

Clark County School District



Gehring, Roger D. ES Academy of Science and Technology

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

District Approval Date:
August 24, 2026

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Inquiry Area 1

Student Success

SMART Goal 1 Aligns with District Goal

The team has chosen to focus on one Math goal rather than several.

1. Increase the percentage of all students projected to be at or above grade level in Math from 44% to 60% as measured by the i-Ready assessment. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Innovative Learning, Career-Connected Learning and Durable Skills: Durable Skills for a Changing World)

Fall 2026 i-Ready Data:

56% of students scored below grade level in Math.

Formative Measures: Increase the percentage of all students projected to be at or above grade level in Math from 44% to 60% as measured by the i-Ready assessment.

Improvement Strategy 1

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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Active participation from all staff members during weekly planning meetings and PLC meetings.	principal, assistant principal	Weekly grade-level meetings and leadership. Weekly focal point walks	
2	Agendas and minutes from all meetings.	principal, grade-level chairs	weekly	
3	Student data sheets are to be reviewed with the administration, in RTI and planning meetings.	RBG3 strategist, admin	weekly, quarterly	
4	Review of lesson plans to account for learning intentions, success criteria, components of an effective lesson, assessment strategies, and small groups.	admin, grade-level chairs	weekly	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
5	Allow time (PLCs) to allow teachers to break down the standards and understand all components of each of the standards prior to instruction.	admin	weekly	
6	Review of CTT schedules and data to assess student progress. Students identified as needing more assistance will meet in a small group with CTTs and/or learning strategists.	strategist, admin	start of each semester	
7	Additional time for PLCs, data days, and targeted expert walks.	admin	data days: 3x per year PLCs: weekly	
8	Increase teacher and student knowledge of DOK levels in each content area.	admin, strategist team	weekly PLCs, district staff development days	
9	Data will be reviewed and monitored on students' individual goal sheets, iReady growth assessment reports, FocusED data reports, FocusED grade analysis reports, progress reports, RTI referrals, and observation notes. Student subgroup data will be monitored to examine if students are closing the performance gap.	admin, strategist team, grade-levels	iReady analysis: 3x per year RTI: weekly Observation notes: as needed	
10	Staff will expand problem-based learning to enhance inquiry-based approaches to work through real-life problem-solving. In this process, students and teachers will use Kagan structures to focus on building communication, collaboration, and problem-solving skills.	admin, STEM-strategist	daily	
11	Review of Achieve the Core/NVAC standards to focus on the most important concepts for students to master in each grade, review assessment (formative and summative) consistently to form flexible grouping with in-class small, differentiated grouping and additional small group support through CTTs to provide remediation and enrichment based on data analysis.	admin, strategists	monthly review of groups, CTT support 4-3x per week	

Position Responsible: principal, assistant principal

Resources Needed: Lesson plans, observation notes, student data sheets, data reports from blended learning programs, CTT data, formative/summative assessment data, parent communication (emails, progress reports, etc).

Evidence Level
Level 2: Moderate:
Exact Path

Problem Statements: Student Success 1, 2

Status Checks

In progress

October**February****June**

SMART Goal 1 Problem Statements Identifying Student Success

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

2

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

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

SMART Goal 2 Aligns with District Goal

The team has chosen to focus on one Reading goal rather than several.

1. Increase the percentage of all students projected to be at or above grade level in Reading from 63% to 75% as measured by the i-Ready assessment. (Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Inclusive Classrooms that Support Every Learner, Career-Connected Learning: Durable Skills for a Changing World)

Fall 2026 i-Ready Data:

37% of students scored below grade level in Reading.

Formative Measures: Increase the percentage of all students projected to be at or above grade level in Reading from 63% to 75% as measured by the i-Ready assessment.

Improvement Strategy 1

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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Active participation from all staff members during weekly planning meetings and PLC meetings. Agendas and minutes from all meetings. Student data sheets reviewed with administration, in RTI, and in planning meetings.	principal, assistant principal	Weekly grade-level meetings and leadership. Weekly focalpoint walks	
2	Students identified as needing more assistance will meet in a small group with the Read by Grade 3 strategist and/or learning strategist.	RBG3 strategist, Learning strategist	2-4x per week	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	Data will be reviewed and monitored on students' individual data sheets, iReady growth assessment reports, FocusED data reports, FocusED grade analysis reports, progress reports, RTI referrals, and observation notes. Student subgroup data will be monitored to examine if students are closing the performance gap.	administration	3x per year for i-Ready analysis RTI: weekly	
4	Review of CTT schedules and data to assess student progress.	administration, strategists	2x per year	
5	School-wide blended learning programs (AR) to support individualized learning in conjunction with whole and small group instruction.	administration, teachers	daily	
6	Staff will expand project-based learning to enhance inquiry-based approaches to work through real-life problem solving; in this process, students and teachers will use Kagan structures to focus on building communication, collaboration, and problem-solving skills.	administration, teachers	iReady analysis: 3x per year RTI: weekly Observation notes: as needed	
7	Additional time for PLC's, data days, and expert walks.	administration	data days: 3x per year PLCs: weekly	
8	Review of lesson plans to account for: learning intentions, success criteria, components of an effective lesson, assessment strategies, and small group.	administration	weekly	
9	Allow time (PLCs) to allow teachers to break down the standards and understand all components of each of the standards prior to instruction.	administration	weekly, data days: 3x per year	
10	Review of Achieve the Core/NVAC standards to focus on most important concepts for students to master in each grade, review assessments (formative and summative) consistently to form flexible grouping with in-class small, differentiated grouping and additional small group support through learning strategists who will provide remediation and enrichment based on data analysis.	administration strategist team	weekly, intervention by strategists as needed.	

Position Responsible: administration

Resources Needed: Lesson plans
Observation notes
Student data sheets
Data reports from blended learning programs
Anecdotal data from learning strategists
Formative/summative assessment data
Parent communication (emails, progress reports, etc).

Evidence Level

Level 2: Moderate:
HMH Into Reading

Problem Statements: Student Success 1, 2

Status Checks

In progress		
October	February	June

SMART Goal 2 Problem Statements Identifying Student Success

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

2

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

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

SMART Goal 3

Decrease student proficiency gap of students at or above grade level in Mathematics and Reading between English learners and English proficient students from 31% in Math and 24% and Reading to 25% in Math and 18% and Reading as measured by the i-Ready assessment. Increase the percentage of English Learners proficient in Language Acquisition from 52% in 2026 to 60% by 2027, as measured by the WIDA Assessment. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Formative Measures: Decrease student proficiency gap of students at or above grade level in Mathematics and Reading between English learners and English proficient students from 31% in Math and 24% and Reading to 25% in Math and 18% and Reading as measured by the i-Ready assessment.

Improvement Strategy 1

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

Actions for Implementation

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

Position Responsible: Administration (Sarah Robinson and Erin Erdman)

Resources Needed: Tier I Monitoring tool, Summit K-12, Imagine Learning (blended learning program), CTTs.

Evidence Level

Level 2: Moderate:
Summit K-12

Level 3: Promising:
Tier I Monitoring tool, Imagine Learning (blended learning program), CTTs.

Problem Statements: Student Success 1, 2

Status Checks

In progress

October	February	June
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Improvement Strategy 2

AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).

Actions for Implementation

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

Position Responsible: Administration

Resources Needed: Summit K-12

Evidence Level

Level 2: Moderate:

Summit K-12

Level 3: Promising:

Research-based scaffolding strategies

Problem Statements: Student Success 1, 2

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

Status Checks

In progress

October

February

June

SMART Goal 3 Problem Statements Identifying Student Success

Problem Statement	Root Cause
1 Projected reading proficiency for spring SBAC based on spring 2026 MAP projections show a concern for the following subgroups in 4th grade. (85.1% of all fourth-grade students are projected to be proficient in ELA on the 2026 SBAC.) African American projected proficiency-76%. Hispanic projected proficiency-81% Asian, Two or more races, and Caucasian students' projected proficiency-83%, 80% and 85%, respectively, for Spring 2025 ELA SBAC. Projected math proficiency for spring SBAC based on spring 2026 MAP projections show a concern for the following subgroups in 3rd grade. (82.1% of all third-grade students are projected to be proficient in math on the 2026 SBAC.) African American projected proficiency-74%. Hispanic projected proficiency-75% Asian, Two or more races, and Caucasian students' projected proficiency-81%, 86% and 88%, respectively, for Spring 2026 Math SBAC.	There is a need for continued improvement in differentiated and intervention groups in the classroom to ensure high-quality instruction. There is inconsistency in Tier 1 instruction and small grouping within each of the grade levels. There is a need at the grade levels to define the small group/intervention time in the classroom explicitly. Lesson plans for acceleration and intervention need to address student deficits. There is a need to ensure all teachers understand the full and implied intent of the standards. There is a need to increase growth with all students, especially students who are high-achieving. Professional development time is necessary to assist in making significant mid-course corrections after reviewing the data.
2 As evidenced by state summative and WIDA assessment data, the problem is ELs are performing below other identified student groups at Roger Gehring Academy.	The low performance of ELs in language proficiency and content achievement is due to lack of consistency in use of research-based scaffolding best practices within instruction due to a lack of professional learning and the recent addition of new staff.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

The team has chosen to focus on one Adult Learning Culture goal rather than several.

1. To ensure alignment of Learning Intentions and Success Criteria to standards through PLC collaboration and to increase the interactions with Learning Intentions and Success Criteria throughout an entire lesson from 30% of observations to 70% where Learning Intentions & Success Criteria incorporate higher levels of DOK. (Academic Excellence: Innovative Learning, Career-Connected Learning and Durable Skills: Employees Prepared to Lead What's Next)

Formative Measures: Staff will use all programs consistently in alignment with school-wide expectations. Staff will increase knowledge of effective, high-quality Tier 1 instruction and standards.

Staff will have time to review data during data days and PLCs (after Fall and Winter MAP assessments) to assist in modifying units of instruction for students.

Review of classroom walkthrough data for use of learning intentions and success criteria throughout an entire lesson.

Improvement Strategy 1

Teachers will engage in regular professional development and Professional Learning Communities (PLCs) following the Teaching and Learning Cycle expectations to plan instruction aligned to standards.

Actions for Implementation

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

Position Responsible: administration

Resources Needed: Agendas and minutes from all meetings
Google Form surveys
NEPF observation tools
Lesson plans
Student data sheets
Data from MAP assessments, performance task assessments, exit tickets (etc., other formative assessment data), Exact Path, and AR.

Evidence Level

Level 1: Strong:
Build a committed staff and provide professional development

Level 2: Moderate:
Professional Learning Communities

Problem Statements: Adult Learning Culture 1

Status Checks

In progress		
October	February	June

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

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

Inquiry Area 3

Connectedness

SMART Goal 1

Reduce schoolwide chronic absenteeism from 4.7% in 2025-2026 to 3% in 2026-2027. (Academic Excellence: Valued Educators, Career-Connected Learning and Durable Skills: Access Across Every Zip Code, Career-Connected Learning and Durable Skills: Durable Skills for a Changing World)

Fall 2026 Data:

As of October 2026, the chronic absenteeism rate is 3.9%.

Formative Measures: FocusEd

Infinite Campus

Site-Based spreadsheets for magnet school attendance tracking

Improvement Strategy 1

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

Actions for Implementation

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

Position Responsible: Admin, teachers, magnet coordinator

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

Evidence Level

Level 4: Demonstrate Rationale:
MTSS

Problem Statements: Connectedness 2

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

Status Checks

In progress

October

February

June

SMART Goal 1 Problem Statements Identifying Connectedness

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

SMART Goal 2 Aligns with District Goal

Decrease the percentage of students who say bullying is a problem at this school from 30% (2026) to 25% (2027), as documented in the CCSD Winter survey to students. Students will be able to apply the conflict/resolution skills taught in counselor lessons and reinforced by school staff while on campus. (Academic Excellence: Inclusive Classrooms that Support Every Learner, Career-Connected Learning and Durable Skills: Durable Skills for a Changing World, Safe and Supportive Schools: Students Who Are Known, Valued, and Connected, Safe and Supportive Schools: Safe, Respectful, and Consistent School)

- Formative Measures:** Improve community relationships
Improve student-to-student relationships
Improve staff morale
Continue to improve communication with parents
Improve staff knowledge of conflict/resolution strategies taught to students
Use of the Character Strong SEL program and checks for regular use within classrooms.

Improvement Strategy 1

- Provide families with regular communication regarding student attendance and recognition efforts.
To provide families with regular communication regarding student attendance, SEL, and recognition efforts (2024-25)
To provide teachers with resources to impact students' SEL.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monthly staff appreciation efforts Monthly recognition of teacher efforts	principal, assistant principal, counselor,	Weekly review of use and observation of SEL lessons.	
2	Continue to celebrate staff- increase acknowledgment of what is being done to improve student success, social/emotional growth, and attendance.	administration, counselor	monthly	
3	Continue to celebrate students with spirit days/incentives so that students can be at school and work toward their goals.	administration, strategist team, counselor	monthly spirit days	
4	Use of a social-emotional program and daily wellness checks to impact student feelings of belonging.	administration, counselor	weekly	
5	Staff should communicate with families regularly and include specific suggestions on things families can do at home to support their students, and also to receive feedback.	administration, teachers	minimum of 1x a week	
6	Increase the volunteers to assist staff, including community members and parent volunteers, to have a diverse volunteer population.	administration, teachers	ongoing	
7	Bi-monthly parent events on campus to assist with building community engagement on campus	administration, strategist team	bi-monthly	
8	SEL topics on the Gehring News Network (GNN) for students All students are to watch GNN each day and actively participate in GNN activities.	admin, computer strategist. counselor, teachers	daily	

Position Responsible: administration

Resources Needed: Cadre meeting minutes

Staff surveys

Incentives to promote attendance and being kind

PTA agendas/minutes

SOT agendas/minutes

Family surveys for input/feedback

Treats for staff appreciation efforts

Evidence Level

Level 1: Strong:
Parent communication

Problem Statements: Connectedness 1

Status Checks

In progress

October

February

June

SMART Goal 2 Problem Statements Identifying Connectedness

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