs of students. Students need teachers to build their capacity to differentiate lessons, scaffold activities, and embed discourse structure opportunities when planning for instruction.	Limit inclusion classrooms and support co teaching with special education staff to provide the least restrictive environment.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical Root Cause
1 ★ Common PLC unwrapping and data structures are not being used consistently across grade levels.	Staff needed more exposure and experience with following the schoolwide structure of data analysis during PLC meetings to fully understand the cycle of continuous improvement and how to unwrap standards.

★ = Priority

Connectedness

Areas of Strength

2023-2024 Chronic Absenteeism rate decreased from 2022-2023 of 32.4% to 26.8 in 2024-2024, a decrease of 5.6%.

Areas for Growth

Students can improve achievement data and growth when they are at school learning.

Chronic absenteeism rate at the end of school year 2024-2025 is 26.8%.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners		AB 219 Connectedness Improvement Strategy: Counselor, Wrap-Around Services
		AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):1, 4
	AB 219 Data Reviewed	AB 219 Connectedness Action
	Districtwide Climate Survey	Action Step 1: Establish the house system to be proactive with attendance issues.
	Panorama Survey	Monitoring Plan: Schedules of one House Assemblies and Rewards
	FocusEd Data: Behavior and Attendance	Person Responsible: PBIS Team
	AB 219 Connectedness Root Causes: As evidenced by the Chronic Absenteeism Data, the problem is that ELLs are not regularly attending school. Students need to be present consistently in order to continually learn the standards.	Action Step 2: Monitor attendance through attendance boards and attendance rewards
		Monitoring Plan: Daily attendance board, OUTSTANDING ATTENDANCE reward, Attendance Contracts
	AB 219 Connectedness Goals:	Person Responsible: Wraparound team, PBIS Team
	Decrease the percent of ELL students who are chronically absent from 22.5% in the school year 2023- 2024 to 17.5% in the school year 2024-2025.	AB 219 Connectedness Professional Learning

		Professional Learning is needed: What professional learning does the site need around Connectedness for ELL students? Professional Learning for all staff on PBIS to reinforce positive behavior.
Foster/Homeless	As evidenced by the Chronic Absenteeism Data, the problem is that students are not regularly attending school. Students need to be present consistently in order to continually learn the standards.	Small group mindset meetings with the School counselor, use all staff-custodians, lunch staff, office staff to build up students' sense of community.
Free and Reduced Lunch	As evidenced by the Chronic Absenteeism Data, the problem is that students are not regularly attending school. Students need to be present consistently in order to continually learn the standards.	Use all staff including custodians, lunch staff, office staff to build up students' sense of community.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	As evidenced by the Chronic Absenteeism Data, the problem is that students are not regularly attending school. Students need to be present consistently in order to continually learn the standards.	Use all staff including custodians, lunch staff, office staff to build up students' sense of community.
Students with IEPs	As evidenced by the Chronic Absenteeism Data, the problem is that students are not regularly attending school. Students need to be present consistently in order to continually learn the standards.	Use all staff including custodians, lunch staff, office staff to build up students' sense of community.

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
1★ Students are not learning when they are not at school. Achievement data demonstrates that students who are not regularly attending school have low achievement or growth.	Critical Root Causes About 1 / 3 of the whole student population have high absences because some families go on vacation for weeks, some families do not send their children to school even if they are just home or not sick, and some students are not motivated to come to school due to lack of student agency.

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