Clark County School District

Red Rock ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: November 5, 2026

Mission Statement

Red Rock Elementary School strives to build a strong educational foundation to provide a safe environment, promote learning, and demonstrate respect for self, school, and community.

Vision

We are committed to standards of excellence. We will set goals and take responsibility for establishing a safe environment where learners are empowered and diversity is valued.

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/red_rock_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: For the 2025 - 2026 school year, an average of 65.6% of students were able to meet or exceed the established growth target from Fall to Spring with 38% of continuously enrolled students showing proficiency in Spring on the MAP assessment. Utilizing this historical data, the percent of students meeting or exceeding the established growth target in math will be 75% by the Spring 2027 benchmark and the amount of students considered proficient will increase to 50% of continuously enrolled students as measured by the i-Ready Math Assessment. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: Fastbridge Progress Monitoring
Grade Level Assessments
Individual Student Data Folders
i-Ready Assessment Suite

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: The ELA and Math curriculum will be implemented with fidelity and supported with regular, targeted coaching and regular instructional rounds. Teachers will deliver instruction that is aligned to NVACS and lessons will be delivered with instructional support based on formative and summative student data to address targeted deficits. **Position Responsible:** Administration **Resources Needed:** Lesson plans Instructional rounds schedule CCSD Pacing Guides NWEA Coach Math Coach RBG3 Literacy Specialist PLC Agendas Grade level long range plans **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: HMH Into Reading Level 3: Promising: enVision Math 2020 **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Teachers are still struggling with incorporating the Standards of Mathematical Practice into lessons and communicating to students how the skills/strategies manifest in lessons Teachers are learning how the i-Ready learning path connects to NVACS and EnVision lessons. **October Next Steps/Need** Complete Math Learning PL with Rebecca Dehner from the CCSD Math Department Conduct i-Ready Virtual Training at November Staff Development Day to review data and adjust i-Ready use by teachers and students **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: For the 2025 - 2026 school year, an average of 60.6% of students were able to meet or exceed the established growth target from Fall to Spring with 38% of continuously enrolled students showing proficiency in Spring on the MAP assessment. Utilizing this historical data, the percent of students meeting or exceeding the established growth target in ELA will be 70% by the Spring 2027 benchmark and the amount of students considered proficient will increase to 50% of continuously enrolled students as measured by the i-Ready ELA Assessment. (Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: Fastbridge Progress Monitoring
Core 95 PSI Assessments
Grade Level Assessments
Individual Student Data Folders
i-Ready Assessment Suite

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: The ELA and Math curriculum will be implemented with fidelity and supported with regular, targeted coaching and regular instructional rounds. Teachers will deliver instruction that is aligned to NVACS and lessons will be delivered with instructional support based on formative and summative student data to address targeted deficits. **Position Responsible:** Administration **Resources Needed:** Lesson plans Instructional rounds schedule CCSD Pacing Guides NWEA Coach Math Coach RBG3 Literacy Specialist PLC Agendas Grade level long range plans **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: HMH Into Reading Level 3: Promising: enVision Math 2020 **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Teachers are still struggling to embed meaningful discourse opportunities into each lesson and to get to small groups consistently. Teachers are learning how the i-Ready learning path connects to NVACS and HMH lessons. Grade levels are working to promote students building reading stamina during the school day and in Library. **October Next Steps/Need** Complete HMH Planning session Abby and conduct walkthroughs with her in November Conduct i-Ready Virtual Training at November Staff Development Day to review data and adjust i-Ready use by teachers and students **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 math proficiency among English Learners from 25.4% in 2025 to 35% in 2026, as measured by state summative assessments.
Increase ELA proficiency among English Learners from 13.6% in 2025 to 25% in 2026, as measured by state summative assessments.
Increase the percentage of English Learners proficient on the WIDA language assessment, from 35.7% in 2026 to 45% in 2027. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: Summit K12
Fast Bridge Progress Monitoring
i-Ready projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL). **Position Responsible:** Administration **Resources Needed:** WIDA Training ELL Strategies Training Tier I Monitoring Tool ELL Department **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:** Student Success 2	**Oct:** In progress **October Lessons Learned** Speaking is a big area of growth for our WIDA students, so teachers need to look for ways to increase the opportunities students have to speak in full, descriptive sentences. **October Next Steps/Need** ELL Task Force to work with ELL Department to develop strategies/ideas to help teachers increase the discourse in classes and to develop structures to support EL students in using language orally **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: Administration noticed that grade levels would often plan lessons during PLC and/or grade level meetings and subsequent observations would not match planning at least 60% of the time. Increase the percent of classroom observations that show evidence of using needed differentiated instruction to assist students in understanding skills and concepts based on common formative and summative assessment data as discussed and planned in PLCs to 50% at the end of semester 1 and to 70% at the end of semester 2, 2027 as measured by PLC observations and agendas cross-referenced with the Tier I Monitoring Tool. (Safe and Supportive Schools: A Workplace Where Employees Thrive)

Aligns with District Goal

Formative Measures: PLC Agendas
Classroom Observations

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: The Leadership team (administration and PLC Task Force Members) will clearly define what should happen during PLC meetings and communicate that to staff in order to reflect on current PLC practices and evaluate where each grade level is in the PLC development process. Targeted support will then be provided. Leadership team will then determine an observation schedule based on what is discussed during PLCs and will note findings using the Tier I Monitoring Tool. **Position Responsible:** Administration **Resources Needed:** NWEA Coach MAP data Formative assessment data PLC+ Manual Exemplars/non-examples **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: Gather walkthrough data from each PLC Level 3: Promising: Analyze data in PLCs **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** PLC Task Force sent out materials to all staff of the expectations for PLCs and they monitor grade level PLC meetings in case they need support Data Analysis templates created to share with all staff to help them understand i-Ready data and actively use it during PLCs to plan learning Grade levels notice that the "yellow" section of i-Ready is large and vague and makes it hard to disaggregate the students to find trends. Teams have been analyzing data one-by-one **October Next Steps/Need** Identify key grade levels that need targeted support and develop coaching plan to help them improve. Take Winter i-Ready test and analyze student progress, specifically the large yellow groups **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: Reduce the percent of students chronically absent from 18.6% in Spring 2026 to 10% by Spring 2027, as measured by the NSPF. (Safe and Supportive Schools: Welcoming Schools)

Aligns with District Goal

Formative Measures: Infinite Campus Attendance Records
FocusEd

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Utilize a coordinated effort with our administration, office staff, and Student Support Team to create a multi-tiered systematic approach to supporting families with making sure students attend school regularly. **Position Responsible:** Administration **Resources Needed:** Infinite Campus Attendance reports Student Support Team meetings Family/student incentives **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 4: Demonstrate Rationale: Truancy Diversion **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Our Kindergarten Round-up did a great job to connect the families that attended to the school and reinforce good school attendance. Using fun incentives like dodgeball games vs. the staff has positively affected attendance schoolwide, not just in the specific grade level that is doing the activity. Still have parents using "sick" excuse without sending in doctor's notes or parent notes. **October Next Steps/Need** Finish out dodgeball incentives for 4th and 5th grade Start November attendance bracket challenge Connect with "at risk" families to give wraparound support to increase attendance **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**