

Clark County School District
O'Roarke, Thomas J. ES
2025-2026 School Improvement Plan

Classification: 4 Star School



District Approval Date: February 11, 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_o'roarke_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Student writing is improving as we utilize monthly writing prompts to assess individual student growth.

Student Success Areas for Growth

Students need to continue to focus on phonics, vocabulary, and using correct conventions as they write constructive responses.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	lack of repeated exposure to new vocabulary, phonics, and writing practice. There is a 42% achievement gap in reading and math between LEP and non-LEP students, based on Fall 2025 MAP Growth Assessment data; however our LEP population is under 5%.	Build phonics, background knowledge, vocabulary, and provide writing practice
Foster/Homeless	There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.	Build phonics, background knowledge, vocabulary, and provide writing practice
Free and Reduced Lunch	lack of repeated exposure to new vocabulary, phonics, and writing practice. There is currently no identifiable achievement gap between FRL and not FRL students.	Build phonics, background knowledge, vocabulary, and provide writing practice
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	lack of repeated exposure to new vocabulary, phonics, and writing practice.	Build phonics, background knowledge, vocabulary, and provide writing practice
Students with IEPs	lack of repeated exposure to new vocabulary, phonics, and writing practice.	Build phonics, background knowledge, vocabulary, and provide writing practice at the students reading level.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The students are struggling to apply phonics skills to appropriate vocabulary and conventions when creating a constructed response across the curriculum.

Critical Root Cause: The lack of instruction on phonics, common vocabulary, and the ability to self-correct constructed responses using proper conventions across the curriculum.

Inquiry Area 1: Student Success

SMART Goal 1: By the Spring 2026 MAP Assessment, we will increase the percentage of students who achieved their growth projection in the area of ELA/ Reading from 62% in the Spring 2025 to 65% in the Fall 2025 to 67% by the Winter 2025 to 70% by the Spring of 2025 as measured by the MAP Growth Assessments.

Aligns with District Goal

Formative Measures: MAP Reading Growth Assessment

Improvement Strategy 1 Details					Reviews																												
Improvement Strategy 1: With common instruction and practice teachers will effectively instruct students how to organize their thoughts and apply phonics and proper conventions throughout the writing process across the curriculum.					Status Check		EOY Reflection																										
					Oct	Feb	June																										
					<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Complete</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>The teachers will instruct the students in their class on how to use appropriate phonics, vocabulary, and conventions to organize their thoughts and evidence during the writing process across the curriculum.</td> <td>Educators</td> <td>August 2025-May 2026</td> <td></td> </tr> <tr> <td>2</td> <td>The teachers will review the part of the writing rubric that addresses conventions with the students weekly and provide opportunities for students to use the rubric to correct writing.</td> <td>Educators</td> <td>August 2025-May 2026</td> <td></td> </tr> <tr> <td>3</td> <td>Tier 1 instructional materials (HMH) will be used to plan for and teach Writing and ELA skills specific to conventions and vocabulary.</td> <td>Educators</td> <td>August 2025-May 2026</td> <td></td> </tr> <tr> <td>4</td> <td>Students identified as needing additional support will be provided direct instruction during the acceleration block.</td> <td>Educators</td> <td>August 2025-May 2026</td> <td></td> </tr> <tr> <td>5</td> <td>Tier 1 instructional materials (LETRS) will be used to support phonics instruction.</td> <td>Educators</td> <td>September 2025-May-2026</td> <td></td> </tr> </tbody> </table> <p>Position Responsible: Administration</p> <p>Resources Needed: Examples of activities and rubrics used to teach conventions Songs that teach conventions Common Integration of Writing Slides Document LETRS teaching materials</p> <p>Evidence Level Level 2: Moderate: MAP Growth Assessments</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	The teachers will instruct the students in their class on how to use appropriate phonics, vocabulary, and conventions to organize their thoughts and evidence during the writing process across the curriculum.	Educators	August 2025-May 2026		2	The teachers will review the part of the writing rubric that addresses conventions with the students weekly and provide opportunities for students to use the rubric to correct writing.	Educators	August 2025-May 2026		3	Tier 1 instructional materials (HMH) will be used to plan for and teach Writing and ELA skills specific to conventions and vocabulary.	Educators	August 2025-May 2026		4	Students identified as needing additional support will be provided direct instruction during the acceleration block.	Educators	August 2025-May 2026		5	Tier 1 instructional materials (LETRS) will be used to support phonics instruction.	Educators
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Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: Provide evidence-based Tier I, Tier II, and Tier III instruction to help increase students growth based on data.					Status Check		EOY Reflection
					Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	In progress	In progress	
1	Teachers will analyze MAP Growth Assessment data to identify students scoring below the 40th percentile in reading.	Educators	Fall, Winter, Spring MAP Benchmarking				
2	All identified students will be given diagnostic assessments using FastBridge to determine specific reading instructional needs.	Educators, RBG3	October 1, 2025 and after each benchmarking if needed.				
3	Student Literacy Performance Plans will be created for all students in Kindergarten through grade who scored below the 40th percentile in MAP Growth Reading Assessment.	Educators, RBG3	October 2025, January 2026,				
4	All staff will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) training to enhance their knowledge of literacy instruction.	Administration and Educators	September 2025-April 2027				
5	Staff will analyze data to determine if Tier II instruction is supporting student growth and performance and will make adjustments as needed	Educators	September 2025-May 2026				
<p>Position Responsible: Administration</p> <p>Resources Needed: MAP Reading Growth 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</p> <p>Evidence Level Level 2: Moderate: MAP Growth Assessments Level 4: Demonstrate Rationale: Student Literacy Performance Plans</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>							

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. Professional development will be provided to teachers in phonics instruction through LETRS.
Foster/Homeless	N/A	N/A
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. Professional development will be provided to teachers in phonics instruction through LETRS.
Migrant/Title1-C Eligible	N/A	N/A
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. 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): We need common expectations across the curriculum among all staff and grade levels when teaching/assessing phonics, proper conventions, and constructed responses when writing.

Critical Root Cause: Lack of clear expectations and communication among staff as to how to teach/assess phonics, proper conventions, and constructed responses across the curriculum when writing.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of staff will be trained on phonics through LETRS and continue to implement common writing expectations across curriculum and use correct conventions as measured by the school-wide monthly writing prompts.

Aligns with District Goal

Formative Measures: Monthly Writing Prompts

Improvement Strategy 1 Details					Reviews																		
Improvement Strategy 1: We will provide PD to staff members to strengthen phonics instruction through implementing training in LETRS and continue to integrate common writing expectations and ways to teach conventions school wide.					Status Check		EOY Reflection																
					Oct	Feb	June																
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Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: The staff will have a school wide understanding of how to teach conventions and use the same terminology with colleagues and students throughout the school.					Status Check		EOY Reflection
					Oct	Feb	June
					In progress	In progress	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Train staff on common vocabulary to be use when working with conventions and expectations of constructed response writing.	Administration, RBG3	September-October 2025				
2	Provide time for dialogue between grade levels.	Administration, Classroom Teachers	August 2025-May 2026				
Position Responsible: Administration Resources Needed: Common Integration of Writing Slides Document Common rubric for grading conventions Evidence Level Level 2: Moderate: MAP Growth Assessments Problem Statements/Critical Root Cause: 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.
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.
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.
Migrant/Title1-C Eligible	N/A	N/A
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.
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): 10% of students surveyed on the Spring 2025 Survey felt they did not feel a sense of belonging.

Critical Root Cause: Students do not feel they are connected to the school or to specific people at the school.

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: To decrease the number of students who feel they do not belong at school from 10% on the Spring 2025 Panorama Survey to 5% by May 2026 (with 0% being the ultimate goal), as measured by the Panorama Education Survey.

Aligns with District Goal

Formative Measures: Panorama Education Survey

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: We will provide opportunities for students to meet individually, in class meetings, group counseling sessions with the counselor, and check-in with students during lunch/recess.					Status Check		EOY Reflection
					Oct	Feb	June
					In progress	In progress	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Provide the group counseling sessions.	Counselor	August 2025-May 2026				
2	Daily class meeting will be held to create a sense of belonging and address any social issues that arise.	Educators	August 2025-May 2026				
3	The counselor will hold individual counseling sessions with students, small groups, whole class lessons.	Counselor	August 2025-May 2026				
4	Specialists will hand out "Paw Points" to encourage good social interaction and the ability to follow school procedures.	Educators	August 2025-May 2026				
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		
Improvement Strategy 2: School with provide community building events for students and families to increase all students sense of belonging.					Status Check		EOY Reflection
					Oct	Feb	June
					In progress	In progress	
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(9/25), School Wide Fun Run(9/25), Fall Festival(10/25), Career Week(11/25), Math/Science Night(1/26), Ties and Tieras Dance(2/26), Reading Week(3/26), Talent Show (4/26), and Field Day (5/26)	Educators, PTA Volunteers	August 2025-May 2026				
Position Responsible: Administration Resources Needed: School Calendar Event Flyers Parent Link 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.

Aligns with District Goal

Improvement Strategy 1 Details					Reviews																							
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.					Status Check		EOY Reflection																					
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Priority Problem Statements

Problem Statement 1: The students are struggling to apply phonics skills to appropriate vocabulary and conventions when creating a constructed response across the curriculum.

Critical Root Cause 1: The lack of instruction on phonics, common vocabulary, and the ability to self-correct constructed responses using proper conventions across the curriculum.

Problem Statement 1 Areas: Student Success

Problem Statement 2: We need common expectations across the curriculum among all staff and grade levels when teaching/assessing phonics, proper conventions, and constructed responses when writing.

Critical Root Cause 2: Lack of clear expectations and communication among staff as to how to teach/assess phonics, proper conventions, and constructed responses across the curriculum when writing.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 10% of students surveyed on the Spring 2025 Survey felt they did not feel a sense of belonging.

Critical Root Cause 3: Students do not feel they are connected to the school or to specific people at the school.

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
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Other
 - Teacher observations

Adult Learning Culture

- Professional Development Agendas
- Professional development needs assessment data
- Other
 - Classroom Observations

Connectedness

- 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	\$4,369,889	Class Size Reduction Teacher Staffing, Lexia English program for ELL students	Goal 1, 2, & 3
At-Risk Weighted Allocation	\$60,269	Class Size Reduction Teacher Staffing	Goal 1, 2, & 3
EL Weighted Allocation	\$44,540	Class Size Reduction Teacher Staffing	Goal 1, 2, & 3
General Carry Forward	\$210,187	Class Size Reduction Teacher Staffing	Goal 1, 2, & 3
At-Risk Weighted Carry Forward	\$63,054	Class Size Reduction Teacher Staffing	Goal 1, 2, & 3
EL Weighted Carry Forward	\$64,274	Class Size Reduction Teacher Staffing	Goal 1, 2, & 3

School Continuous Improvement Team

Team Role	Name	Position
Member	Holly Curry	Special Education Teacher
Member	Christine Newson	Office Manager
Member	Jessie Baldwin	GATE Teacher
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	Melissa McGinnis	1st Grade Teacher
Member	Wendy Rogers	Kindergarten Teacher
Member	Jennifer Speakman	Assistant Principal
CI Team Lead	Kody Barto	Principal

Community Outreach Activities

Activity	Date	Lesson Learned