Clark County School District

ORoarke, Thomas J. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 4 Star School

District Approval Date: October 23, 2026

Mission Statement

At O'Roarke ES, staff, students, families and community are united in providing a comprehensive and challenging academic environment that supports each students' educational journey.

Vision

At O'Roarke ES, staff, students, families and community are united in providing a comprehensive and challenging academic environment that supports each students' educational journey.

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/thomas_oroarke_elementary_school/2026/nspf/

Table of Contents

Comprehensive Needs Assessment 4
Student Success 4
Inquiry Area 1: Student Success 5
Adult Learning Culture 8
Inquiry Area 2: Adult Learning Culture 9
Connectedness 12
Inquiry Area 3: Connectedness 13
Priority Problem Statements 17
Comprehensive Needs Assessment Data Documentation 18
Plan Notes 19
School Continuous Improvement Team 20
Community Outreach Activities 21

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Students' writing skills continue to improve through the use of monthly writing prompts that help track individual progress and growth. 66% of 5th grade students received a 4 (Rating 1-4) on their fourth quarter writing assessment as compared to 17% of fifth grade students receiving a 4 on their first quarter writing assessment.

Student Success Areas for Growth

Students need to maintain a focus on phonics, vocabulary development, and proper writing conventions to enhance the quality of their constructive responses.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	A lack of consistent exposure to vocabulary, phonics, and writing practice may be affecting student performance. There is 34% achievement gap between LEP and non LEP students scoring above the 41st percentile in reading based on Fall i-Ready Inform Assessment. There is 31% achievement gap between LEP and non LEP students scoring above the 41st percentile in math based on Fall i-Ready Inform Assessment. LEP students make up less than 5% of the student population.	Strengthen phonics skills, expand background knowledge and vocabulary, and provide regular opportunities for writing practice.
Foster/Homeless	There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.	Strengthen phonics skills, expand background knowledge and vocabulary, and provide regular opportunities for writing practice.

Student Group	Challenge	Solution
Free and Reduced Lunch	A lack of consistent exposure to vocabulary, phonics, and writing practice may be affecting student performance. There is currently no identifiable achievement gap between FRL and non-FRL students.	Strengthen phonics skills, expand background knowledge and vocabulary, and provide regular opportunities for writing practice.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	A lack of consistent exposure to vocabulary, phonics, and writing practice may be affecting student performance.	Strengthen phonics skills, expand background knowledge and vocabulary, and provide regular opportunities for writing practice.
Students with IEPs	A lack of consistent exposure to vocabulary, phonics, and writing practice may be affecting student performance.	Strengthen phonics skills, expand background knowledge and vocabulary, and provide regular opportunities for writing practice at the students reading levels.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students are experiencing difficulty applying phonics skills, appropriate vocabulary, and writing conventions when composing constructed responses across content areas.
Critical Root Cause: Students would benefit from additional instruction in phonics, vocabulary development, and writing conventions to enhance their ability to self-correct and improve constructed responses across all subject areas.

Inquiry Area 1: Student Success

SMART Goal 1: By the Spring 2027 iReady Inform District Interim Assessment, 70% of students will meet or exceed their typical growth target in reading by spring 2027 as measured by iReady interim assessments. (Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: iReady Inform District Interim Assessment

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Through consistent instruction and guided practice, teachers will support students in organizing their ideas and applying phonics skills and appropriate writing conventions throughout the writing process across all content areas.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will provide instruction and support to help students apply appropriate phonics, vocabulary, and language conventions to organize and present their thoughts and evidence effectively during the writing process across the curriculum.	Educators	August 2026-May 2027	
2	Teachers will explicitly review the conventions section of the writing rubric with students each week and provide structured opportunities for students to apply the rubric when editing and revising their written work.	Educators	August 2026-May 2027	
3	Teachers will use Tier 1 instructional materials (HMH) to design and implement writing and ELA lessons that target conventions and vocabulary development.	Educators	August 2026-May 2027	
4	Students requiring additional support will participate in direct, small-group instruction during the acceleration block to reinforce essential skills and concepts.	Educators	August 2026-May 2027	
5	Teachers will use Tier 1 instructional resources (LETRS) to provide systematic and research-based phonics instruction.	Educators	August 2026-May 2027	

Position Responsible: Administration

Resources Needed: Examples of activities and rubrics used to teach conventions
Songs that teach conventions
Common Integration of Writing Slides Document
LETRS teaching materials

Evidence Level
Level 2: Moderate: iReady Inform Interim Assessments

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 2: Deliver targeted, evidence-based Tier I, Tier II, and Tier III instruction informed by student performance data to support continuous academic growth and progress.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will analyze iReady Inform Assessment data to identify students scoring below the 40th percentile in reading.	Educators	Fall, Winter, Spring iReady Interim Assessment	
2	All identified students will participate in diagnostic assessments through FastBridge to determine their specific reading instructional needs and guide targeted intervention.	Educators, RBG3	October 2, 2026 and after teacher benchmarking if needed.	
3	Student Literacy Performance Plans will be established for students in Kindergarten through Grade 5 identified as performing below the 40th percentile on the iReady Inform Reading Assessment, ensuring targeted support based on individual literacy needs.	Educators, RBG3	October 2026 and January 2027	
4	All staff members will complete Language Essentials for Teachers of Reading and Spelling (LETRS) training to build capacity in delivering high-quality, research-based literacy instruction.	Administration and Educators	September 2026-April 2027	
5	Staff will analyze student data to evaluate the effectiveness of Tier II instruction in supporting growth and performance and will adjust instruction as needed.	Educators	September 2026-May 2027	

Position Responsible: Administration

Resources Needed: iReady Inform District Assessment Data
RTI documentation school spreadsheet
Student Literacy Performance Plans
FastBridge Diagnostic and Progress Monitoring Tools
Tier I, Tier II, and Tier III instructional materials

Evidence Level
Level 2: Moderate: iReady Inform Interim Assessments
Level 4: Demonstrate Rationale: Student Literacy Performance Plans

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers effectively know their grade level standards and expectations.

Adult Learning Culture Areas for Growth

Teachers need a better understanding of previous/upcoming grade levels standards and expectations.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of repeated.exposure in phonics, vocabulary, and sentence structure.	EL funds will be used to provide additional support through Lexia English. We will use our CTTs as available to provide target support as well. Professional development will be provided to teachers in phonics instruction through LETRS.
Foster/Homeless	Lack of repeated.exposure in phonics, vocabulary, and sentence structure.	Teachers will use the acceleration block to build background knowledge, phonics, vocabulary, and writing practice. We will also use CTTs as available to pull small groups of students to provide academic support in these areas. Professional development will be provided to teachers in phonics instruction through LETRS.
Free and Reduced Lunch	Lack of repeated exposure in phonics, vocabulary, and sentence structure.	Teachers will use the acceleration block to build background knowledge, phonics, vocabulary, and writing practice. We will also use CTTs as available to pull small groups of students to provide academic support in these areas. Professional development will be provided to teachers in phonics instruction through LETRS.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Lack of repeated. exposure in phonics, vocabulary, and sentence structure.	We will utilize our Read by Grade 3 specialist to assist teachers in providing tiered interventions and acceleration for students in the area of phonics/writing. We will also use CTTs as available to pull small groups of students to provide academic support in these areas. Professional development will be provided to teachers in phonics instruction through LETRS.
Racial/Ethnic Minorities	Lack of repeated. exposure in phonics, vocabulary, and sentence structure.	We will utilize our Read by Grade 3 specialist to assist teachers in providing tiered interventions and acceleration for students in the area of phonics/writing. We will also use CTTs as available to pull small groups of students to provide academic support in these areas. Professional development will be provided to teachers in phonics instruction through LETRS.
Students with IEPs	Lack of repeated. exposure in phonics, vocabulary, and sentence structure.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications. Professional development will be provided to teachers in phonics instruction through LETRS.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): To ensure consistency and student success, staff across all grade levels need to establish and maintain common expectations for teaching and assessing phonics, writing conventions, and constructed responses throughout the curriculum.
Critical Root Cause: Greater alignment and communication among staff are needed to establish consistent expectations for teaching and assessing phonics, writing conventions, and constructed responses throughout the curriculum.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: All staff (100%) will receive phonics training through LETRS and will maintain consistent implementation of writing expectations across the curriculum, including the use of correct conventions as measured by monthly school-wide writing prompts. (Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: Monthly Writing Prompts

Improvement Strategy 1 Details

Improvement Strategy 1: Professional development will be provided to staff to strengthen phonics instruction through LETRS training and to support the continued implementation of common writing expectations and school-wide approaches to teaching conventions.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Staff meetings will be used to provide ongoing professional development in the areas of common vocabulary, constructed response expectations, and writing conventions.	Administration	September-October 2026	
2	During PLC time, grade-level teams will design common assessments and examine student outcomes to assess the application of phonics skills, writing conventions, and additional school-wide writing expectations.	Educators	August 2026-May 2027	
3	Teachers will design and use work samples, exemplars, and models during instruction to help students engage with learning intentions and success criteria and to clearly demonstrate their understanding of the criteria for success.	Educators	August 2026-May 2027	

Position Responsible: Administration

Resources Needed: Pacing Guide
Grade Level Standards
Common Integration of Writing Slides Document
Learning Intentions
Success Criteria

Evidence Level
Level 2: Moderate: iReady Inform District Assessments
Level 4: Demonstrate Rationale: Climate and Culture

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 2: All staff will share a common understanding of instructional practices for teaching conventions and will consistently use aligned terminology with colleagues and students throughout the school.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Staff will be trained to use consistent academic vocabulary when teaching writing conventions and constructed response expectations.	Administration, RBG3	September-October 2026	
2	Provide dedicated time for collaboration and dialogue between grade-level teams.	Administration, Classroom Teachers	August 2026-May 2027	

Position Responsible: Administration

Resources Needed: Common Integration of Writing Slides Document
Common rubric for grading conventions

Evidence Level
Level 2: Moderate: iReady Inform Assessments

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

Students are seeking out adult help when needed and advocating for themselves.

Connectedness Areas for Growth

We need to provide support to ensure all students feel a sense of belonging and acceptance throughout all environments and activities.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students may not have the skills to establish relationships with other students or adults.	The counselor will work with identified students to provide targeted social/emotional support as well as connect students with outside services as needed. Class meetings will be held weekly/daily to help students feel a sense of belonging as well.
Foster/Homeless	Students may not have the skills to establish relationships with other students or adults	The Title I HOPE Advocate and counselor will coordinate ongoing services and supports while monitoring students' attendance, academic, and social/emotional progress. Class meetings will be held weekly/daily to help students feel a sense of belonging as well.
Free and Reduced Lunch	Students may not have the skills to establish relationships with other students or adults.	The Title I HOPE Advocate and counselor will coordinate ongoing services and supports while monitoring students' attendance, academic, and social/emotional progress. Class meetings will be held weekly/daily to help students feel a sense of belonging as well.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Students may not have the skills to establish relationships with other students or adults.	School staff will work with identified students to provide opportunities where they can receive social/ emotional support and counseling in several different areas to include a sense of belonging. Class meetings will be held weekly/daily to help students feel a sense of belonging as well.
Students with IEPs	Students may not have the skills to establish relationships with other students or adults.	Resource support and counseling opportunities will provide social/emotional support to improve a sense of belonging.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): According to the Spring 2026 District Panorama Survey, 66% of students reported having a sense of belonging at school.
Critical Root Cause: Survey data suggest that some students do not feel a strong sense of connection to the school or to specific individuals within the school community.

Problem Statement 2 (Prioritized): Despite our commitment to a safe and inclusive learning environment, current disciplinary data reveals a disproportionality in suspension rates among student groups over a 3 year trend.
Critical Root Cause: This gap indicates an opportunity to strengthen our behavior management framework by placing greater emphasis on proactive approaches that support the varied social-emotional needs and cultural backgrounds of our student body.

Inquiry Area 3: Connectedness

SMART Goal 1: Improve student sense of belonging, as measured by the Panorama Education Survey, by increasing results from 66% in Spring 2026 to 75% by Spring 2027, with an ultimate goal of 100%. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: Panorama Education Survey

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
Improvement Strategy 1: Opportunities will be provided for students to meet individually, participate in class meetings, engage in small-group counseling sessions with the school counselor, and receive check-ins during lunch and recess.	In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide small-group counseling sessions to support students' social, emotional, and behavioral needs.	Counselor	August 2026-May 2027	
2	Class meetings will occur at least once a week or more if needed to help build a sense of community and address social issues as they arise.	Educators	August 2026-May 2027	
3	The counselor will provide individual counseling sessions, small-group counseling, and whole-class lessons.	Counselor	August 2026-May 2027	
4	Specialists will award "Paw Points" to encourage appropriate social behavior and compliance with school procedures.	Educators	August 2026-May 2027	

Position Responsible: Administration

Resources Needed: Counseling lessons, Panorama Data/Survey Results/Activities

Evidence Level

Level 4: Demonstrate Rationale: Climate and Culture, Sanford Harmony

Problem Statements/Critical Root Cause: Connectedness 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 2: The school will organize community-building events for students and families to enhance all students' sense of belonging.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	School will host the following events focused on building a sense of belonging and community amongst it's stake holders. Activities include; Founder's Day(9/10), School Wide Fun Run(9/30), Fall Festival(10/9), Career Week(11/16), Math/Science Night(1/20), Ties and Tieras Dance(2/11), Reading Week(3/1), Talent Show (4/9), and Field Day (5/7)	Educators, PTA Volunteers	August 2026-May 2027	

Position Responsible: Administration

Resources Needed: School Calendar
Event Flyers
Parent Link Messages
Dojo School Wide Messages and Classroom Messages

Evidence Level
Level 4: Demonstrate Rationale: Climate and Culture

Problem Statements/Critical Root Cause: Connectedness 1

Inquiry Area 3: Connectedness

SMART Goal 2: By the end of the school year, 100% of staff will be trained on identifying and responding to minor and major student behaviors, including when behaviors should be reported to administration, and staff will consistently teach and reinforce the PRIDE(Problem Solvers, Respectful, Involved, Everyone makes a difference) acronym and associated life skills throughout the week. As a result, the school will reduce Required Parent Conferences (RPCs) and student suspensions as measured by school-wide discipline referrals. (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: Administration

Improvement Strategy 1 Details

Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by implementing the focus items and action steps, based on the results of the Tiered Fidelity Inventory (TFI) 3.0.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer TFI 3.0 to obtain baseline data.	Admin	Fall	
2	Train all staff on the definitions and examples of minor versus major behaviors and the appropriate reporting procedures.	Admin	August-September 2026	
3	Provide clear behavior-flow guidelines outlining when to manage behaviors in the classroom and when to refer to administration.	Admin	August-September 2026	
4	Ensure staff explicitly teach, model, and reinforce the PRIDE acronym and life skills across instructional and non-instructional settings throughout the week.	Admin	August 2026-May 2027	

Position Responsible: Administration

Resources Needed: Behavior Flow-Chart, Code of Conduct, Student Handbook, Instructional lessons for PRIDE acronym,

Evidence Level
Level 3: Promising: Behavior Data

Problem Statements/Critical Root Cause: Connectedness 2

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Priority Problem Statements

Problem Statement 1: Students are experiencing difficulty applying phonics skills, appropriate vocabulary, and writing conventions when composing constructed responses across content areas.

Critical Root Cause 1: Students would benefit from additional instruction in phonics, vocabulary development, and writing conventions to enhance their ability to self-correct and improve constructed responses across all subject areas.

Problem Statement 1 Areas: Student Success

Problem Statement 2: To ensure consistency and student success, staff across all grade levels need to establish and maintain common expectations for teaching and assessing phonics, writing conventions, and constructed responses throughout the curriculum.

Critical Root Cause 2: Greater alignment and communication among staff are needed to establish consistent expectations for teaching and assessing phonics, writing conventions, and constructed responses throughout the curriculum.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: According to the Spring 2026 District Panorama Survey, 66% of students reported having a sense of belonging at school.

Critical Root Cause 3: Survey data suggest that some students do not feel a strong sense of connection to the school or to specific individuals within the school community.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Despite our commitment to a safe and inclusive learning environment, current disciplinary data reveals a disproportionality in suspension rates among student groups over a 3 year trend.

Critical Root Cause 4: This gap indicates an opportunity to strengthen our behavior management framework by placing greater emphasis on proactive approaches that support the varied social-emotional needs and cultural backgrounds of our student body.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Curriculum Based Measures
- I-Ready
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Other
    - Teacher Observations

Adult Learning Culture

- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- School department and/or faculty meeting discussions and data
- Other
    - Classroom Observations

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Perception/survey data
- Other
    - Panorama Education Survey

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$4,953,942.00	Class Size Reduction Teacher Staffing, General Budget, Extra hours 3 Support Staff, 2 CTT	Goal 1, 2, & 3
At-Risk Weighted Allocation	$82,639.17	Class Size Reduction Teacher Staffing	Goal 1, 2, & 3
EL Weighted Allocation	$58,881.76	Class Size Reduction Teacher Staffing	Goal 1, 2, & 3
General Carry Forward	$89,604.00	Class Size Reduction Teacher Staffing	Goal 1, 2, & 3
Read by 3	$128,266.99	Read by Grade 3 Teacher	Goal 1, 2 & 3

School Continuous Improvement Team

Team Role	Name	Position
Member	Holly Curry	Special Education Teacher
Member	Christine Newson	Office Manager
Member	Rene Knott	Librarian
Member	Wendy Embleton	5th Grade Teacher
Member	Jennifer Speer	4th Grade Teacher
Member	Sara Noble	Parent
Member	Tina Tenenholtz	2nd Grade Teacher
Member	Kindred Julie	1st Grade Teacher
Member	Deb Cooley	Kindergarten Teacher
Member	Jennifer Speakman	Assistant Principal
CI Team Lead	Kody Barto	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Budget Review and Certification with SOT Team at Meeting Budget Meeting and Second Certification SOT Team at Meeting	September 15, 2026 October 6, 2026	Budget was stable to keep staffing as is. Budget didn't need any changes for original meeting