Clark County School District

Red Rock ES

2025-2026 Status Checks with Notes

District Approval Date: February 18, 2026

Mission Statement

Red Rock Elementary School strives to build a strong educational foundation to provide a safe environment, promote learning, and demonstrate respect for self, school, and community.

Vision

We are committed to standards of excellence. We will set goals and take responsibility for establishing a safe environment where learners are empowered and diversity is valued.

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/red_rock_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: For the 2024 - 2025 school year, an average of 67% of students were able to meet or exceed the established growth target from Fall to Winter, but only 48.5% of students were able to meet or exceed the established growth target from Winter to Spring in math. The percent of students meeting or exceeding the established growth target in math will be 60% at (winter) and 60% (spring) by 2025 as measured by the Math MAP Growth Assessment.

Aligns with District Goal

Formative Measures: Fastbridge Progress Monitoring
Grade Level Assessments
Individual Student Data Folders

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: The ELA and Math curriculum will be implemented with fidelity and supported with regular, targeted coaching and regular instructional rounds. Teachers will deliver instruction that is aligned to NVACS and lessons will be delivered with instructional support based on formative and summative student data to address targeted deficits. **Position Responsible:** Administration **Resources Needed:** Lesson plans Instructional rounds schedule CCSD Pacing Guides NWEA Coach Math Coach RBG3 Literacy Specialist PLC Agendas Grade level long range plans **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: HMH Into Reading Level 3: Promising: enVision Math 2020 **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Teachers are starting to utilize manipulatives more with students to help students build conceptual understanding. More support needed for some teachers to make sure they are utilizing the Solve and Share correctly to emphasize student voice. **October Next Steps/Need** Math Task Force to present PL to staff Continue to work with Math Department to improve Tier II implementation of Kathy Richardson materials. Focus of next instructional rounds on small group implementation to see Kathy Richardson activities in action. **Feb:** In progress **February Lessons Learned** Math Task Force was having difficulty narrowing their focus to the best place to start to support the staff. After getting the feedback from staff it helped them to focus on how the Gradual Release looks within the EnVision curriculum. Based on the Achievement Band report from FocusEd, teachers are doing a great job of supporting lower achieving students and challenging higher achieving students, but they need to make

	sure they are not neglecting the middle of the road students and are continuing to refine their Tier I instruction. **February Next Steps/Need** Math Task Force to present PL to staff on different ways to utilize the Gradual Release process with the different components of EnVision. Continue to work with Math Department to improve the quality of the independent tasks given to students for each lesson. Focus of next instructional rounds on independent work and observing small group time. **June:** Correct **June Lessons Learned** Making sure all staff understand the structure and pedagogy of each lesson and the math book and where they can go to get support. **June Next Steps/Need** Review the structure of the math lessons/curriculum at the beginning of each year and focus on utilizing the Gradual Release effectively. Continuing to utilize support from Rebecca and the math department to help teachers implement both Tier I (EnVision) and Tier II (Kathy Richardson) effectively to capitalize on growth and push students towards proficiency. Re-define Task Force responsibilities to give more explicit goals and ensure support is given to all staff who may need it.

Inquiry Area 1: Student Success

SMART Goal 2: For the 2024 - 2025 school year, an average of 61% of students were able to meet or exceed the established growth target from Fall to Winter, but only 47.5% of students were able to meet or exceed the established growth target from Winter to Spring in ELA. The percent of students meeting or exceeding the established growth target in reading will be 60% at (winter) and 60% (spring) by 2025 as measured by the Reading MAP Growth Assessment.

Aligns with District Goal

Formative Measures: Fastbridge Progress Monitoring
Core 95 PSI Assessments
Grade Level Assessments
Individual Student Data Folders

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: The ELA and Math curriculum will be implemented with fidelity and supported with regular, targeted coaching and regular instructional rounds. Teachers will deliver instruction that is aligned to NVACS and lessons will be delivered with instructional support based on formative and summative student data to address targeted deficits. **Position Responsible:** Administration **Resources Needed:** Lesson plans Instructional rounds schedule CCSD Pacing Guides NWEA Coach Math Coach RBG3 Literacy Specialist PLC Agendas Grade level long range plans **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: HMH Into Reading Level 3: Promising: enVision Math 2020 **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Continuing to refine how teachers are implementing the Gradual Release Model for ELA lessons. Some grade levels are having trouble creating independent (You Do) tasks that meet the rigor of the standards. Staff are more comfortable with the different components of the lessons. Now need to explore the additional resources HMH offers. **October Next Steps/Need** Continuing to utilize support from Abby from HMH for grade levels who need it ELA Task Force to present PL to staff Focus Next Instructional Rounds on the implementation of Gradual Release **Feb:** In progress **February Lessons Learned** Teachers are still struggling with getting consistently pulling small groups even as they are improving their pacing and the quality of the tasks students complete independently. Based on the Achievement Band report from FocusEd, teachers are doing a great job of supporting lower achieving students and challenging higher achieving students, but they need to make sure they are not neglecting the middle of the road students and are continuing to refine their Tier I instruction.

	February Next Steps/Need Continuing to utilize support from Abby from HMH for grade levels who need it ELA Task Force to present PL to staff on small group differentiation Focus Next Instructional Rounds on the small group time **June:** Correct **June Lessons Learned** Noticing students are struggling with context clues, but not as much focus on vocabulary. Students struggled with finding synonyms for academic vocabulary. Teachers have embraced the Gradual Release model for ELA and are working with their teams to structure lessons into I Do, We Do, and You Do. **June Next Steps/Need** Teachers will focus on creating independent tasks at the correct level or rigor to continue to push students towards proficiency. Focus on using vocabulary in context to help students practice skills and increasing opportunities for students to read independently so they can apply their skills. Continuing to utilize support from Abby from HMH to help school transition from version 2 to version 3 of HMH and to optimize new tools and resources provided with the update. Re-define Task Force responsibilities to give more explicit goals and ensure support is given to all staff who may need it.

Inquiry Area 1: Student Success

SMART Goal 3: Increase math proficiency among English Learners from 25.4% in 2025 to 35% in 2026, as measured by state summative assessments.
Increase ELA proficiency among English Learners from 13.6% in 2025 to 25% in 2026, as measured by state summative assessments.
Increase the percentage of English Learners proficient on the WIDA language assessment, from 31.6% in 2025 to 40% in 2026.

Aligns with District Goal

Formative Measures: Summit K12
Fast Bridge Progress Monitoring
MAP projected proficiency data
Grades and/or classroom assessments

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. 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:** WIDA Training ELL Strategies Training Tier I Monitoring Tool ELL Department **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: Coaching **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** Teachers did not have a clear understanding of how WIDA information could help them to refine things for students in the classrooms. Our ELL Task Force lead a PL to help build understanding with teachers and help them see how useful the WIDA data was for them in the classroom. **October Next Steps/Need** ELL Task Force will lead more PL on strategies to support students based on WIDA "Can Do's." **Feb:** In progress **February Lessons Learned** Teachers were excited to implement strategies to help ELL students build their English vocabulary, however they are still having a hard time with scaffolding away Spanish language supports so students are more motivated to learn English. **February Next Steps/Need** Completing WIDA testing for 1st - 5th grade students ELL Task Force holding PL on how to help students get more practice with English **June:** Continue **June Lessons Learned** ELL Task Force did a great job of helping teachers to understand the WIDA and how it impacts their classrooms and

	students. We were able to exit 26 students from the WIDA assessment and have show consistent, significant growth over the last three years. Students were doing well on the Reading, Writing and Listening portions of the WIDA, but were not doing well in the Speaking section (despite students having strong English speaking skills). Teachers need to consistently embed opportunities for meaningful discourse in lessons to give EL students the opportunity to practice language in meaningful ways. Utilized K12 Summit within our WIN structures to give newcomers opportunities to get target language support at their instructional level. We were able to exit 6 students from these groups into normal WIN groups that give more rigorous targeted instruction needed to acquire English. **June Next Steps/Need** Continue to utilize K12 Summit within WIN groups to help newcomer students transition into English instruction. Build expertise in the K12 Summit program to best utilize all its features to help students develop and sustain their English language skills. Create and reinforce oral language expectations in all classrooms to give opportunities for all students to practice language skills in proper structure and with academic vocabulary. Continue to utilize ELL strategies when teaching to help EL students to best understand academic concepts while they are building their English language skills.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Administration noticed that grade levels would often plan lessons during PLC and/or grade level meetings and subsequent observations would not match planning at least 60% of the time. Increase the percent of classroom observations that show evidence of using needed differentiated instruction to assist students in understanding skills and concepts based on common formative and summative assessment data as discussed and planned in PLCs to 50% at the end of semester 1 and to 70% at the end of semester 2, 2025 as measured by PLC observations and agendas cross-referenced with the Tier I Monitoring Tool.

Aligns with District Goal

Formative Measures: PLC Agendas
Classroom Observations
Title I Tier Monitoring Tool

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: The Leadership team (administration and PLC Task Force Members) will clearly define what should happen during PLC meetings and communicate that to staff in order to reflect on current PLC practices and evaluate where each grade level is in the PLC development process. Targeted support will then be provided. Leadership team will then determine an observation schedule based on what is discussed during PLCs and will note findings using the Tier I Monitoring Tool. **Position Responsible:** Administration **Resources Needed:** NWEA Coach MAP data Formative assessment data PLC+ Manual Exemplars/non-examples **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: Gather walkthrough data from each PLC Level 3: Promising: Analyze data in PLCs **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** Implemented **October Lessons Learned** Grade levels learned how utilizing roles could spread the responsibility among the grade level and build engagement for all during PLCs. Grade levels developed a central location for grade level data to help lead PLC discussions. PLC Task Force created a protocol for observing PLCs and a rotation calendar so they could keep track of trends to inform future PL topics. **October Next Steps/Need** PLC Task Force will lead a PL on the importance of completing Pre-Work for the PLC process. PLC Task Force and Admin will meet to examine trend data and develop next steps for the staff as a whole and individual grade levels. **Feb:** In progress **February Lessons Learned** Most grade levels are improving on utilizing PLC time more effectively and PLC Task Force shared feedback with grade levels for next steps with an emphasis on completing Pre-Work ahead of time to maximize time. One grade level still struggling and will require more intensive support.

	February Next Steps/Need PLC Task Force will complete a coaching cycle with grade level that is still struggling with effective PLCs which will include redefining roles and norms, modeling how to create agendas and facilitate meetings, and giving feedback to grade level for next steps. **June:** Continue **June Lessons Learned** Strong conversations happening during PLC. PLC Task force did great job of support everyone and coaching everyone up to stay effective. Conversations started in PLC, but continued to happen throughout the day and there was a lot of coordination to make sure things were being implemented. Lots of growth and better time spent than in previous years. **June Next Steps/Need** Continue to have grade levels meet in central location (705) to keep transparency. Continue to carve out time outside of PLCs to continue conversations and planning to increase effective implementation. Build strong cohesive teams that can synergize when planning and evaluating curriculum to best optimize each lesson for students.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the percent of students chronically absent from 20.2% in Spring 2025 to 10% by Spring 2026, as measured by the NSPF.

Aligns with District Goal

Formative Measures: Infinite Campus Attendance Records
FocusEd

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Utilize a coordinated effort with our administration, office staff, and Student Support Team to create a multi-tiered systematic approach to supporting families with making sure students attend school regularly. **Position Responsible:** Administration **Resources Needed:** Infinite Campus Attendance reports Student Support Team meetings Family/student incentives **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 4: Demonstrate Rationale: Truancy Diversion **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Parents are not responding as well to whole group efforts/ reminders on attendance (preaching to the choir). Started to use a more individualized approach for students who are on the Chronic absenteeism list. Lots of sick students (flu, etc.) that is prompting parents to keep all kids home if only one gets sick. **October Next Steps/Need** Attendance competition in November will begin to promote attendance. Conducting more home visits to those families that are high attendance. **Feb:** In progress **February Lessons Learned** Family Engagement Task Force implemented programs to encourage families to be involved and connect more with the school (e.g. Family Movie Night, Family Dinner Event, Santa Workshop, etc.). Events are well attended and give us opportunities to make sure parents know what is going on at school to encourage them to send their students to school. **February Next Steps/Need** Attendance competition in March will begin to promote attendance. Continuing to conduct home visits to those families that are high attendance and sharing the programs Red Rock has to offer to get students to come to school. Continue to have Family Engagement Task Force create programming to engaging the community with Red Rock.

June: Continue

June Lessons Learned

Attendance competitions are fun and really fierce and has really boosted attendance as a whole in November and March and the following months as well.
Need to find ways to reach parents about attendance without "preaching to the choir" by increasing home visits to families BEFORE they reach chronically absent.
We did a good job of focusing on increasing family engagement with the school to build stronger relationships with families. This helped them to feel more comfortable to come to us for support when necessary.
Need to continue to provide wraparound services for our community to help families get the support they need so they can be in school consistently.

June Next Steps/Need

Rethink home visit protocols to shift focus on visiting families BEFORE they are chronically absent.
Continue the Fall and Spring attendance competitions as attendance boosters at key parts of the year that otherwise have high absences.
Continue to cultivate current wraparound services and seek out others that would have a positive impact on the Red Rock community.
Continue to focus on increasing family engagement with the school to build stronger relationships with families.