Clark County School District

ORoarke, Thomas J. ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

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/

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Inquiry 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
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. **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	**Oct:** In progress **October Lessons Learned** In PLC meetings, teachers have worked to strengthen their phonics and vocabulary instruction. We need to find more time for teachers to review student data and plan together. Small groups are becoming a part of all tier 1 instruction. **October Next Steps/Need** Continue to focus on providing extra students support through acceleration block time and by conducting small group instruction after direct instruction. **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: Deliver targeted, evidence-based Tier I, Tier II, and Tier III instruction informed by student performance data to support continuous academic growth and progress. **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	**Oct:** In progress **October Lessons Learned** The teachers analyzed the IREADY results and identified the students who need to be monitored in each subject they were below 40% in on the test. The staff filled out their SLPPs for all students using the IREADY data to set a plan for each student. **October Next Steps/Need** We will continue to work on adjusting our instruction to meet the students needs based on classroom assessments. **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: 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	Reviews
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. **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	**Oct:** In progress **October Lessons Learned** The staff participated in their first LETRS training of the year during the first staff development day (9/21/26). The grade levels have worked on strengthening their assessments to help improve the students ability to use conventions correctly. **October Next Steps/Need** Continue to use the knowledge gained from LETRS trainings throughout the school year to help strengthen in writing instruction. **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: 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. **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	**Oct:** In progress **October Lessons Learned** In PLC meetings, staff continues to discuss how to strengthen convention instruction. Are their rewards or ways to encourage students to pay close attention to conventions as they write. **October Next Steps/Need** Work on finding time for grade levels to work together to ensure consistency throughout all instruction in the building. **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: 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
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. **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	**Oct:** In progress **October Lessons Learned** Our counselor has been out in classrooms teaching lessons on how to get along with one another and how to deal with emotions that come up during the day that make students feel sad or angry. Class meetings are being held where students have a chance to bring up problems and work together to solve them. **October Next Steps/Need** We need to continue to provide opportunities for students to share their feelings. We also need to continue to provide instruction and model ways students can deal with stress and social issues. **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: The school will organize community-building events for students and families to enhance all students' sense of belonging. **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	**Oct:** In progress **October Lessons Learned** We hosted our annual Founder's day event and we had a large turn out. Families ate together and did civic minded activities to include cards for first responders. **October Next Steps/Need** Continue to engage our community in activities that bring us together to share academic and social events. **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: 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	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. **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	**Oct:** In progress **October Lessons Learned** Met with a CCSD representative to set up a plan to strengthen our MTSS/PBIS expectations at our school. **October Next Steps/Need** Complete the TFI and have our MTSS Team attend the first training to set up and strengthen our expectations, matrix and flow chart for how we address behavior in our school. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**