Clark County School District

Goynes, Theron H. and Naomi D. ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited



District Approval Date: October 20, 2026

Mission Statement

Progress over Perfection!

Vision

Our vision is a learning community where students embrace challenges, celebrate progress, and grow into capable, compassionate learners.

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/theron_h_&_naomi_d_goynes_elementary_school/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By Spring 2027, we will increase both our Math and Reading achievement percentages by 5%, as measured by the Spring 2027 iReady Assessment.
(Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: iReady Assessments, WIDA and Summit K12, cycled observations/Evaluwise data, Tier 1 monitoring tools.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Ensure PLC meetings focus on data analysis and instructional focus with strategies, including small group instruction and differentiation. PLC meetings will be scheduled on a five-day rotation, once a week. PLC time is utilized to backward plan from assessment to classroom instruction, discuss specific instructional strategies during Tier 1, and address the needs of specific subgroups of students/individual students through data analysis. Special Education teachers will be provided collaboration time with general education teachers to support students with accommodations and strategies. PLC agenda notes will be utilized for follow-up actions and focus on needs of specific grade levels. Tier 1 instruction will continue to follow district pacing guides and be utilized for all core subject areas. Classroom observation and curriculum implementation data will be utilized for PLC discussions on instructional practices. Formative assessments will consistently be utilized for planning and student progress. Targeted supports and strategies for identified students and/or subgroups will be implemented. In addition, the acceleration block will be built into the instructional schedule to ensure tiered supports are in place for all students to get targeted instruction to meet their needs with intervention or enrichment. This will also include the Utilization of Certified Temporary Tutors (CTTs) to provide small group instruction. To further support reading instruction, HMH Coachly will be implemented. Teachers will use their access to HMH coaches, to support their individual needs and questions related to reading instruction, differentiation, and curriculum resources. iReady personalized pathways will also be utilized to support individual learners meet grade level standards. To further support math instruction, continued use of NextGen Math to supplement EnVisions tier 1 curriculum. **Position Responsible:** Administration **Resources Needed:** Student achievement data, formative assessments, program reports, and other progress monitoring tools. Curriculum access to resources, differentiation resources. Attendance monitoring reports. Focused, norms established PLCs with data already documented, and the discussion focused on instructional strategies. Dedicated PLC collaboration time within the master schedule. PLC agendas, data protocols, curriculum materials. Professional learning and extra time are needed for the implementation of Tier 1 curriculum and Tier 2 monitoring systems. Support with small group instruction, formative assessments for planning, and data analysis. Meeting times for the administrative team and strategist to monitor and adjust PLCs, CTT effectiveness, and analyze reports. Effective training and documentation of student growth for CTTs. **Evidence Level** Level 1: Strong: Data Dives following Benchmarks Level 2: Moderate: HMH and Pacing Guide Implementation, i-Ready Level 3: Promising: Analyze data in PLCs for quick adjustments to instruction **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** PLCs are scheduled and meeting consistently, providing a structure for collaboration and data-driven planning. Acceleration groups are also up and running, with a continued need to monitor the rigor of activities to ensure students are appropriately challenged. Some challenges remain with students consistently accessing i-Ready and Summit, and we need to continue strengthening routines around these programs. We have also had limited opportunities for collaboration with SPED teachers and specialists, which will be an area of focus moving forward. Increasing students' love of reading remains a priority, not just improving reading skills and performance. Peer observations have begun and have been valuable, but we would like to see these opportunities expand across the school. Additionally, continued classroom collaboration and support around student on-task behavior will help strengthen instructional time and student engagement. **October Next Steps/Need** In October, we will continue refining PLCs to ensure they are increasingly data-centered and focused on instructional response. We will continue monitoring instructional programs and schedules to support consistent implementation and maximize instructional time. Acceleration groups will incorporate more SBAC-style questions to increase rigor and prepare students for grade-level expectations. Additionally, more fishbowl peer observations will be scheduled to strengthen collaboration and provide opportunities for teachers to learn from one another. **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: During the 2026-2027 school year, 100% of teachers will engage in weekly PLC cycles to analyze common assessment data, identify student learning needs, and develop instructional responses. Classroom teachers will use this data to plan and implement targeted small-group instruction in reading and math, monitor student progress, and adjust instruction based on student outcomes. Progress will be measured through PLC artifacts, assessment data, lesson plans, instructional walkthroughs, and student growth data.
(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: Observations, PLC agendas, instructional walk-throughs, student growth data.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Establish a structured PLC process that builds teacher skill in using common assessment data to create and adjust flexible small groups for targeted instruction, supported by coaching, planning, and data analysis. **Position Responsible:** Administration **Resources Needed:** Extra duty pay for collaboration **Evidence Level** Level 1: Strong: Build a committed staff and provide professional development Level 2: Moderate: Progress Monitoring, HMH, EnVisions Level 3: Promising: Analyze Data PLCs, Small group rubrics **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** PLCs are becoming more focused on using data and collaborative planning to adjust instruction. Teams are engaging in backwards planning, strengthening standards-based grading practices with a focus on Level 4 expectations, and identifying opportunities to spiral previously taught math skills. Coachly support and i-Ready implementation are also being used to strengthen instructional practices and respond to student needs. **October Next Steps/Need** Next steps will focus on increasing targeted support through ongoing coaching cycles and additional Coachly sessions. PLCs will place a stronger emphasis on using i-Ready data to identify and clear instructional flags through intentional reteaching. We will also strengthen student ownership by implementing i-Ready incentives, personal data tracking, and individual goal setting. An increased focus will be placed on lesson pass rates to ensure students are not only completing minutes, but successfully progressing through their learning pathways. **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: During the 2026-2027 school year, we will decrease our chronic absenteeism rate from 19.1% to 17%, as measured by FocusED end-of-year data, excluding MDP for NSPF rules.
(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)
(Safe and Supportive Schools: Welcoming Schools)

Aligns with District Goal

Formative Measures: FocusED Attendance Analysis

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: The attendance flowchart will be utilized by the administration, the counselor, and the clerk. Targeted supports and interventions to parents will begin after 3 absences and continue to increase support with further absences. Students with a high absentee rate from 2025-2026 will be identified early to support improvement in attendance. Students will monitor their own attendance using attendance trackers, and incentives will be earned throughout the school year for positive attendance. **Position Responsible:** Counselor **Resources Needed:** Support for the attendance clerk to monitor and communicate with parents. Training for students to use their attendance trackers. **Evidence Level** Level 2: Moderate: Attendance flowchart and daily trackers. **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Chronic absenteeism is currently at 18%, showing continued progress toward our attendance goal. The counselor is consistently tracking attendance and meeting with students and families who need additional support, with the social worker providing support for more intensive needs. Attendance was also addressed during parent-teacher conferences to increase family awareness and partnership. Whole-school and individual incentives continue to be used to recognize and encourage consistent attendance. **October Next Steps/Need** Next steps will focus on increasing direct outreach to families of students with attendance concerns and strengthening schoolwide messaging around the importance of consistent attendance. The counselor and social worker will continue targeted follow-up with students and families, while schoolwide and individual incentives will be used to reinforce positive attendance. Attendance data will continue to be monitored to identify students needing additional support and celebrate improvement. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the number of office discipline referrals from 210 in the 2025-2026 school year to 200 by the end of the 2026-2027 school year, as measured by school-wide office discipline referrals in FocusED.
(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)
(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: FocusED

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Improve tier 1 behavior strategies and supports throughout the school. **Position Responsible:** Student Success Coordinator **Resources Needed:** Funds for house system materials and incentives. **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Evidence Level** Level 2: Moderate: **Problem Statements/Critical Root Cause:** Connectedness 2	**Oct:** In progress **October Lessons Learned** In October, we learned that consistent behavioral support and follow-through are making a positive impact. Teachers report feeling more supported by the Student Success Advocate and SEIF and feel that behavior concerns are being addressed with both accountability and appropriate support. The House System is also being implemented consistently, and students are responding positively to earning House points as recognition for positive behavior. With 43 major office referrals to date, continued consistency, positive reinforcement, and early intervention will remain important moving forward. **October Next Steps/Need** Next steps will focus on continuing consistent behavior support through the Student Success Advocate and SEIF while using referral data to identify trends and students needing additional intervention. We will continue strengthening the House System and increase opportunities for students to earn and be recognized for positive behavior. Staff will also continue focusing on early intervention, consistent expectations, and proactive supports to prevent behaviors from escalating to major office referrals. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**