Clark County School District

Roberts, Aggie ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited



District Approval Date: October 28, 2026

Mission Statement

The mission of Aggie Roberts Elementary is to partner with all stakeholders to grow motivated learners who problem solve academically as well as socially and persevere with a growth mindset; balancing developmentally appropriate and high quality instruction in a safe and respectful learning environment where all students are included and have equal access to the experiences they need to stay on the road to success.

Vision

All students progress to middle school and beyond with the academic, social-emotional and behavioral skills needed to contribute positively to a diverse global society.

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 http://nevadareportcard.nv.gov/DI/nv/clark/aggie_roberts_elementary_school/nspf.

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of proficiency as measured by MAP ELA from 32.8% in 2025-2026 to 42.8% on i-Ready in 2026-2027. Increase the percentage of proficiency as measured by MAP math from 28.9% in 2025-2026 to 38.9% on i-Ready 2026-2027.

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

Fall i-Ready Data:
78% of students scored below grade level in Reading.
89% of students scored below grade level in Math.

Aligns with District Goal

Formative Measures: Grade level common assessment, Data analysis of the common assessments, classroom observations from admin w/feedback

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers utilize purposefully planned learning tasks and activities to support overall mastery of the standards. **Position Responsible:** Administration **Resources Needed:** Money for collaboration time **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: enVision math **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Fall i-Ready Data: 78% of students scored below grade level in Reading. 89% of students scored below grade level in Math. **October Next Steps/Need** Teachers will continue purposeful planning and admin will continue providing feedback during observations **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English Learners proficient on SBAC ELA from 27.2% in 2025-2026 to 32% in 2026-2027, on SBAC Math from from 4.7% in 2025-2026 to 10% in 2026-2027, and on WIDA from 37.2% in 2025-2026 to 40% in 2026-2027. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Fall i-Ready Data:
There is an achievement gap of 5% points between LEP and non-LEP students at the 70th percentile in Reading.
There is an achievement gap of 6% points between LEP and non-LEP students at the 80th percentile in Math.

Aligns with District Goal

Formative Measures: MAP projected proficiency data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. **Position Responsible:** School leadership team **Resources Needed:** ULD professional learning series Tier I Monitoring Tool Academic Language Look (ALL) For Tool **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 4: Demonstrate Rationale: Summit K12 **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** Fall i-Ready Data: There is an achievement gap of 5% points between LEP and non-LEP students at the 70th percentile in Reading. There is an achievement gap of 6% points between LEP and non-LEP students at the 80th percentile in Math. **October Next Steps/Need** Strategic EL groups have started and will continue **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Implement Tier II support for identified EL student groups. **Position Responsible:** School leadership team **Resources Needed:** FLS instructional materials, Summit K12 **Evidence Level** Level 4: Demonstrate Rationale: Summit K12 **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** Fall i-Ready Data: There is an achievement gap of 5% points between LEP and non-LEP students at the 70th percentile in Reading. There is an achievement gap of 6% points between LEP and non-LEP students at the 80th percentile in Math. **October Next Steps/Need** Strategic EL groups have started and will continue **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 1: Student Success

SMART Goal 3: Increase the percentage of Black/African-American students proficient in mathematics from 4.5% (1/22) in 2026 to 13% (3/23) by 2027, as measured by state summative assessments. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Fall i-Ready Data:
2% of Black/African-American students scored Early On Grade Level and 2% scored Mid or Above Grade Level in Math.

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: School staff will collaborate with the District's math department. **Position Responsible:** Admin **Resources Needed:** Scheduled walks Scheduled PLCs EnVisions Math **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: EnVisions Math **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Fall i-Ready Data: 2% of Black/African-American students scored Early On Grade Level and 2% scored Mid or Above Grade Level in Math. **October Next Steps/Need** Grade levels will continue implementing suggestions from the math department **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: Increase the percent of classrooms that are engaging students during instruction measured by Focal Point from 46% of classrooms (fall 2026) to 73% of classrooms (winter 2026) to 100% of classrooms (spring 2027). (Academic Excellence: Valued Educators, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Fall 2026 Walk-Through Data (based on 55 walk-throughs):
58% of walk-throughs showed evidence of student engagement.

Aligns with District Goal

Formative Measures: Daily walkthroughs by admin w/feedback to the teachers

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Each admin will conduct classroom observations daily, providing feedback, and support where necessary. **Position Responsible:** Administration **Resources Needed:** Time to meet with teachers & reflect on instruction **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: coaching **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Currently 55% of classrooms are engaging students. **October Next Steps/Need** Continue with the purposeful planning during PLC and collecting data during PLCs **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: According to our Student Perception Survey, 61.6% (182/248) students in Grades 2-5 reported feeling known, valued, and connected at school in the beginning of the year (2026-2027) and by the end of the year, increase the percentage of students who reported feeling known, valued, and connected at school to 95% (236/248) students in Grades 2-5. (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: Student perception survey data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Schoolwide expectations (matrix) are taught within the MTSS framework. Community Circles and restorative practices are embedded in the daily schedule. Positive feedback used daily to build a positive climate and culture in each classroom. **Position Responsible:** Admin **Resources Needed:** Need the counselor, SSP, Boys Town SSS available all day to proactively teach students skills in small groups. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: creating a positive school climate and culture **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** 61.6% of students reported feeling known, valued, and connected **October Next Steps/Need** Continue implementing connection activities, 5:1s, and SEL lessons in classrooms **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: Decrease school-wide chronic absenteeism from 17.2% in 2025-2026 to 15% in 2026-2027. (Safe and Supportive Schools: Welcoming Schools) (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

To date (September 2026), the chronic absenteeism rate is 14.4%.

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: An attendance plan is in place to assist teachers with tracking and addressing chronic absenteeism. **Position Responsible:** Teachers, office staff, admin **Resources Needed:** FocusEd Teacher attendance spreadsheet (classroom/student) Materials/prizes for incentives **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 1: Strong: MTSS **Problem Statements/Critical Root Cause:** Connectedness 2	**Oct:** In progress **October Lessons Learned** To date (September 2026), the chronic absenteeism rate is 14.4%. **October Next Steps/Need** Monitor chronicly absent students and ensure staff is implementing the attendance plan **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**