Clark County School District

Gehring, Roger D. ES Academy of Science and Technology

2026-2027 School Improvement Plan

Classification: 5 Star School

Magnet

District Approval Date: August 24, 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/

Table of Contents

Comprehensive Needs Assessment 4
Student Success 4
Inquiry Area 1: Student Success 8
Adult Learning Culture 16
Inquiry Area 2: Adult Learning Culture 19
Connectedness 22
Inquiry Area 3: Connectedness 25
Priority Problem Statements 29
Comprehensive Needs Assessment Data Documentation 31
Schoolwide and Targeted Assistance Title I Elements 33
1.1: Comprehensive Needs Assessment 33
2.1: School Performance Plan (SPP) developed with appropriate stakeholders 33
2.3: Available to parents and community in an understandable format and language 33
Plan Notes 34
School Continuous Improvement (CI) Team 35

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

2026-27 - Reading focus

- *A link to the MAP data is available here.*
- *Proficiency in reading MAP reading increased by 8% (74% to 82%) from fall 2025 to spring 2026.*
- *Our Asian subgroup increased in their overall reading proficiency from 76% to 84% of students who are Asian being proficient during 2025-26.*
- *By the end of the 2025-26 school year, 84% of kindergarten, 87% of first grade, and 79% of 3rd grade were proficient in MAP reading.*
- *83.7% of students were proficient on the 2025 SBAC ELA.*
- *2026 WIDA reading scores showed that 35% of English Learner students showed improvement in WIDA, and 51% of EL students were proficient in WIDA.*

2025-26 - Math focus

- *A link to the MAP data is available here.*
- *Proficiency in math MAP increased by 4% (76% to 80%) from fall 2025 to spring 2026.*
- *Our Hispanic/Latino subgroup increased in their overall math proficiency from 71% to 75% of students who are Hispanic/Latino being proficient during 2025-26.*
- *Our Caucasian subgroup increased in their overall math proficiency from 83% to 87% of students who are Caucasian being proficient during 2025-26.*
- *By the end of the 2025-26 school year, 83% of kindergarten, 78% of first grade, and 81% of 3rd grade were proficient in MAP math.*
- *82.8% of students were proficient on the 2025 SBAC Math.*

Student Success Areas for Growth

2026-27 Areas for Growth - Reading:

- *The true percentage of students who are deemed proficient in MAP reading (61st percentile or higher) is 82% for all students in spring 2026. Only 75% of 2nd grade were proficient, 79% in 5th grade.*
- *2026 Spring MAP Reading Proficiency scores dropped for 2nd grade Fall 2025 to Spring 2026.*
    - *2nd-grade scores dropped from 77% in the Fall to 75% in the Spring*
- *Only 71% of students met their projected growth on the Spring 2025 reading MAP assessment*
    - *Kinder 91% met growth projection*
    - *1st grade 83% met growth projection*
    - *2nd grade 51% met growth projection*
    - *3rd grade 64% met growth projection*
    - *4th grade 74% met growth projection*
    - *5th grade 70% met growth projection*
- *The Black/African American average reading proficiency is 76% vs. Asian at 83% (7% difference).*

- *Projected reading proficiency indicates 77% of students will be proficient on the Spring 2026 SBAC.*
- *2026 WIDA scores indicate that 19/59 EL students (32%) achieved proficiency overall and were exited from the WIDA.*

2025-26 Areas for Growth - Math:

- *The true percentage of students who are deemed proficient in MAP math (61st percentile or higher) is 80% for all students in spring 2025. Only 78% of first grade students were proficient and 74% of 2rd grade were proficient.*
- *2026 Spring MAP Math Proficiency scores dropped for 1st and 2nd grade from Fall 2025 to Spring 2026.*
    - *1st-grade scores dropped from 84% in the Fall to 78% in the Spring*
    - *2nd-grade scores dropped from 75% in the Fall to 74% in the Spring*
- *Only 71% of students met their projected growth on the Spring 2025 math MAP assessment*
    - *Kinder 98% met growth projection*
    - *1st grade 75% met growth projection*
    - *2nd grade 71% met growth projection*
    - *3rd grade 80% met growth projection*
    - *4th grade 81% met growth projection*
    - *5th grade 64% met growth projection*
- *The Black/African American average math proficiency is 75% vs. two or more races at 82% (7% difference).*
- *Projected reading proficiency indicates 88% of students will be proficient on the Spring 2025 SBAC.*

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	In Spring of 2026, 56% of all ELLs were proficient in Math MAP assessment. In Spring of 2025, 51% of all ELLs were proficient in ELA MAP assessment. On the 2026 WIDA assessment, 32% of students were proficient.	Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), use of Title III funds to support instruction through Imagine Learning (36 site licenses) and Summit K-12, 1-1 Chromebooks, and individualized blended learning curriculum. Students have the opportunity to work on Imagine Learning at home.

Student Group	Challenge	Solution
Foster/Homeless	We have minimal students who are Foster/Homeless at this school.	Sessions with counselor and/or social worker as needed, Title I Hope resources, SEL check ins, equitable access to educational opportunities, 1-1 Chromebooks, student data sheets, RTI documentation, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up. There is currently no identifiable achievement gap between Foster Homeless/Not Foster Homeless students.
Free and Reduced Lunch	We do not have data to reflect the number of students receiving Free and Reduced Lunch.	All students receive free lunch and breakfast, SEL check ins, equitable access to educational opportunities, 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up. There is currently no identifiable achievement gap between FRL/Non-FRL students.
Migrant/Title1-C Eligible	We have minimal students who are Migrant/Title1-C Eligible at this school.	Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), use of Title III funds to support instruction, 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	On the Spring 2026, 100% of American Indian/Alaska Native students were proficient on the Math MAP Assessment. On the Spring 2026, 100% of American Indian/Alaska Native students were proficient on the Reading MAP Assessment. On the Spring 2026, 84% of Asian students were proficient on the Math MAP Assessment. On the Spring 2026, 83% of Asian students were proficient on the Reading MAP Assessment. On the Spring 2026, 74% of Black/African American students were proficient on the Math MAP Assessment. On the Spring 2026, 76% of Black/African American students were proficient on the Reading MAP Assessment. On the Spring 2026, 75% of Hispanic/Latino students were proficient on the Math MAP Assessment. On the Spring 2026, 81% of Hispanic/Latino students were proficient on the Reading MAP Assessment. On the Spring 2026, 89% of Native Hawaiian/Pacific Islander students were proficient on the Math MAP Assessment. On the Spring 2026, 78% of Native Hawaiian/Pacific Islander students were proficient on the Reading MAP Assessment. On the Spring 2026, 81% of Multiracial students were proficient on the Math MAP Assessment. On the Spring 2026, 83% of Multiracial students were proficient on the Reading MAP Assessment. On the Spring 2026, 87% of White students were proficient on the Math MAP Assessment. On the Spring 2026, 86% of White students were proficient on the Reading MAP Assessment.	Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), use of Title III funds to support instruction, 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.
Students with IEPs	In Spring of 2026, 55% of students with an IEP were proficient on the Math MAP Assessment. In Spring of 2026, 44% of students with an IEP were proficient on the Reading MAP Assessment.	Consistent aides for support in the classroom, push-in/pull-out services, consistent data collection from teachers and instructional assistants, study hour at the end of the day , 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Projected reading proficiency for spring SBAC based on spring 2026 MAP projections show a concern for the following subgroups in 4th grade. (85.1% of all fourth-grade students are projected to be proficient in ELA on the 2026 SBAC.) African American projected proficiency-76%. Hispanic projected proficiency-81% Asian, Two or more races, and Caucasian students' projected proficiency-83%, 80% and 85%, respectively, for Spring 2025 ELA SBAC. Projected math proficiency for spring SBAC based on spring 2026 MAP projections show a concern for the following subgroups in 3rd grade. (82.1% of all third-grade students are projected to be proficient in math on the 2026 SBAC.) African American projected proficiency-74%. Hispanic projected proficiency-75% Asian, Two or more races, and Caucasian students' projected proficiency-81%, 86% and 88%, respectively, for Spring 2026 Math SBAC.
Critical Root Cause: There is a need for continued improvement in differentiated and intervention groups in the classroom to ensure high-quality instruction. There is inconsistency in Tier 1 instruction and small grouping within each of the grade levels. There is a need at the grade levels to define the small group/intervention time in the classroom explicitly. Lesson plans for acceleration and intervention need to address student deficits. There is a need to ensure all teachers understand the full and implied intent of the standards. There is a need to increase growth with all students, especially students who are high-achieving. Professional development time is necessary to assist in making significant mid-course corrections after reviewing the data.

Problem Statement 2 (Prioritized): As evidenced by state summative and WIDA assessment data, the problem is ELs are performing below other identified student groups at Roger Gehring Academy.
Critical Root Cause: The low performance of ELs in language proficiency and content achievement is due to lack of consistency in use of research-based scaffolding best practices within instruction due to a lack of professional learning and the recent addition of new staff.

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 iReady assessment from 80% (spring 2026) to 83% (Spring 2027), where proficiency is defined as being in the 61st percentile or higher.

Formative Measures: Increase the percentage of students being proficient in Math MAP from 80% (Spring 2026) to 81% (Winter 2026) as measured by iReady assessments, to 83% by Spring 2027.

Aligns with District Goal

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.	**Status Check**	**EOY Reflection**

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Active participation from all staff members during weekly planning meetings and PLC meetings.	principal, assistant principal	Weekly grade-level meetings and leadership. Weekly focalpoint walks	
2	Agendas and minutes from all meetings.	principal, grade-level chairs	weekly	
3	Student data sheets are to be reviewed with the administration, in RTI and planning meetings.	RBG3 strategist, admin	weekly, quarterly	
4	Review of lesson plans to account for learning intentions, success criteria, components of an effective lesson, assessment strategies, and small groups.	admin, grade-level chairs	weekly	
5	Allow time (PLCs) to allow teachers to break down the standards and understand all components of each of the standards prior to instruction.	admin	weekly	
6	Review of CTT schedules and data to assess student progress. Students identified as needing more assistance will meet in a small group with CTTs and/or learning strategists.	strategist, admin	start of each semester	
7	Additional time for PLCs, data days, and targeted expert walks.	admin	data days: 3x per year PLCs: weekly	
8	Increase teacher and student knowledge of DOK levels in each content area.	admin, strategist team	weekly PLCs, district staff development days	
9	Data will be reviewed and monitored on students' individual goal sheets, iReady growth assessment reports, FocusED data reports, FocusED grade analysis reports, progress reports, RTI referrals, and observation notes. Student subgroup data will be monitored to examine if students are closing the performance gap.	admin, strategist team, grade-levels	iReady analysis: 3x per year RTI: weekly Observation notes: as needed	

Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
10	Staff will expand problem-based learning to enhance inquiry-based approaches to work through real-life problem-solving. In this process, students and teachers will use Kagan structures to focus on building communication, collaboration, and problem-solving skills.	admin, STEM-strategist	daily	
11	Review of Achieve the Core/NVAC standards to focus on the most important concepts for students to master in each grade, review assessment (formative and summative) consistently to form flexible grouping with in-class small, differentiated grouping and additional small group support through CTTs to provide remediation and enrichment based on data analysis.	admin, strategists	monthly review of groups, CTT support 4-3x per week	

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, 2

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 82% (spring 2026) to 85% (spring 2027) as measured by the iReady assessment, where a student is deemed proficient when scoring in the 61st percentile or higher.

Formative Measures: Increase the overall % of students proficient in reading from 82% (Spring 2026) to 83% (Winter iReady Reading 2026) as measured by iReady reading assessments, to 85% of students being proficient by Spring 2027.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Active participation from all staff members during weekly planning meetings and PLC meetings. Agendas and minutes from all meetings. Student data sheets reviewed with administration, in RTI, and in planning meetings.	principal, assistant principal	Weekly grade-level meetings and leadership. Weekly focalpoint walks	
2	Students identified as needing more assistance will meet in a small group with the Read by Grade 3 strategist and/or learning strategist.	RBG3 strategist, Learning strategist	2-4x per week	
3	Data will be reviewed and monitored on students' individual data sheets, iReady growth assessment reports, FocusED data reports, FocusED grade analysis reports, progress reports, RTI referrals, and observation notes. Student subgroup data will be monitored to examine if students are closing the performance gap.	administration	3x per year for MAP analysis RTI: weekly	
4	Review of CTT schedules and data to assess student progress.	administration, strategists	2x per year	
5	School-wide blended learning programs (AR) to support individualized learning in conjunction with whole and small group instruction.	administration, teachers	daily	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
6	Staff will expand project-based learning to enhance inquiry-based approaches to work through real-life problem solving; in this process, students and teachers will use Kagan structures to focus on building communication, collaboration, and problem-solving skills.	administration, teachers	iReady analysis: 3x per year RTI: weekly Observation notes: as needed	
7	Additional time for PLC's, data days, and expert walks.	administration	data days: 3x per year PLCs: weekly	
8	Review of lesson plans to account for: learning intentions, success criteria, components of an effective lesson, assessment strategies, and small group.	administration	weekly	
9	Allow time (PLCs) to allow teachers to break down the standards and understand all components of each of the standards prior to instruction.	administration	weekly, data days: 3x per year	
10	Review of Achieve the Core/NVAC standards to focus on most important concepts for students to master in each grade, review assessments (formative and summative) consistently to form flexible grouping with in-class small, differentiated grouping and additional small group support through learning strategists who will provide remediation and enrichment based on data analysis.	administration strategist team	weekly, intervention by strategists as needed.	

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, 2

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 27% (math) and 35% (ELA) percentage points in 25-26 to 17% (math) and 25% (ELA) percentage points by the spring of 2027, as measured by iReady formative assessment.

Increase the percentage of English Learners proficient in Language Acquisition from 52% in 2026 to 60% by 2027, as measured by the WIDA Assessment.

Formative Measures: Increase overall % of ELL students proficient in reading from 51% of 55% as measured by the iReady Assessment.
Increase overall % of ELL students proficient in math from 56% to 60% as measured by the iReady Assessment

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	Administration	Ongoing during 2026-2027 school year.	
2	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	Administration, RBG3 strategist, learning strategist.	Ongoing during 2026-2027 school year.	
3	Monitor student active participation in Imagine Learning and Summit K-12 blended learning programs. Provide PD, coaching, and support to ensure consistent use of the programs with fidelity.	Administration, learning strategist, teachers	Ongoing during 2026-2027 school year.	

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 1, 2

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

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).

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers.	Administration, learning strategist, teachers	Ongoing during the 2026-2027 school year.	
2	Implement Essentials for Language Development (ELD) and Summit K12 Tier II support for STELs.	Administration, School leadership team, learning strategist, teachers, EL School Support Coordinator	Ongoing during the 2026-2027 school year.	
3	Implement Academic Content Language Expansion (ACLE) and Summit K12 Tier II for LTELs.	Administration, School leadership team, learning strategist, teachers, EL School Support Coordinator	Ongoing during the 2026-2027 school year.	
4	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS, ELD, and ACLE.	Administration, School leadership team, learning strategist, teachers, EL School Support Coordinator	Ongoing during the 2026-2027 school year.	
5	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school	Administration, School leadership team, learning strategist, teachers, EL School Support Coordinator	Ongoing during the 2026-2027 school year.	

Position Responsible: Administration

Resources Needed: Summit K-12

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

Evidence Level
Level 2: Moderate: Summit K-12
Level 3: Promising: Research-based scaffolding strategies

Problem Statements/Critical Root Cause: Student Success 1, 2

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Grade-level meetings are consistent and focus on instructional needs.
- RTI meetings are thorough and collaborative.
- Differentiated reading and math groups assist in meeting all students' current levels and bringing them up (not too easy and not too hard).
- Professional development is aligned with staff and student needs.
- Administrator-observed interactions with the learning intention and success criteria had increased from the 2023-24 school year to 2024-25. For learning intentions, an increase of 22% to 64% of lessons had students and/or the teacher interact with the learning intention. Interactions with the success criteria increased by 17% to 59% of observations.
- By the end of 2026, teachers and students interacted with learning intentions and success criteria 95% of the time.

Adult Learning Culture Areas for Growth

There is a need to ensure high-quality Tier I instruction, time for professional learning, and time to meet for planning with grade-level teachers (PLCs). There is a need for the consistent use of learning intentions and success criteria.

As of Spring 2025, administrator walkthroughs show that only 64% of observations showed that the teacher and/or students interacted with the learning intention. There is a need to up the amount of interaction with both the learning intention and success criteria. 59% of observations during the 2024-25 school year, had students and/or the teacher interact with the success criteria.

By Spring of 2026 teachers and students interacted with learning intentions and success criteria 95% of the time, but the majority of that percentage took place at the beginning of a lesson. There is a need to increase interaction with learning intentions and success criteria throughout the entire lesson.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	In Spring of 2026 56% of all ELLs were proficient in Math MAP assessment. In Spring of 2026 51% of all ELLs were proficient in ELA MAP assessment. On the 2026 WIDA assessment, 32% of students were proficient.	• Kagan training for staff • PBL integration • Whole language models to support language development • Students identified by the ELL Department receive Imagine Learning as an intervention program

Student Group	Challenge	Solution
Foster/Homeless	We have minimal students who are Foster/Homeless at this school.	• SEL check-ins • Family communication • School Wellness Team
Free and Reduced Lunch	We do not have data to reflect the number of students receiving Free and Reduced Lunch.	• School Wellness Team • SEL check-ins • Family communication
Migrant/Title1-C Eligible	We have minimal students who are Migrant/Title1-C Eligible at this school.	• minimal Title 1 • School Wellness Team • SEL check-ins • Counselor/Social Worker/Title I Hope

Student Group	Challenge	Solution
Racial/Ethnic Minorities	On the Spring 2026, 100% of American Indian/Alaska Native students were proficient on the Math MAP Assessment. On the Spring 2026, 100% of American Indian/Alaska Native students were proficient on the Reading MAP Assessment. On the Spring 2026, 84% of Asian students were proficient on the Math MAP Assessment. On the Spring 2026, 83% of Asian students were proficient on the Reading MAP Assessment. On the Spring 2026, 74% of Black/African American students were proficient on the Math MAP Assessment. On the Spring 2026, 76% of Black/African American students were proficient on the Reading MAP Assessment. On the Spring 2026, 75% of Hispanic/Latino students were proficient on the Math MAP Assessment. On the Spring 2026, 81% of Hispanic/Latino students were proficient on the Reading MAP Assessment. On the Spring 2026, 89% of Native Hawaiian/Pacific Islander students were proficient on the Math MAP Assessment. On the Spring 2026, 78% of Native Hawaiian/Pacific Islander students were proficient on the Reading MAP Assessment. On the Spring 2026, 81% of Multiracial students were proficient on the Math MAP Assessment. On the Spring 2026, 83% of Multiracial students were proficient on the Reading MAP Assessment. On the Spring 2026, 87% of White students were proficient on the Math MAP Assessment. On the Spring 2026, 86% of White students were proficient on the Reading MAP Assessment.	• Family communication • SEL check-ins • Focus ED Data • Grade Analysis • Counselor/Social Worker/Title I Hope

Student Group	Challenge	Solution
Students with IEPs	In Spring of 2026, 55% of students with an IEP were proficient on the Math MAP Assessment. In Spring of 2026, 44% of students with an IEP were proficient on the Reading MAP Assessment.	• Consistent aides for support in the classroom • Family communication • SEL check-ins • Focus ED Data • Grade Analysis • Support from a full-time SEIF • Collaborative planning with general education and special education teachers • Understanding student IEP goals/benchmarks

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is a concern overall with consistent usage of instructional materials, differentiation/intervention groups, and learning intentions and success criteria.
Critical Root Cause: There is a need for continued improvement in differentiated and intervention groups in the classroom to ensure high-quality instruction. There is inconsistency in Tier 1 instruction and small grouping within each of the grade levels. There is a need at the grade levels to define the small group/intervention time in the classroom explicitly There is a need to ensure all teachers understand the full intent of each standard. There is a need to ensure that learning intentions and success criteria are shared and interacted with throughout the entire lesson, not just at the beginning of a lesson.

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 throughout an entire lesson from 30% of observations to 70% where Learning Intentions & Success Criteria incorporate higher levels of DOK.

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 throughout an entire lesson.

Aligns with District Goal

Improvement Strategy 1 Details	Reviews	
Improvement Strategy 1: Teachers will engage in regular professional development and Professional Learning Communities (PLCs)		**EOY**

following the Teaching and Learning Cycle expectations to plan instruction aligned to standards.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure data day / PLC time focuses on teacher identification of areas of growth and strength, including materials and instructional strategies to focus on achievement in identified areas.	principal, assistant principal	Weekly meetings and review of data.	
2	The advisory team will continue to review data to assist in maintaining a focus on social, emotional, and academic needs.	administration, advisory team	weekly	
3	Use observation data to ensure all lessons contain components of an effective lesson and awareness of NEPF.	administration	daily	
4	Ensure all grade levels have consistent data days (Fall and Winter) scheduled, PLC time embedded within the schedule, and instructional rounds (expert walks) during the school year to see peers engaged in high-quality Tier 1 instruction.	administration	data days: 3x per year PLC: weekly	
5	Review the school-wide expectations to ensure that a laser focus is maintained on academic and social-emotional development with students during the first three days and during Staff Development Days.	administration	start of the year district staff development days	
6	Consistent classroom observations with post-conference feedback/ reflection sessions.	administration	daily	
7	Ensure high-quality Tier 1 instructional training during Staff Development Days and Kagan Structure Training throughout the school year.	administration, Kagan coaches team	monthly	
8	Offer PD on a case-by-case basis to support staff in areas where more assistance is needed.	administration, strategist team	as needed	
9	Ensure that teachers have full knowledge of the standards (explicit and implied)	administration, strategist team	ongoing	
10	Weekly RTI meetings, agendas, and notes. Continue to revise the RTI process to include more support for students' social/emotional development.	administration, RBG3 strategist	weekly	

Position Responsible: administration

Resources Needed: Agendas and minutes from all meetings
Google Form surveys
NEPF observation tools
Lesson plans
Student data sheets

Status Check		Reflection
Oct	Feb	June
No review	No review	

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			

Connectedness

Connectedness Areas of Strength

- Chronic absenteeism has decreased from 20% (2021-2022) to 10.9% (2022-2023) to 6% (2023-24) to 4% (2024-25), to 5% (2025-2026).
- Increase in communication through weekly newsletter (parents and staff) and Dojo messages to families.
- Staff state that the morale has improved from last school year and they want to see it continue to go up.
- Created a Canvas template for staff to use for their landing pages with a daily SEL survey for students.
- In 2021-2022, 70.73% of parents stated they know what goes on in the school. The 2022-2023 results show 80.58% of parents surveyed know what goes on in the school. In 2024-25, 100% of parents surveyed said they know what goes on in the school. In 2025-26, 88.1% of parents surveyed said they know what goes on in the school.

Connectedness Areas for Growth

- Teachers continue to be absent regularly, and there is a need for a Substitute on Special Assignment (SOSA)
- SEL is in high demand, and we are adjusting our SEL lessons to support students and staff. As well, we are creating announcements on GNN (Gehring News Network) focused on SEL specifically. Not all teachers broadcast GNN to their students.
- In 2024-25, 90.48% of parents and 85.48% of students feel the school does a good job at preventing bullying (District survey). In 2025-26, 92.86% of parents and 80.41% of students feel the school does a good job at preventing bullying.
- In 2024-25, 31.18% of students say bullying is a problem at the school (District survey). In 2025-26 30% of students say bullying is a problem at the school (District survey).
- The SOT discussed a longing for more school events on campus and an SEL program.
- In the 2025-26 school year, we began using the Character Strong SEL program. While there was consistency among teachers and grade levels to use the daily lessons, we were without a counselor from October-March.
- In the 202-2027 school year, Gehring in moving from one counselor to two.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	In Spring of 2026 56% of all ELLs were proficient in Math MAP assessment. In Spring of 2025 51% of all ELLs were proficient in ELA MAP assessment. On the 2026 WIDA assessment, 32% of students were proficient.	• Make sure communication is offered in different languages • Attendance program/provide resources to ensure students have adequate materials • SEL check-ins • Kagan Team and Class building • Character Strong SEL lessons and student engagement

Student Group	Challenge	Solution
Foster/Homeless	We have minimal students who are Foster/ Homeless at this school.	• Counselor support/social services support • SEL check-ins • Attendance program/provide resources to ensure students have adequate material • Kagan team and class building • Character Strong SEL lessons and student engagement
Free and Reduced Lunch	We do not have data to reflect the number of students receiving Free and Reduced Lunch.	• SEL check-ins • Attendance program/provide resources to ensure students have adequate materials • Kagan team and class building • Character Strong SEL lessons and student engagement
Migrant/Title1-C Eligible	We have minimal students who are Migrant/Title1-C Eligible at this school.	• Counselor support/Social services support • SEL check-ins • Attendance program/provide resources to ensure students have adequate materials

Student Group	Challenge	Solution
Racial/Ethnic Minorities	On the Spring 2026, 100% of American Indian/ Alaska Native students were proficient on the Math MAP Assessment. On the Spring 2026, 100% of American Indian/ Alaska Native students were proficient on the Reading MAP Assessment. On the Spring 2026, 84% of Asian students were proficient on the Math MAP Assessment. On the Spring 2026, 83% of Asian students were proficient on the Reading MAP Assessment. On the Spring 2026, 74% of Black/African American students were proficient on the Math MAP Assessment. On the Spring 2026, 76% of Black/African American students were proficient on the Reading MAP Assessment. On the Spring 2026, 75% of Hispanic/Latino students were proficient on the Math MAP Assessment. On the Spring 2026, 81% of Hispanic/Latino students were proficient on the Reading MAP Assessment. On the Spring 2026, 89% of Native Hawaiian/ Pacific Islander students were proficient on the Math MAP Assessment. On the Spring 2026, 78% of Native Hawaiian/ Pacific Islander students were proficient on the Reading MAP Assessment. On the Spring 2026, 81% of Multiracial students were proficient on the Math MAP Assessment. On the Spring 2026, 83% of Multiracial students were proficient on the Reading MAP Assessment. On the Spring 2026, 87% of White students were proficient on the Math MAP Assessment. On the Spring 2026, 86% of White students were proficient on the Reading MAP Assessment.	• Counselor support/Social services support • SEL check-ins • Attendance program/provide resources to ensure students have adequate materials • Student surveys • Kagan team and class building • Character Strong lessons and student engagement

Students with IEPs	In Spring of 2026, 55% of students with an IEP were proficient on the Math MAP Assessment. In Spring of 2026, 44% of students with an IEP were proficient on the Reading MAP Assessment.	• Consistent aides for support in the classroom • Resource teacher interventions • Counselor support/Social services support • SEL check-ins • Attendance program/provide resources to ensure students have adequate materials • Support from a full-time SEIF • Kagan team and class building • Character Strong lessons and student engagement

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students- There is a concern with a high number of students' social-emotional needs not being met. Parents- There is a continued need for continuous communication with families, as well as wanting additional school/family events throughout the school year. Staff- Teachers and staff continue to feel stressed by the demands of the profession.
Critical Root Cause: Students and staff need social-emotional education to deal with stress and their emotions. Our differentiated/intervention group (CTT) time continues to be disrupted by staff absences and covering classes without substitutes. While this did improve in the 2025-26 school year, we still feel this is an area to watch. Staff have not consistently used SEL with their students. Time continues to be a challenge into the schedule for SEL. There is a need to give more time to the Character Strong program purchased in the 2026-2027 school year.

Problem Statement 2 (Prioritized): While chronic absenteeism is low at Gehring ES, some students are chronically absent or trending towards being chronically absent.
Critical Root Cause: Parents and students often do not realize the negative impact absenteeism has on academic achievement and growth.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce schoolwide chronic absenteeism from 4.7% in 2025-2026 to 3% in 2026-2027.

Formative Measures: FocusEd
Infinite Campus
Site-Based spreadsheets for magnet school attendance tracking

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 1: Implement MTSS to identify and support chronically absent students, as well as students who are trending toward chronic absenteeism.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers and magnet coordinators will use site-based spreadsheet to track daily attendance and attendance trends	teachers and magnet coordinators	August 2026 - May 2027	
2	Students absent for 3 consecutive days, teachers call home and request a meeting to discuss	teachers, magnet coordinator, admin	August 2026 - May 2027	
3	Any student trending toward chronic absenteeism after a parent meeting is out on a tracker, provided with incentives, and removed from the tracker once attendance improves	teachers, magnet coordinator, admin	August 2026 - May 2027	
4	Classrooms with 10 days of perfect attendance receive a classwide incentive	teachers and admin	August 2026 - May 2027	
5	Students identified as chronically absent are put on probation, and attendance is tracked daily	teachers, magnet coordinator, admin	August 2026 - May 2027	

Position Responsible: Admin, teachers, magnet coordinator

Resources Needed: Absenteeism data from FocusEd, IC, and site-based trackers
Incentives

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

Evidence Level
Level 4: Demonstrate Rationale: MTSS

Problem Statements/Critical Root Cause: Connectedness 2

Inquiry Area 3: Connectedness

SMART Goal 2: Decrease the percentage of students who say bullying is a problem at this school from 30% (2026) to 25% (2027), 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.

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 Character Strong SEL program and checks for regular use within classrooms.

Aligns with District Goal

Improvement Strategy 1 Details

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monthly staff appreciation efforts Monthly recognition of teacher efforts	principal, assistant principal, counselor,	Weekly review of use and observation of SEL lessons.	
2	Continue to celebrate staff- increase acknowledgment of what is being done to improve student success, social/emotional growth, and attendance.	administration, counselor	monthly	
3	Continue to celebrate students with spirit days/incentives so that students can be at school and work toward their goals.	administration, strategist team, counselor	monthly spirit days	
4	Use of a social-emotional program and daily wellness checks to impact student feelings of belonging.	administration, counselor	weekly	
5	Staff should communicate with families regularly and include specific suggestions on things families can do at home to support their students, and also to receive feedback.	administration, teachers	minimum of 1x a week	

Reviews

Status Check		EOY Reflection
Oct	Feb	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
6	Increase the volunteers to assist staff, including community members and parent volunteers, to have a diverse volunteer population.	administration, teachers	ongoing	
7	Bi-monthly parent events on campus to assist with building community engagement on campus	administration, strategist team	bi-monthly	
8	SEL topics on the Gehring News Network (GNN) for students All students are to watch GNN each day and actively participate in GNN activities.	admin, computer strategist. counselor, teachers	daily	

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

No review	No review	

Priority Problem Statements

Problem Statement 1: Students- There is a concern with a high number of students' social-emotional needs not being met. Parents- There is a continued need for continuous communication with families, as well as wanting additional school/family events throughout the school year. Staff- Teachers and staff continue to feel stressed by the demands of the profession.

Critical Root Cause 1: Students and staff need social-emotional education to deal with stress and their emotions. Our differentiated/intervention group (CTT) time continues to be disrupted by staff absences and covering classes without substitutes. While this did improve in the 2025-26 school year, we still feel this is an area to watch. Staff have not consistently used SEL with their students. Time continues to be a challenge into the schedule for SEL. There is a need to give more time to the Character Strong program purchased in the 2026-2027 school year.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: There is a concern overall with consistent usage of instructional materials, differentiation/intervention groups, and learning intentions and success criteria.

Critical Root Cause 2: There is a need for continued improvement in differentiated and intervention groups in the classroom to ensure high-quality instruction. There is inconsistency in Tier 1 instruction and small grouping within each of the grade levels. There is a need at the grade levels to define the small group/intervention time in the classroom explicitly There is a need to ensure all teachers understand the full intent of each standard. There is a need to ensure that learning intentions and success criteria are shared and interacted with throughout the entire lesson, not just at the beginning of a lesson.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Projected reading proficiency for spring SBAC based on spring 2026 MAP projections show a concern for the following subgroups in 4th grade. (85.1% of all fourth-grade students are projected to be proficient in ELA on the 2026 SBAC.) African American projected proficiency-76%. Hispanic projected proficiency-81% Asian, Two or more races, and Caucasian students' projected proficiency-83%, 80% and 85%, respectively, for Spring 2025 ELA SBAC. Projected math proficiency for spring SBAC based on spring 2026 MAP projections show a concern for the following subgroups in 3rd grade. (82.1% of all third-grade students are projected to be proficient in math on the 2026 SBAC.) African American projected proficiency-74%. Hispanic projected proficiency-75% Asian, Two or more races, and Caucasian students' projected proficiency-81%, 86% and 88%, respectively, for Spring 2026 Math SBAC.

Critical Root Cause 3: There is a need for continued improvement in differentiated and intervention groups in the classroom to ensure high-quality instruction. There is inconsistency in Tier 1 instruction and small grouping within each of the grade levels. There is a need at the grade levels to define the small group/intervention time in the classroom explicitly. Lesson plans for acceleration and intervention need to address student deficits. There is a need to ensure all teachers understand the full and implied intent of the standards. There is a need to increase growth with all students, especially students who are high-achieving. Professional development time is necessary to assist in making significant mid-course corrections after reviewing the data.

Problem Statement 3 Areas: Student Success

Problem Statement 4: As evidenced by state summative and WIDA assessment data, the problem is ELs are performing below other identified student groups at Roger Gehring Academy.

Critical Root Cause 4: The low performance of ELs in language proficiency and content achievement is due to lack of consistency in use of research-based scaffolding best practices within instruction due to a lack of professional learning and the recent addition of new staff.

Problem Statement 4 Areas: Student Success

Problem Statement 5: While chronic absenteeism is low at Gehring ES, some students are chronically absent or trending towards being chronically absent.

Critical Root Cause 5: Parents and students often do not realize the negative impact absenteeism has on academic achievement and growth.

Problem Statement 5 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Criterion-Referenced Test in Mathematics
- Curriculum Based Measures
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- STEM/STEAM
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- WIDA ACCESS for ELLs
- WIDA Screener
- Other

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Coaching Logs
- Communications data
- Equity data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data
- Other

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- Gifted and talented data
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Other

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The Gehring leadership cadre (9 staff members) and the School Organization team meet monthly to review data and apply it to the SIP.

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

The Gehring leadership cadre meets monthly to review data, and their insight was sought to revise goals and apply strategies. Families are invited to our monthly SOT meetings, where the SIP is discussed a minimum of three times per year; it is an agenda item, and progress and the goals are reviewed and voted upon by the SOT.

2.3: Available to parents and community in an understandable format and language

The plan is posted on the school website.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$5,288,611.23	salaries, professional development, extra-duty pay, supplies, SEL program purchase, classroom supplies, CTTs, program purchases: PLTW subscription, MSA subscription, Garden Farms subscription, VR subscription, AR subscription, website subscription.	all goals, goal 2
At-Risk Weighted Allocation Additional SOSA	$27,395.24 $36,000	salaries for licensed staff, CTTs Support teachers to observe their colleagues to strengthen instructional practices	all goals
EL Weighted Allocation	$270,199.66	Imagine Learning licenses, salaries for licensed staff, CTTs	goal 1a & 1b, goal 3
General Carry Forward	$884,945.78	Class size reduction salaries	all goals
At-Risk Weighted Carry Forward	$68,311.59	salaries for licensed staff, CTTs	all goals
EL Weighted Carry Forward	$87,278.80	salaries for licensed staff, CTTs	all goals
Title IA	$ n/a	n/a We are not a Title I school	
Additional Counselor for 26-27	$126,000	Support social/emotional development	Inquiry area 3
Character Strong Curriculum 26-27	$12,000	Support social/emotional development	Inquiry area 3
Additional Strategist 26-27 Additional Instructional Assistant 26-27	$126,000 $45,000	Math and ELA support to all students Support for students with IEPs	Inquiry area 1- goals 1-3

School Continuous Improvement (CI) Team

Team Role	Name	Position
participant	Melissa Wegman	licensed staff
participant	Monica Shrestha	parent/SOT
participant	Lisa Liu	parent/SOT
participant	Amanda Massy	licensed staff / parent
participant	Deena Horner	licensed staff
participant	Lisa Ito	licensed staff
participant	Kathleen Bravin	licensed staff
participant	Meporne Chancey	licensed staff
participant	Laura Mattie	licensed staff
participant	Natasha Yazdani	licensed staff
participant	Kerry Penn	support staff / SOT
participant	Maya Elliott	parent / SOT
participant	Jamie Petersen	SOT Vice-Chair / licensed staff
participant	Kimberly Anderson	SOT Chair / licensed staff
co-lead	Erin Erdman	Assistant Principal
Lead	Sarah Robinson	Principal