Clark County School District

Bryan, Roger M. ES

2026-2027 School Improvement Plan



District Approval Date: August 4, 2026

Mission Statement

The mission of Roger M. Bryan Elementary School is to find the key that unlocks each child's full intellectual potential; to encourage each child to act compassionately, responsibly, and respectfully; and to give each child the skills to be prepared for the complex world of 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_m._bryan_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Roger Bryan Elementary School demonstrated strong academic growth during the 2025–2026 school year. Spring MAP results showed significant gains in both reading and mathematics, and these improvements translated into the school's highest ELA SBAC proficiency rate in four years, increasing from 50.9% to 56.2%. The school also maintained mathematics proficiency above 50% for the third consecutive year while reducing chronic absenteeism to 13.6%, reflecting the positive impact of strengthened Tier 1 instruction, targeted Tier 2 interventions, collaborative PLCs, and data-driven instructional practices.

Student Success Areas for Growth

While English Language Arts (ELA) proficiency increased during the 2025–2026 school year, mathematics proficiency remained relatively unchanged, indicating an opportunity to strengthen instructional practices and accelerate student growth in math. Additionally, improving outcomes for our multilingual learners remains a priority as we continue working to increase both ELA proficiency and WIDA ACCESS performance.

As a result, Roger Bryan Elementary School will prioritize rigorous, data-driven mathematics instruction while continuing to strengthen ELA practices and accelerate growth for multilingual learners. Through high-quality Tier 1 instruction, targeted Tier 2 interventions, language-rich instructional practices, and the use of i-Ready diagnostic and progress-monitoring data, the school will provide timely instructional adjustments and targeted supports to improve achievement for all students.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners continue to demonstrate an achievement gap in English Language Arts. While ELA SBAC proficiency for English Learners increased from 22.9% to 28.8% during the 2025–2026 school year, proficiency remains significantly below that of non-English Learners (62.9%), resulting in a 34.1 percentage-point achievement gap.	Roger Bryan Elementary School will continue strengthening language-rich Tier 1 instruction, designated and integrated English Language Development (ELD), targeted Tier 2 interventions, academic discourse, and differentiated supports aligned to students' language proficiency levels. Teachers will use i-Ready diagnostic and progress-monitoring data, along with classroom and formative assessments, to monitor student growth, guide instructional decisions, and accelerate language acquisition and academic achievement for multilingual learners.

Student Group	Challenge	Solution
Foster/Homeless	Students identified as Foster/Homeless continue to experience achievement gaps in English Language Arts. Preliminary 2025–2026 SBAC ELA results indicate that 50% of Foster/Homeless students achieved proficiency, compared to 56.2% of students who were not identified as Foster/Homeless. Due to the small subgroup size, individual student performance can significantly impact year-to-year results; however, the data highlight the continued need for targeted academic and social-emotional supports to ensure equitable access to grade-level learning.	Roger Bryan Elementary School will provide targeted Tier 1 and Tier 2 supports for Foster/Homeless students through differentiated instruction, academic interventions, and progress monitoring using i-Ready diagnostic and classroom assessment data. The school will collaborate with families, the school social worker, and district support services to address academic and non-academic barriers while monitoring student progress through PLC collaboration, instructional rounds, and ongoing data reviews to ensure timely interventions and improved academic outcomes.
Free and Reduced Lunch	This subgroup often faces economic hardships that can negatively impact academic performance, including limited access to learning resources, reduced enrichment opportunities outside of school, and increased stress levels at home. These factors may contribute to lower engagement, inconsistent attendance, and difficulty in mastering grade-level content. Addressing these opportunity gaps through equitable instructional practices, academic interventions, and family outreach is critical to improving outcomes for FRL students and ensuring they are supported both academically and socioemotionally.	To address the academic challenges faced by our Free and Reduced Lunch student population, we will ensure these students are purposefully represented in our CTT groups. This will allow for focused data analysis, strategic planning, and targeted instructional practices that address their specific learning needs. Through collaboration among teachers, support staff, and intervention specialists, we will implement evidence-based interventions, monitor academic progress closely, and provide differentiated supports. In addition, we will strengthen communication with families and connect students to school-based resources that promote stability, engagement, and overall academic success.
Migrant/Title1-C Eligible		

Student Group	Challenge	Solution
Racial/Ethnic Minorities	This performance gap reflects systemic inequities that may include culturally unresponsive instruction, implicit bias, and uneven access to rigorous academic opportunities. In some cases, language diversity, lack of representation in curriculum materials, and limited access to enrichment programs may also contribute to lower achievement levels. Without intentional efforts to create an inclusive, supportive, and academically challenging environment, these students remain at risk of underperforming and disengaging from school.	To address the achievement gap among our racial and ethnic minority students, we will ensure these students are intentionally represented in both our Certified Temporary Tutoring groups and after-school tutoring programs. Through targeted data analysis and collaboration among educators, we will identify students in need of academic support and provide them with personalized, standards-aligned instruction. These support systems will focus on closing learning gaps, reinforcing grade-level content, and promoting confidence in core academic areas. Additionally, culturally responsive teaching practices and relationship-building strategies will be embedded into all interventions to foster a sense of belonging and increase student engagement. We will ensure these students are represented in our student CTT groups.
Students with IEPs	This persistent achievement gap may be influenced by a range of factors, including challenges with accessing grade-level curriculum, limited differentiated instruction, and inconsistent implementation of accommodations and modifications. In some cases, instructional strategies may not fully align with students' specific learning needs or IEP goals. Without targeted academic support, inclusive practices, and collaboration between general and special education staff, students with IEPs may struggle to make adequate academic progress and demonstrate growth on standardized assessments.	We will ensure students with IEPs are intentionally represented in our CTT groups to support data-driven decision-making, progress monitoring, and instructional planning aligned with their individualized goals. To promote access to grade-level curriculum, we will expand co-teaching opportunities in the least restrictive environment, fostering collaboration between general and special education teachers. This model will ensure that students receive high-quality instruction along with the appropriate accommodations and modifications necessary to meet their unique learning needs and succeed academically.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Although Roger Bryan Elementary School increased overall ELA SBAC proficiency to 56.2% during the 2025-2026 school year, significant achievement gaps remain among student groups, particularly English Learners. English Learners achieved 28.8% proficiency on the ELA SBAC assessment compared to 62.9% for

non-English Learners, demonstrating the continued need to accelerate literacy achievement and language development. Additionally, mathematics proficiency remained relatively flat, indicating the need to strengthen instructional practices and intervention systems to improve student outcomes.
Critical Root Cause: While the school strengthened instructional systems and demonstrated growth in student achievement, greater consistency is needed in the implementation of rigorous Tier 1 instruction and targeted Tier 2 interventions across all classrooms. Teachers will continue to strengthen academic discourse, differentiation, scaffolded supports, and language-rich instructional practices while utilizing i-Ready diagnostic and progress monitoring data to identify learning gaps, guide instructional decisions, and monitor student growth. Continued focus on instructional consistency and data-driven intervention will be essential to accelerating achievement for all students, particularly multilingual learners.

Inquiry Area 1: Student Success

SMART Goal 1: By May 2027, Roger Bryan Elementary School will increase overall proficiency on the ELA SBAC assessment from 56.2% to 60% and overall proficiency on the Math SBAC assessment from 52.2% to 56%. The school will also increase English Learner proficiency on the ELA SBAC assessment from 28.8% to 35%, on the Math SBAC from 36% to 40%, and improve WIDA ACCESS proficiency from 20% to 30%.

To achieve these goals, the school will strengthen Tier 1 and Tier 2 instruction through rigorous learning experiences, academic discourse, language-rich instruction, differentiation, scaffolded supports, and targeted interventions. Teachers will utilize i-Ready diagnostic and progress monitoring data, along with classroom and formative assessments, to identify student needs, guide instructional decisions, and monitor student growth.

Progress will be monitored through PLC collaboration, instructional rounds, and ongoing analysis of i-Ready diagnostic, progress-monitoring, and formative assessment data to ensure consistent implementation and timely instructional adjustments that improve student achievement in both English Language Arts and mathematics.

Formative Measures: * Schoolwide instructional rounds focused on ELA instruction, academic discourse, and language development practices
* Implementation of professional development focused on differentiation, scaffolding, and intervention strategies
* PLC meeting notes, collaborative planning documents, and data analysis protocols
* Progress monitoring data through i-Ready Diagnostic and i-Ready Progress Monitoring, 95 Phonics, and Exact Path
* Common assessments, formative assessments, and classroom-based student work analysis

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
Improvement Strategy 1: Although overall proficiency on the 2025-2026 SBAC ELA assessment improved, achievement gaps remain, particularly for English Learners. Roger Bryan Elementary School will implement a schoolwide, data-driven system that strengthens both Tier 1 and Tier 2 instruction through rigorous learning experiences, language-rich instruction, academic discourse, differentiation, and targeted interventions. Teachers will utilize i-Ready diagnostic and progress monitoring data to identify student needs, guide instructional decisions, and provide timely supports that accelerate achievement for all students while closing achievement gaps for multilingual learners.			

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Although overall proficiency on the 2025-2026 SBAC ELA assessment improved, achievement gaps remain, particularly for English Learners. Roger Bryan Elementary School will implement schoolwide instructional rounds focused on strengthening both Tier 1 and Tier 2 instruction through rigorous learning experiences, academic discourse, productive struggle, differentiation, and scaffolded supports aligned to DOK 3 and 4 expectations. Administration and teacher leadership teams will collaborate during calibration and debrief sessions to analyze instructional trends, clarify best practices, and develop targeted instructional strategies. Instructional decisions will be informed by i-Ready diagnostic and progress monitoring data to strengthen classroom instruction and improve student outcomes.	Administration/ strategists/ teachers	August 2026 - May 2027	
2	Collaboratively plan during PLCs to design rigorous Tier 1 and targeted Tier 2 lessons using HMH Into Reading with fidelity. Teachers will utilize i-Ready diagnostic and progress-monitoring data, classroom assessments, and formative data to identify student needs, develop flexible groups, and incorporate academic discourse, differentiation, scaffolded supports (e.g., visuals, sentence frames, structured discussions, and vocabulary development), and language-rich instructional practices to meet the needs of English Learners and students requiring additional support.	Administration/ strategists/ teachers	August 2026 - May 2027	
3	Provide PD to support the implementation of scaffolding and differentiation within HMH and ELA instruction.	Administration/ strategists/ teachers	August 2026 - May 2027	

Position Responsible: Administration

Resources Needed: Funding, PD in Differentiation and Scaffolding strategies, HMH Into Reading materials, RB3 strategist (RB3 Grant), Class size reduction teachers for Kindergarten, 3rd grade, and 5th grade. (Title I).

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 1: Strong: Instructional Rounds focused on ELA
Level 2: Moderate: HMH Into Reading
Level 3: Promising: PLC data meetings

Problem Statements/Critical Root Cause: Student Success 1

In progress	No review	

Adult Learning Culture

Adult Learning Culture Areas of Strength

During the 2025–2026 school year, Roger Bryan Elementary School demonstrated strong student growth supported by a collaborative adult learning culture focused on continuous improvement. Overall ELA SBAC proficiency increased to **56.2%**, the highest level in four years, while mathematics proficiency remained above **50%** for the third consecutive year. Internal assessment data also reflected significant student growth, reinforcing the effectiveness of the school's instructional systems. Additionally, chronic absenteeism decreased to **13.6%**, reflecting successful efforts to improve student engagement and family partnerships.

These outcomes were supported by a strong system of professional learning and instructional collaboration that included:

Instructional Leadership: Schoolwide instructional rounds, coaching cycles, and collaborative debriefs focused on strengthening Tier 1 instruction, Tier 2 interventions, academic discourse, differentiation, and productive struggle.

Professional Learning & PLCs: Teachers engaged in ongoing PLC collaboration to analyze student data, plan rigorous instruction, develop targeted interventions, and refine instructional practices through shared learning and reflection.

Curriculum & Instruction: Continued implementation of HMH Into Reading, enVision Mathematics, and Amplify Science, supported by professional learning focused on curriculum fidelity, language-rich instruction, and differentiated instructional strategies.

Resources & Intervention: Strategic use of intervention staff, instructional resources, and data-informed decision making supported flexible grouping, targeted interventions, and improved outcomes for all students, particularly multilingual learners.

Adult Learning Culture Areas for Growth

While overall ELA proficiency increased during the 2025–2026 school year, achievement gaps remain, particularly for English Learners, and mathematics proficiency remained relatively unchanged. These outcomes highlight the need to strengthen the consistency of Tier 1 instruction and Tier 2 interventions across all classrooms. Continued professional learning is needed to deepen teachers' capacity to utilize i-Ready diagnostic and progress monitoring data, facilitate rigorous academic discourse, differentiate instruction, and implement targeted interventions that respond to diverse student needs.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Although English Learners demonstrated growth in ELA proficiency during the 2025–2026 school year, a significant achievement gap remains between English Learners and their non-English Learner peers. Continued improvement is needed to strengthen language-rich instruction, increase academic discourse, and ensure consistent implementation of differentiated Tier 1 instruction and targeted Tier 2 interventions that address both language development and grade-level content.	Roger Bryan Elementary School will strengthen instruction for English Learners by implementing language-rich Tier 1 instruction and targeted Tier 2 interventions aligned to students' English language proficiency levels. Teachers will utilize i-Ready diagnostic and progress monitoring data, along with classroom and formative assessments, to identify learning needs, guide flexible grouping, and provide differentiated supports, including academic discourse, vocabulary development, sentence frames, visual supports, and scaffolded instruction. PLC collaboration, instructional rounds, and ongoing progress monitoring will ensure instructional practices are consistently implemented and adjusted to accelerate language acquisition and academic achievement.
Foster/Homeless	Foster and homeless students often experience barriers that impact consistent academic progress, including school mobility, interrupted learning, attendance challenges, and social-emotional needs. These factors can limit access to consistent grade-level instruction and targeted interventions, increasing the risk of learning gaps and lower academic achievement.	Roger Bryan Elementary School will provide coordinated Tier 1 and Tier 2 supports for foster and homeless students through collaborative PLC planning, flexible grouping, differentiated instruction, and targeted interventions based on individual student needs. Teachers will utilize i-Ready diagnostic and progress monitoring data, classroom assessments, and ongoing collaboration with the school social worker and district support staff to monitor progress, address barriers to learning, and ensure students receive timely academic and social-emotional supports that promote continuous growth and success.

Student Group	Challenge	Solution
Free and Reduced Lunch	Economic challenges can result in limited access to academic resources, inconsistent attendance, and increased social-emotional stress—all of which impact learning and engagement. Tier 2 supports are not always consistently differentiated or aligned with the specific needs of FRL students, which diminishes the effectiveness of interventions. Without a more intentional approach to planning and delivering targeted instruction, these students remain at risk for continued underperformance.	To better meet the needs of students in the Free and Reduced Lunch population, Tier 2 instruction will be strategically planned during Professional Learning Communities using data-informed decision-making. Educators will identify at-risk students, analyze assessment data, and collaboratively design targeted interventions that address academic gaps while integrating supports for social-emotional well-being. Instructional planning will include scaffolded strategies, progress monitoring tools, and built-in opportunities for re-teaching and skill reinforcement. Embedding this work into PLCs will ensure a consistent, equitable, and responsive approach that supports accelerated growth for FRL students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Racial and ethnic minority student groups are not demonstrating adequate progress during Tier 2 instruction, contributing to ongoing disparities in academic achievement. Contributing factors may include cultural disconnects in instructional materials, inconsistent use of data to drive targeted support, and a lack of culturally responsive practices within intervention settings. Without planning and differentiated supports, Tier 2 instruction often fails to address both the academic and cultural needs of these students, limiting their opportunities for meaningful growth.	To close achievement gaps and better support racial and ethnic minority students, Tier 2 instruction will be intentionally planned and refined during Professional Learning Communities (PLCs). Educators will use disaggregated data to identify specific areas of need and collaboratively design interventions that are culturally responsive, academically rigorous, and aligned to grade-level standards. Planning will include scaffolded supports, relevant learning materials, and strategies that affirm students' cultural identities while addressing skill gaps. By embedding this planning into PLCs, the school will ensure Tier 2 instruction is equitable, targeted, and responsive to the diverse needs of all learners.

Student Group	Challenge	Solution
Students with IEPs	Students with Individualized Education Programs (IEPs) continue to demonstrate achievement gaps in reading and mathematics, indicating a need to accelerate academic growth. While students receive specialized instruction and accommodations as outlined in their IEPs, continued opportunities exist to strengthen collaboration between general and special education staff, enhance differentiated instructional practices, and utilize data to provide targeted supports that increase access to grade-level curriculum and improve student outcomes.	Roger Bryan Elementary School will strengthen support for students with IEPs through collaborative planning between general and special education staff during PLCs. Teams will utilize i-Ready diagnostic and progress monitoring data, classroom assessments, and IEP goals to design differentiated Tier 1 instruction and targeted Tier 2 interventions that incorporate appropriate accommodations, scaffolded supports, and evidence-based instructional strategies. Ongoing collaboration, progress monitoring, and instructional rounds will be used to evaluate student progress, refine instructional practices, and ensure students with IEPs receive responsive, high-quality instruction that supports both grade-level achievement and progress toward individual learning goals.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers require continued professional learning and collaborative support to consistently implement rigorous Tier 1 instruction and targeted Tier 2 interventions that meet the diverse needs of all learners. As the school transitions to i-Ready, teachers will strengthen their use of diagnostic and progress-monitoring data to differentiate instruction, design effective interventions, facilitate academic discourse, and provide scaffolded supports that accelerate student growth.
Critical Root Cause: Students demonstrate a wide range of academic readiness levels, requiring both targeted intervention and enrichment to meet their individual learning needs. Teachers need continued collaborative planning time, professional learning, and coaching to effectively utilize i-Ready diagnostic and progress monitoring data to differentiate Tier 1 instruction, design targeted Tier 2 interventions, and implement rigorous, scaffolded instructional practices that accelerate growth for all learners.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 school year, Roger Bryan Elementary School will increase the percentage of students meeting or exceeding their expected growth targets on the i-Ready Diagnostic assessments in reading and mathematics. To achieve this goal, the school will strengthen Tier 2 intervention systems through data-driven instruction, differentiation, scaffolded supports, and flexible grouping to meet the diverse needs of all learners. Teachers will utilize i-Ready diagnostic and progress monitoring data, along with classroom and formative assessments, to identify learning gaps, design targeted interventions, and monitor student progress. This work will be supported through collaborative PLC planning, targeted professional learning, instructional coaching, and instructional rounds focused on the effective implementation of Tier 1 and Tier 2 instructional practices. Progress will be reviewed regularly to ensure consistent implementation and timely instructional adjustments that accelerate student growth.

Formative Measures: * i-Ready Diagnostic and Progress Monitoring data
* Instructional Rounds data and classroom observation trends
* PLC planning documents and collaborative data analysis

* Professional development focused on differentiation, scaffolding, academic discourse, and intervention strategies
* Administrator and teacher coaching cycles focused on Tier 1 instruction, Tier 2 interventions, and implementation of instructional best practices

Aligns with District Goal

Improvement Strategy 1 Details

Reviews

Status Check		EOY Reflection
Oct	Feb	June

Improvement Strategy 1: Strengthen the effectiveness of Tier 1 and Tier 2 instructional systems by equipping teachers with the knowledge, tools, and support needed to utilize i-Ready diagnostic and progress monitoring data to differentiate instruction, implement targeted interventions, and provide rigorous, scaffolded learning experiences that address specific skill gaps and accelerate student growth for all learners.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will utilize i-Ready diagnostic and progress monitoring data, along with classroom and formative assessments, to identify student learning needs, design targeted Tier 2 interventions, and differentiate Tier 1 instruction. Teachers will implement flexible grouping based on ongoing student performance, monitor progress regularly, and adjust instructional strategies and interventions to ensure students receive timely, responsive support that accelerates academic growth.	Admin/ Strategists/ Teachers	August 2026 - May 2027	
2	Teachers will utilize PLC collaboration to analyze i-Ready diagnostic and progress monitoring data, identify student learning needs, and collaboratively plan rigorous Tier 1 instruction and targeted Tier 2 interventions. PLCs will focus on designing differentiated lessons that incorporate academic discourse, scaffolded supports, formative assessment strategies, and flexible grouping. Teams will regularly review student progress and adjust instructional practices and interventions to ensure timely, data-driven support that accelerates student learning.	Admin/ Strategists/ Teachers	August 2026 - May 2027	
3	The school will provide ongoing professional learning focused on strengthening Tier 1 instruction and Tier 2 intervention systems, including the effective use of i-Ready diagnostic and progress monitoring data, differentiation, academic discourse, scaffolded instruction, and targeted intervention strategies. Professional learning will include modeling, collaborative planning, classroom application, instructional rounds, and coaching cycles to ensure consistent implementation and continuous improvement across all classrooms.	Admin/ Strategists/ Teachers	August 2026 - May 2027	

Position Responsible: Admin/Strategists/Teachers

Resources Needed: - PD on differentiation and scaffolding strategies
- iReady data
- Time

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level Level 1: Strong: Instructional Rounds Level 2: Moderate: PLC Level 3: Promising: PD **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	In progress	No review	

Connectedness

Connectedness Areas of Strength

Roger Bryan ES reduced its chronic absenteeism rate from 21% to 12.6%, demonstrating meaningful progress in our ongoing efforts to strengthen student attendance and school connectedness.

Connectedness Areas for Growth

Roger Bryan ES will continue its efforts to reduce chronic absenteeism and decrease the current rate by an additional 5% through targeted interventions, increased family engagement, and consistent attendance monitoring.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Many EL students face language barriers, transportation issues, and family circumstances that contribute to inconsistent attendance. In some cases, limited communication between home and school in families' primary language further hinders engagement and awareness of attendance expectations.	Ensure all school communication is consistently delivered in both English and Spanish to support equitable family engagement and understanding.
Foster/Homeless	Foster and homeless students at Roger Bryan Elementary School face significant barriers to consistent academic engagement, including limited or no access to reliable internet at home. These connectivity challenges contribute to inconsistent participation in digital learning, incomplete assignments, and difficulty accessing academic resources outside of school hours. Without stable access to technology, these students are at greater risk of falling behind academically and remaining disengaged from learning opportunities.	To address this, Roger Bryan ES will work to ensure that all foster and homeless students have access to school-provided hotspots or are connected with discounted internet services through available community partnerships. The school will coordinate with families and caregivers to identify connectivity needs and ensure timely distribution of devices and internet support.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students in the Free and Reduced Lunch (FRL) population at Roger Bryan Elementary School often face limited access to reliable internet and technology outside of school. This digital gap creates barriers to completing assignments, engaging in online learning platforms, and accessing supplemental academic resources at home. As a result, these students may experience interrupted learning, lower academic performance, and decreased engagement in school.	Ensure that all students have access to school-provided hotspots or discounted internet services, and offer paper-based or hard copy instructional materials as an alternative when technology access is unavailable.
Migrant/Title1-C Eligible	Migrant students at Roger Bryan Elementary School face elevated rates of chronic absenteeism due to frequent relocations, limited access to consistent healthcare and transportation, and challenges related to language and cultural barriers. These factors often make it difficult for families to maintain consistent school attendance and can lead to reduced academic progress and engagement.	The school will establish a safe and welcoming environment for open, respectful communication between teachers and migrant families. Bilingual staff will support these interactions to build trust and ensure parents feel comfortable discussing attendance challenges. This safe space will be supported through parent meetings, outreach by the school's counselor and social worker, and culturally sensitive practices that promote strong home-school partnerships and consistent attendance.
Racial/Ethnic Minorities	Racial and ethnic minority students at Roger Bryan Elementary School are disproportionately affected by chronic absenteeism, which negatively impacts academic achievement and long-term success. Contributing factors may include transportation challenges, inconsistent access to technology for remote learning, limited health or community support, and a lack of culturally responsive practices that foster strong school-to-home connections and student belonging.	All staff will engage in professional development to strengthen culturally responsive teaching practices that affirm student identities, build meaningful relationships, and increase student engagement. The school will also enhance bilingual family communication, particularly in English and Spanish, to strengthen trust, raise awareness about the importance of attendance, and identify and address barriers to regular school participation.
Students with IEPs	Students with IEPs at Roger Bryan Elementary School are disproportionately impacted by chronic absenteeism, which hinders both academic progress and the consistent implementation of their individualized supports and services. Contributing factors include health-related challenges, transportation issues, and a lack of accessible learning materials during absences, which can create additional barriers to engagement and learning continuity.	Special education and general education staff will collaborate to maintain consistent communication with families, ensuring that services and accommodations remain accessible. Staff will receive ongoing training focused on inclusive, flexible instructional strategies that foster strong relationships, increase engagement, and support regular attendance among students with disabilities.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Since 2020, Roger Bryan Elementary School has consistently experienced one of the highest chronic absenteeism rates in the Clark County School District (CCSD), indicating a critical need for targeted interventions and increased student engagement.
Critical Root Cause: Chronic absenteeism at Roger Bryan Elementary School is rooted in a lack of school-based resources to consistently incentivize and celebrate good attendance has limited our ability to promote positive attendance habits. In some cases, families are not fully aware of the academic impact of chronic absenteeism, and communication gaps have further contributed to disengagement.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 2026-2027 school year, Roger Bryan Elementary School will reduce its overall chronic absenteeism rate (excluding MDP, per NSPF guidelines) to 8% or lower by implementing a variety of school-wide strategies and attendance incentives, including targeted outreach, family engagement, and consistent progress monitoring.

Formative Measures: - Effective communication through the school website and Class Dojo
- Infinite Campus attendance records
- FOCUS Ed data

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
Improvement Strategy 1: Increase the use of school-wide incentives and increase parent resources on the importance of attending school regularly.	**Status Check**		**EOY Reflection**
	Oct	**Feb**	**June**
	In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	All teachers will contact families after a student's first absence to promote early intervention and maintain strong home-school communication. In addition, the administration will distribute regular communications to families highlighting the importance of daily attendance and its direct impact on student achievement.	Teachers/ Administration	August 2026 - May 2027	

Position Responsible: Teachers/Administration

Resources Needed: Educational materials and incentive prizes.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 3: Promising:

Problem Statements/Critical Root Cause: Connectedness 1

Priority Problem Statements

Problem Statement 1: Although Roger Bryan Elementary School increased overall ELA SBAC proficiency to 56.2% during the 2025-2026 school year, significant achievement gaps remain among student groups, particularly English Learners. English Learners achieved 28.8% proficiency on the ELA SBAC assessment compared to 62.9% for non-English Learners, demonstrating the continued need to accelerate literacy achievement and language development. Additionally, mathematics proficiency remained relatively flat, indicating the need to strengthen instructional practices and intervention systems to improve student outcomes.

Critical Root Cause 1: While the school strengthened instructional systems and demonstrated growth in student achievement, greater consistency is needed in the implementation of rigorous Tier 1 instruction and targeted Tier 2 interventions across all classrooms. Teachers will continue to strengthen academic discourse, differentiation, scaffolded supports, and language-rich instructional practices while utilizing i-Ready diagnostic and progress monitoring data to identify learning gaps, guide instructional decisions, and monitor student growth. Continued focus on instructional consistency and data-driven intervention will be essential to accelerating achievement for all students, particularly multilingual learners.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers require continued professional learning and collaborative support to consistently implement rigorous Tier 1 instruction and targeted Tier 2 interventions that meet the diverse needs of all learners. As the school transitions to i-Ready, teachers will strengthen their use of diagnostic and progress-monitoring data to differentiate instruction, design effective interventions, facilitate academic discourse, and provide scaffolded supports that accelerate student growth.

Critical Root Cause 2: Students demonstrate a wide range of academic readiness levels, requiring both targeted intervention and enrichment to meet their individual learning needs. Teachers need continued collaborative planning time, professional learning, and coaching to effectively utilize i-Ready diagnostic and progress monitoring data to differentiate Tier 1 instruction, design targeted Tier 2 interventions, and implement rigorous, scaffolded instructional practices that accelerate growth for all learners.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Since 2020, Roger Bryan Elementary School has consistently experienced one of the highest chronic absenteeism rates in the Clark County School District (CCSD), indicating a critical need for targeted interventions and increased student engagement.

Critical Root Cause 3: Chronic absenteeism at Roger Bryan Elementary School is rooted in a lack of school-based resources to consistently incentivize and celebrate good attendance has limited our ability to promote positive attendance habits. In some cases, families are not fully aware of the academic impact of chronic absenteeism, and communication gaps have further contributed to disengagement.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Coaching Logs
- Lesson Plans
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Walk-through data

Connectedness

- Attendance
- Behavior
- Perception/survey data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Our school's approach to analyzing student data and achievement is a comprehensive process that involves students, staff members, the administrative team, the Continuous Improvement Plan (CIP) team, and community and parent stakeholders. We leverage the Response to Intervention (RTI) process, using weekly to monthly informal and formal formative assessments to quickly identify and support struggling learners. Our Professional Learning Communities (PLCs) regularly dissect this data, along with formal summative assessments and yearly state and district assessments, to collaboratively refine instructional strategies. Finally, district-created parent surveys provide crucial insights into community and parent needs, ensuring our educational efforts are well-rounded and responsive to all stakeholders.

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

Our Continuous Improvement Plan (CIP) team, comprising staff and administration, meets monthly to review our progress, celebrate successes, and address challenges. We then present this information to our School Organizational Team (SOT), which includes staff, parents, and community members, to solicit their valuable insights and feedback, ensuring our plan is inclusive and responsive to all stakeholders.

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 Improvement Plan (SIP) 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

At Roger Bryan Elementary School, all of our Title I funds are dedicated to purchasing additional teaching positions. We firmly believe this strategic investment in reducing class sizes across our campus provides a more intimate and dedicated learning environment for our students, enabling teachers to more effectively meet individual student needs and foster a well-rounded education.

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

We strive to provide a flexible number of parent involvement opportunities to accommodate diverse schedules and preferences. For instance, our Open House is scheduled with two distinct start times, allowing parents to choose the most convenient attendance option. To enhance accessibility, our School Organizational Team (SOT) meetings are held virtually in the afternoons, enabling greater participation from those who might otherwise be at work. Parent-teacher conferences are offered with significant flexibility, available before and after school daily as needed, in addition to a dedicated academic progress day in October. Furthermore, we host engaging Family Nights in the spring, focusing on ELA and Math, which are held after school to encourage family participation.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$4,565,269	Attendance incentives - rewards for classrooms and individual students, and 5 Certified Temporary Tutors	To engage our community and decrease our absenteeism rate below 16%. To work with teachers to help develop and implement small group Tier 2 instruction for recovery and acceleration.
At-Risk Weighted Allocation	$232,764	3 CSR Teachers	To reduce class sizes in 1, 2, and 4.
EL Weighted Allocation	$432,000	4 CSR Teachers	To reduce class sizes in 1, 2,3 and 4.
General Carry Forward	$120000	School Supplies, Custodial Supplies, Library Books	
At-Risk Weighted Carry Forward	0	Licensed Stadd Incentives, Tutoring	
EL Weighted Carry Forward	0	Support Staff Incentives	
Title IA	$236,000	2 CSR Teachers	To reduce class sizes in K and 3.

Continuous Improvement Team

Team Role	Name	Position
CI Team Member	Shalynn Belpasso	Licensed
CI Team Member	Meg Ryder	Licensed
CI Team Member	Blake Svehlak	Licensed Staff/SPED
CI Team Member	Brianna McCoy	Parent
CI Team Member	Jennifer Gonzalez	Licensed Staff/RBG3
CI Team Member	Roxanne Szpyrka	Support Staff
CI Team Member	Ann Marie Viola	Support Staff
CI Team Member	Angie Weigel	Assistant Principal
CI Team Member	Kelley Viskovich	Assistant Principal
CI Team Lead	Laurence Derasmo	Principal