Clark County School District

Red Rock ES

2026-2027 School Improvement Plan

Classification: 2 Star School

Title I

District Approval Date: August 14, 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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Comprehensive Needs Assessment

Revised/Approved: June 30, 2026

Student Success

Student Success Areas of Strength

The MAP growth from Fall to Spring in ELA (56th percentile) and Math (67th percentile) with an increase in proficiency of 14% in Math and an increase in proficiency of 6% in ELA. In addition, we were able to exit 26 of the 134 students (19%) from WIDA.

Student Success Areas for Growth

Spring MAP data shows the school is 34% proficient in ELA and 39% proficient in Math overall for continuously enrolled students. Although the overall proficiency for ELA and Math are higher than last year, there was not as much growth or adequate reduction of "at risk" students in ELA. Especially in grades 3 - 5. There were significant gains in Math that we can start to capitalize on to move toward proficiency.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Preliminary 2025-2026 SBAC data shows a proficiency gap of 17.4 percentage points in ELA between LEP and non-LEP students. No gap was found in Math. Students who are acquiring English require more supports during Tier I instruction and are less likely to actively engage in lessons which impacts their progress negatively.	*District Purchased EL Curriculum and Core 95 to be implemented within Tier I and Tier II instruction to ensure language needs for English Learner students are supported at both an instructional level and on grade level. Bilingual academic vocabulary charts in math and ELA. District required ULD training for staff to review best practices for ELL teaching strategies.*

Student Group	Challenge	Solution
Foster/Homeless	There is currently no identifiable achievement gap between Foster Homeless/Not Foster Homeless students. Title I Hope and foster care students often have to deal with unstable home lives which impacts their ability to learn and focus. They can sometimes be exposed to traumatic events which can affect their behavior and academics at school.	*Additional materials to take home as well as maintain a food, hygiene, etc. closet for families that are in need. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.*
Free and Reduced Lunch	There is currently no identifiable achievement gap between FRL/Not FRL students. Students from low socio-economic backgrounds can struggle with getting the nutrition they need to be attentive in class and may have feelings of inadequacy compared to their peers.	*100% Free/Reduced Lunch students population. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.*
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Traditionally underserved communities including ethnic and racial minorities are affected by societal inequities that can affect how they view school and education.	*Look at achievement gap data. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk. Including district trainings regarding Culturally Responsive Teaching practices.*
Students with IEPs	Students with IEPs require additional accommodations for general education classrooms and adaptations to the Tier I lessons to make learning more accessible.	*Awareness of students' IEP goals and accommodations. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students with IEPs.*

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): MAP assessment results and historical SBAC data shows a need to focus on increasing the efficacy of Tier I instruction for all students.
Critical Root Cause: Although staff were implementing PLCs and discussing data consistently, there were not enough discussions about how best to instruct students during Tier I based on that data. There was inconsistent use of formative data to guide instruction across all grade levels. Tier 1 materials were not used effectively on a consistent basis.

Problem Statement 2 (Prioritized): AB 335: As evidenced by 2024-2025 SBAC data, 0% of our LTELL students are proficient in Math or ELA and 25.4% of our short term ELLs are proficient in Math (compared to 28.1% for Non-ELL students) and only 13.6% of short term ELLs are proficient in ELA (compared to 29.9% of Non-ELL students).
Critical Root Cause: AB 335: The low performance of ELs in language proficiency and content achievement is due to inconsistent use of teaching strategies that support language acquisition being implemented in each lesson. Teachers also have a lack of understanding of how they can use WIDA data to help them to give targeted support to ELL students.

Inquiry Area 1: Student Success

SMART Goal 1: For the 2025 - 2026 school year, an average of 65.6% of students were able to meet or exceed the established growth target from Fall to Spring with 38% of continuously enrolled students showing proficiency in Spring on the MAP assessment. Utilizing this historical data, the percent of students meeting or exceeding the established growth target in math will be 75% by the Spring 2027 benchmark and the amount of students considered proficient will increase to 50% of continuously enrolled students as measured by the i-Ready Math Assessment.

Formative Measures: Fastbridge Progress Monitoring
Grade Level Assessments
Individual Student Data Folders
i-Ready Assessment Suite

Aligns with District Goal

Improvement Strategy 1 Details

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional development on curriculum and instructional expectations	Adminsitration	Weekly at Staff Meetings and PLCs	
2	Teachers will annotate lesson plans to proactively plan for instructional need in their classroom	Teachers	Daily	
3	Conduct Instructional Rounds-Math/ELA Every 4-5 weeks Have curriculum experts conduct regular classroom observations to give feedback on implementation and give action steps for best practices.	Administration, Feeder Alignment Admins, and Task Force Members	3 times a semester	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Ongoing Envision 2020 and math training with Math Strategists from the district	Math Coordinators from Curriculum and Instruction Division	July and August 2026	
5	Utilize district pacing guides to keep instructional delivery on track to ensure students are exposed to all grade level skills.	Teachers and Admin	Weekly at PLC meetings	
6	Continue to utilize the Math Task Force made up of teachers across grade levels to increase the knowledge, skills, and application of effective teaching strategies by acting as mentors and creating local resources to help teachers implement curriculum and fully satisfy the standards.	ELA Task Force Members	All Year	

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

Inquiry Area 1: Student Success

SMART Goal 2: For the 2025 - 2026 school year, an average of 60.6% of students were able to meet or exceed the established growth target from Fall to Spring with 38% of continuously enrolled students showing proficiency in Spring on the MAP assessment. Utilizing this historical data, the percent of students meeting or exceeding the established growth target in ELA will be 70% by the Spring 2027 benchmark and the amount of students considered proficient will increase to 50% of continuously enrolled students as measured by the i-Ready ELA Assessment.

Formative Measures: Fastbridge Progress Monitoring
Core 95 PSI Assessments
Grade Level Assessments
Individual Student Data Folders
i-Ready Assessment Suite

Aligns with District Goal

Improvement Strategy 1 Details

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional development on curriculum and instructional expectations	Administration	Weekly at Staff Meetings and PLCs	
2	Ongoing HMH, 95 Group and ELA training with Reading Strategists from the district	ELA Coordinators from the Curriculum and Instruction Division	July and August 2026	
3	Utilize district pacing guides to keep instructional delivery on track to ensure students are exposed to all grade level skills.	Administration and Teachers	Weekly at PLC meetings	
4	Continue to utilize the ELA Task Force made up of teachers across grade levels to increase the knowledge, skills, and application of effective teaching strategies by acting as mentors and creating local resources to help teachers implement curriculum and fully satisfy the standards.	ELA Task Force Members	All Year	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
5	Conduct Instructional Rounds-Math/ELA Every 4-5 weeks Have curriculum experts conduct regular classroom observations to give feedback on implementation and give action steps for best practices.	Administration, Feeder Alignment Admins, and Task Force Members	3 times a semester	
6	Teachers will annotate lesson plans to proactively plan for instructional need in their classroom	Teachers	Daily	

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

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 35.7% in 2026 to 45% in 2027.

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

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.
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	Continue to utilize ELL Task Force team to support all staff in understanding WIDA information and implementing research-based teaching strategies.	Administration ELL Task Force	Ongoing	
2	Identify Newcomers and Long Term ELLs (without IEPs) and create Tier II groups to get them support during WIN time utilizing Summit K12	Administration	Ongoing	
3	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	Administration	Quarterly	
4	Get support from ELL Department to plan PL for staff and increase expertise for the ELL Task Force	Administration ELL Department ELL Task Force	November 2026	

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

Adult Learning Culture

Adult Learning Culture Areas of Strength

PLCs are happening regularly and grade levels are discussing curriculum and making sure that all NVACS are supported through instruction.

Adult Learning Culture Areas for Growth

Staff are not utilizing formative check data to help inform instructional plans to ensure students are successfully meeting the learning targets for each lesson. Staff struggle with taking ideas and techniques discussed in PLC and using them effectively in the classroom.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students who are acquiring English require more supports during Tier I instruction and are less likely to actively engage in lessons which impacts their progress negatively.	*Professional Learning on the Core 95 program instructional implementation for Tier I and Tier II instruction. Professional Learning on the Flash Light 360 vocabulary curriculum instructional implementation. All educators at Red Rock ES will complete Understanding Language Development (ULD) professional learning series, sessions 1-4 to increase the knowledge and skills of teachers at Red Rock ES to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content. Professional learning on discourse structures as a means of raising the level of academic discourse among ELL students. Data on EL students will be specifically analyzed during PLC meetings. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners and students who are at-risk.*

Student Group	Challenge	Solution
Foster/Homeless	Title I Hope and foster care students often have to deal with unstable home lives which impacts their ability to learn and focus. They can sometimes be exposed to traumatic events which can affect their behavior and academics at school.	*Student support team checks on at-risk students. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.*
Free and Reduced Lunch	Students from low socio-economic backgrounds can struggle with getting the nutrition they need to be attentive in class and may have feelings of inadequacy compared to their peers.	*100% Free/Reduced Lunch students population. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.*
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Traditionally underserved communities including ethnic and racial minorities are affected by societal inequities that can affect how they view school and education.	*Data on ethnic/racial student groups will be specifically analyzed during PLC meetings. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.*
Students with IEPs	Students with IEPs require additional accommodations for general education classrooms and adaptations to the Tier I lessons to make learning more accessible.	*Include resource room teachers in PLC discussions. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.*

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Grade levels are talking specifically about how they will teach concepts and skills during the Tier I, however those techniques are not showing up in PLCs consistently. Grade levels are sharing data, but not using it to inform next steps.

Critical Root Cause: Educators lack the knowledge of connecting data and understanding of student needs to pedagogy and delivery during Tier I.

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, 2027 as measured by PLC observations and agendas cross-referenced with the Tier I Monitoring Tool.

Formative Measures: PLC Agendas
Classroom Observations

Aligns with District Goal

Improvement Strategy 1 Details

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review and Refine current structures - PLC dates, Pacing Calendar	Administration and PLC Task Force	July and August 2026	
2	Task Force hold beginning of year PL to outline PLC Expectations and how to make them effective.	PLC Task Force	August 2026	
3	Leadership Team meetings to determine needs and analyze the DDI results	Administration and PLC Task Force	Ongoing throughout the year	
4	Review MAP data with teachers and admin team	Administration	August 2026	
5	Leadership team observes PLCs for expectations and effectiveness giving feedback and gathering trend data for future PD to support staff needs.	Administration and PLC Task Force	Weekly	
6	Conduct Instructional Rounds-Math/ELA Every 4-5 weeks	Administration and PLC Task Force	Ongoing	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
7	Grade Level Reflection on PLC procedures	Teachers	August 2026	
8	Provide targeted support for grade levels based on needs	Administration and PLC Task Force	Ongoing	
9	Unwrapping Standards for backwards planning Matching rigor of tasks to true meaning of the standard	Teachers and PLC Task Force	Weekly PLCs	
10	PD on aligning formative assessments to summative. Strategies for teachers to share examples/non-examples and share student work and/or methods of problem solving.	Administration and PLC Task Force	Weekly Staff Meetings and/or After School PD	

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

Connectedness

Connectedness Areas of Strength

Red Rock has decreased Chronic Absenteeism from 29.2% for the 2023-2024 school year to 20.2% in the 2024-2025 school year a improvement of 9%.

Connectedness Areas for Growth

Red Rock still has a high level of chronic absenteeism (20.2%) , with the majority of absences being in kindergarten and 1st grade (22.1% and 31.1% respectively).

Connectedness Equity Resource Supports

Establish Student Support Team to help support students and families with services to help them to get their students to school consistently. Team will include counselors, BoysTown, Communities in Schools, ReInvent Las Vegas, Impact, and administration. Team will track at-risk students and match students and families to wrap around services that are needed to support regular school attendance. Student Support Team will conduct weekly home visits for those chronically absent. Clerk will pull absentee numbers weekly to tag at-risk students. Professional Learning on school and district policy on tracking absent students and contacting families for chronically absent students.

Student Group	Challenge	Solution
English Learners	Students who are acquiring English require more supports during Tier I instruction and are less likely to actively engage in lessons which impacts their progress negatively.	*Bilingual emotional vocabulary lists. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners and students who are at-risk.*
Foster/Homeless	Title I Hope and foster care students often have to deal with unstable home lives which impacts their ability to learn and focus. They can sometimes be exposed to traumatic events which can affect their behavior and academics at school.	*Provide wraparound services and regular check-ins as needed. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.*

Student Group	Challenge	Solution
Free and Reduced Lunch	Students from low socio-economic backgrounds can struggle with getting the nutrition they need to be attentive in class and may have feelings of inadequacy compared to their peers.	*100% Free/Reduced Lunch students population. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.*
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Traditionally underserved communities including ethnic and racial minorities are affected by societal inequities that can affect how they view school and education.	*Two-way communication with parents about the specific needs of each student. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.*
Students with IEPs	Students with IEPs require additional accommodations for general education classrooms and adaptations to the Tier I lessons to make learning more accessible.	*Awareness of behavior goals. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.*

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Parents are not getting students to school on time consistently and chronic absenteeism rates have not reduced back to pre-COVID levels.
Critical Root Cause: Families do not understand how much education is lost when they keep their students out of school for insignificant reasons. Especially for the younger grades.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the percent of students chronically absent from 18.6% in Spring 2026 to 10% by Spring 2027, as measured by the NSPF.

Formative Measures: Infinite Campus Attendance Records
FocusEd

Aligns with District Goal

Improvement Strategy 1 Details	Reviews

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

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Families sent attendance information documents before school starts with their registration information.	Clerk and School Aide	July 2026	
2	During Meet the Teacher, administration holds parent orientation meeting with families to inform them of the importance of attendance and share school year attendance policies and school attendance goals.	Administration	August 7, 2026	
3	Teachers reiterate information shared with families at Meet the Teacher in their classrooms directly to students. Teachers alert the office of students with absence/tardy issues as soon as they arise.	Teachers	Beginning of School Year and as needed throughout the year	
4	Parents/guardians given attendance update letters to alert them to attendance numbers when they drop students off late or call them out of school early.	Office Staff	As Needed	
5	Communities in Schools Coordinator plans and coordinates Tier I attendance incentives (e.g. AttenDance, Class attendance trackers, etc.) for Tier I students quarterly.	CIS Advisor	Quarterly	
6	Clerk manages attendance records and alerts admin and the SST team when students reach previously determined thresholds along the way to being considered chronically absent.	Clerk	As needed	
7	Student Support Team (Counselor, Team and Family Advocate, Communities in Schools coordinator, Campus Security Monitor, Principal, Assistant Principal, Clerk) identify the supports the Tier II and Tier III students/families need to support their attendance needs including home visits, program referrals, support through wraparound services, etc.	Student Support Team	Weekly	
8	Clerk refers students to TPOP as soon as they reach the requirements for the program and educational neglect paperwork filed as soon as students reach 20 days absent.	Clerk	As needed	
9	Administration meets with chronically absent (Tier II and III) families one-on-one to address severe attendance deficit and create a family support plan to improve student achievement.	Administration	As needed	

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			

Priority Problem Statements

Problem Statement 1: MAP assessment results and historical SBAC data shows a need to focus on increasing the efficacy of Tier I instruction for all students.

Critical Root Cause 1: Although staff were implementing PLCs and discussing data consistently, there were not enough discussions about how best to instruct students during Tier I based on that data. There was inconsistent use of formative data to guide instruction across all grade levels. Tier 1 materials were not used effectively on a consistent basis.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Grade levels are talking specifically about how they will teach concepts and skills during the Tier I, however those techniques are not showing up in PLCs consistently. Grade levels are sharing data, but not using it to inform next steps.

Critical Root Cause 2: Educators lack the knowledge of connecting data and understanding of student needs to pedagogy and delivery during Tier I.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Parents are not getting students to school on time consistently and chronic absenteeism rates have not reduced back to pre-COVID levels.

Critical Root Cause 3: Families do not understand how much education is lost when they keep their students out of school for insignificant reasons. Especially for the younger grades.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: AB 335: As evidenced by 2024-2025 SBAC data, 0% of our LTELL students are proficient in Math or ELA and 25.4% of our short term ELLs are proficient in Math (compared to 28.1% for Non-ELL students) and only 13.6% of short term ELLs are proficient in ELA (compared to 29.9% of Non-ELL students).

Critical Root Cause 4: AB 335: The low performance of ELs in language proficiency and content achievement is due to inconsistent use of teaching strategies that support language acquisition being implemented in each lesson. Teachers also have a lack of understanding of how they can use WIDA data to help them to give targeted support to ELL students.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other

Adult Learning Culture

- Evaluation(s) of professional development implementation and impact
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data
- Other

Connectedness

- Attendance
- Perception/survey data
- Social Emotional Learning Data
- Other

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

To determine the needs of the school, students, and community at Red Rock Elementary school a combination of academic data, anecdotal data, and community feedback. Administration gathers academic data including MAP, WIDA, and SBAC to determine both global trends and dial down data based on student groups (e.g. ELL, IEP, underserved, etc.). The Student Support Team will track student and Red Rock community non-academic needs and track data to help staff work proactively and gain context for academic data.

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

Parents and students will have opportunities to give feedback through the CCSD Survey, Panorama Survey, and various opportunities to give feedback throughout the school year. This information is shared with Red Rock staff and the SOT team to aid in development of next steps and school initiatives to impact school needs.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

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

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Title I funds are used to hire class size reduction teachers to give all students a greater opportunity for dedicated attention and support from their teacher. The PISA set aside will be used to buy translation equipment to use during parent meeting and parent involvement events to increase participation, streamline parent meetings, and to help all parents feel more welcome at Red Rock ES. This will give us the opportunity to build capacity and confidence in parents to better support students in their education at home.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

Refer to the Community Outreach Activities table for parent involvement opportunities.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$3,792,106	Staff, supplies, and instructional materials	Student Success Adult Learning Culture Connectedness
At-Risk Weighted Allocation	$287,532	Professional development and staff	Student Success Adult Learning Culture Connectedness
EL Weighted Allocation	$604,168	Professional development and staff	Student Success Adult Learning Culture Connectedness
General Carry Forward	$194,181	Staff, supplies, and instructional materials	Student Success Adult Learning Culture Connectedness
At-Risk Weighted Carry Forward	$183,498	Professional Development and Staffing	Student Success Adult Learning Culture Connectedness
EL Weighted Carry Forward	$107,742	Afterschool programming and professional development	Student Success Adult Learning Culture Connectedness
Title IA	$191,723	Staff and Parent Involvement	Student Success Adult Learning Culture Connectedness

Continuous Improvement Team

Team Role	Name	Position
CI Team Member	Charelle Russell	Parent
CI Team Member	Jaquelin Ordaz	Parent
CI Team Member	Anthony Henderson	Parent
CI Team Member	Shantalina Herrera	Parent
CI Team Member	Stuart Sipes	Teacher
CI Team Member	Dana Powers	Librarian
CI Team Member	Teresa Marceau	Office Manager
CI Team Member	Sarah Silva	Assistant Principal
CI Team Lead	Chantae Readye	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting - Act 3	5/18/26	Reviewed previous year's work and included ideas for next steps and how the community could get more involved.