Clark County School District

Bryan, Roger M. ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

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/bryan,_roger_m_es/2026/nspf/

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Inquiry Areas

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%.
(Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

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.

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews
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. **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	**Oct:** In progress **October Lessons Learned** Early implementation shows increased teacher clarity around expectations for rigorous Tier 1 and targeted Tier 2 instruction. Instructional rounds, PLC collaboration, and professional learning have strengthened the focus on academic discourse, differentiation, scaffolding, and productive struggle. Teachers are beginning to use i-Ready diagnostic data, formative assessments, and classroom evidence to identify student needs, develop flexible groups, and plan targeted supports. PLC discussions have also supported greater consistency in using HMH Into Reading with fidelity while incorporating language-rich strategies and scaffolds for English Learners and students requiring additional support. **October Next Steps/Need** Next steps will focus on strengthening consistency of implementation across classrooms. Instructional rounds and PLCs will continue to monitor rigorous Tier 1 instruction, effective Tier 2 interventions, academic discourse, and DOK 3 and 4 learning opportunities. Teachers will deepen their use of i-Ready diagnostic and progress-monitoring data to refine flexible groups and adjust instruction based on student response. Continued professional learning, modeling, and coaching will focus on differentiation, scaffolding, and language-rich HMH instruction, with particular attention to accelerating growth for English Learners and students requiring additional support. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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. (Academic Excellence: Inclusive Classrooms that Support Every Learner) 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.

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews
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. **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	**Oct:** In progress **October Lessons Learned** Early implementation of i-Ready has strengthened teachers' ability to identify student learning needs and make more intentional instructional decisions. PLC collaboration has provided structured opportunities for teams to analyze diagnostic and formative data, develop flexible groups, and plan differentiated Tier 1 instruction and targeted Tier 2 interventions. Teachers are increasing their use of scaffolds, academic discourse, and targeted supports based on identified skill gaps. Professional learning and coaching have also helped establish greater clarity around effective Tier 2 practices and the use of data to guide instruction. **October Next Steps/Need** Next steps will focus on strengthening the consistency and effectiveness of data-driven Tier 1 and Tier 2 practices across classrooms. PLCs will continue analyzing i-Ready and formative data to monitor student progress, refine flexible groups, and determine whether interventions are accelerating growth. Professional learning, instructional rounds, and coaching cycles will provide continued support around differentiation, scaffolding, academic discourse, and targeted intervention strategies. Particular attention will be given to ensuring that progress-monitoring data result in timely instructional adjustments when students are not demonstrating expected growth. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

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

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. **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	**Oct:** In progress **October Lessons Learned** Early attendance efforts have reinforced the importance of proactive family communication and timely intervention. Teachers are contacting families following student absences, while consistent administrative messaging continues to strengthen awareness of the connection between daily attendance and academic achievement. These practices are helping establish shared responsibility between the school and families for supporting consistent student attendance. **October Next Steps/Need** Next steps will focus on ensuring consistent implementation of first-absence family contact across all classrooms and closely monitoring attendance data to identify students developing patterns of absenteeism. Administration will continue regular family communication and strengthen targeted outreach for students needing additional support. Attendance incentives and recognition will also continue to reinforce positive attendance habits and support progress toward the schoolwide chronic absenteeism goal. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**