

**Clark County School District**  
**O'Roarke, Thomas J. ES**  
**2025-2026 Status Checks with Notes**



**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/](https://nevadareportcard.nv.gov/DI/nv/clark/thomas_o'roarke_elementary_school/nspf/)

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# Inquiry Areas

## **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
<p><b>Improvement Strategy 1:</b> 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.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Examples of activities and rubrics used to teach conventions Songs that teach conventions Common Integration of Writing Slides Document LETRS teaching materials</p> <p><b>Evidence Level</b> Level 2: Moderate: MAP Growth Assessments</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> We need time and more data to continue to refine our writing instruction to meet the needs of our student</p> <p><b>October Next Steps/Need</b> We continue to develop and refine writing rubrics while providing effective writing instruction aimed at supporting each students development of their writing skills specifically in the areas of organization and conventions.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Based on montly writing prompts/constructive responses students are making progress based on writing rubrics.</p> <p><b>February Next Steps/Need</b> We need to continue to work on refining our rubrics and work on mini-lessons based off of data provided by writing prompts to improve students overall usage of correct conventions when writing.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b> The students grew as writers based on the monthly writing prompt scores reviewed from the beginning of the school year to the end.</p> <p><b>June Next Steps/Need</b> We need to continue to refine our writing rubrics to make sure they are student friendly and reflect the skills we want our students to master as they become better writers.</p>

Improvement Strategy 2 Details	Reviews
<p><b>Improvement Strategy 2:</b> Provide evidence-based Tier I, Tier II, and Tier III instruction to help increase students growth based on data.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> 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><b>Evidence Level</b> Level 2: Moderate: MAP Growth Assessments Level 4: Demonstrate Rationale: Student Literacy Performance Plans</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> We are focused on small group instruction and utilizing our MAP and classroom assessment data to provided target student support. These groups are fluid and adjusting groups is an ongoing thing.</p> <p><b>October Next Steps/Need</b> We continue to utilize assessment data (MAP, Classroom Assessments, Star) to monitor students reading abilities. Continue to utilize Fastbridge to progress monitor struggling students progress as it relates to the Tier II instruction designed to help student and improve academically. Adjust small groups and instuction as needed.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> 78% of students met their individual growth goal as measured by the Winter MAPs Reading assessment.90% of students showed growth overall on their Winter MAPs Reading assessment.</p> <p><b>February Next Steps/Need</b> Continue to have students set goals to help achieve their individual growth goals. Teachers continue to support students in whole group and small group instruction. Incentives for meeting individual growth goals provided by the school and individual grade levels.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b> 51% of students met their individual growth goal as measured from Winter to Spring MAP's Reading assessment. 69% of students showed growth overall on their Spring MAP's Reading assessment from the Winter.</p> <p><b>June Next Steps/Need</b> We want our students to continue to set individual goals as we switch from MAP to iReady in the areas of Read and Math and track their own growth. Students need to see their growth goals prior to the day of testing to get them motivated and ready to take their assessment.</p>

## **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
<p><b>Improvement Strategy 1:</b> 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.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Pacing Guide Grade Level Standards Common Integration of Writing Slides Document Learning Intentions Success Criteria</p> <p><b>Evidence Level</b> Level 2: Moderate: MAP Growth Assessments Level 4: Demonstrate Rationale: Climate and Culture</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Staff has created common grade level writing assessments/ rubrics and needs to continue to adjust those throughout the year as needed based on students needs.</p> <p><b>October Next Steps/Need</b> When we meet in PLC, the grade levels will continue to look at their assessment data and adjust instruction and students grouping based on the results.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Teacher are implementing strategies learned during LETRS trainings to help improve student achievement and adjusting the Tier 1 and Tier 2 instruction based on students needs.</p> <p><b>February Next Steps/Need</b> When we meet in PLCs, the grade levels will continue to look at their assessment data and adjust instruction and students grouping based on the results.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b> The teachers found that the LETRS training is helping them with their phonics and reading instruction. It has also helped them address student learning struggles in new ways.</p> <p><b>June Next Steps/Need</b> We will continue the LETRS training next school year and hope to use what we learn to help us strengthen our phonics, conventions and writing instruction which should lead to improved student achievement.</p>

Improvement Strategy 2 Details	Reviews
<p><b>Improvement Strategy 2:</b> 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.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Common Integration of Writing Slides Document Common rubric for grading conventions</p> <p><b>Evidence Level</b> Level 2: Moderate: MAP Growth Assessments</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Staff continues to identify issues with students using correct conventions in their writing.</p> <p><b>October Next Steps/Need</b> We will adjust our instruction to meet the needs of students in the area of using correct conventions. We will continue to research new ways to address conventions and implement as needed.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Staff continues to review data from rubrics on using the correct conventions in their writing to help guide instruction and improve student outcomes.</p> <p><b>February Next Steps/Need</b> We will continue to adjust student grouping and instruction to help students use correct conventions.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b> This is an ongoing issue as we look to find a way to ensure students take the time to use the correct conventions when writing. We have noticed that even when typing their essays on the chromebook they don't take the time to correct the underlined issues that are identified by the computer.</p> <p><b>June Next Steps/Need</b> We will continue to address and strengthen our ability to teach students to use conventions correctly.</p>

### **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
<p><b>Improvement Strategy 1:</b> 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.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Counseling lessons, Panorama Data/Survey Results/Activities</p> <p><b>Evidence Level</b> Level 4: Demonstrate Rationale: Climate and Culture, Sanford Harmony</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Learning more about what the students stresses and challenges are here at school and at home. We need to build coping skills in students to deal with outside stresses.</p> <p><b>October Next Steps/Need</b> Our counselor is providing classroom lessons aimed at strenghten our students sense of belonging and helping them build friends while feeling included.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> The counselor continues to check on students who feel they do not belong at school and need support throughout the school day.</p> <p><b>February Next Steps/Need</b> Review our winter data from the Panorama Survey and address students who feel like they need to strengthen their sense of belonging and need adult intervention and counseling support.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b> We discovered that in talking to the students who show on the Panorama survey that they don't feel they belong, that many of the students don't need constant support but a few do. Our counselor has been able to meet with the students that showed they don't feel they belong after every survey is given to assess the degree of student support needed for each student.</p> <p><b>June Next Steps/Need</b> We will continue to use the Panorama survey to assist us in helping us identify the students in need of support.</p>

Improvement Strategy 2 Details	Reviews
<p><b>Improvement Strategy 2:</b> School with provide community building events for students and families to increase all students sense of belonging.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> School Calendar Event Flyers Parent Link Messages</p> <p><b>Evidence Level</b> Level 4: Demonstrate Rationale: Climate and Culture</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Our events have been successful in providing our families a way to connect. The attendance at Founder's Day and the Fun Run was very good. These events help build a sense of community.</p> <p><b>October Next Steps/Need</b> We continue to provide events throughout the school year. This gives us a way to share what we are doing to educate our students as well as provide opportunities for all our stakeholders to come together.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Our events help the families at our school feel connected. Positive feedback has been provided by families and students about Fall Festival, Career Week, Bingo Night, and Santa Night events that were hosted by both the PTA and school committees.</p> <p><b>February Next Steps/Need</b> The school and PTA will continue to provide events for families throughout the school year. This gives families a chance to feel connected to the school culture.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b> Community building nights such as Science/Math Night and Literacy Night have helped give the students an opportunity to share with their families what they have been learning as well as participate in activities that strengthen community bonds as well as family bonds.</p> <p><b>June Next Steps/Need</b> We will continue to host several different family nights as a school and in conjunction with the O'Roarke PTA.</p>

**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
<p><b>Improvement Strategy 1:</b> 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.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Behavior Flow-Chart, Code of Conduct, Student Handbook, Instructional lessons for PRIDE acronym,</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 2</p>	<p><b>Oct:</b> Revisions needed</p> <p><b>October Lessons Learned</b> Goal and Improvement Strategy were added during status check 2.</p> <p><b>October Next Steps/Need</b> Goal and Improvement Strategy were added during status check 2.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Goal and Improvement Strategy were added during status check 2.</p> <p><b>February Next Steps/Need</b> Goal and Improvement Strategy were added during status check 2.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b> We learned that we need to spend more time with our students instructing them on what Pride stands for and how it is connected to our school wide behavior plan.</p> <p><b>June Next Steps/Need</b> We will start the next school year with a school wide assembly on Pride and the school wide expectations for behavior. We will also work with the teachers to make teaching the school's behavior system explicitly to the students as part of their weekly routine.</p>