

**Clark County School District**

**Givens, Linda Rankin ES**

**2025-2026 School Improvement Plan**

**Classification: 4 Star School**



# Mission Statement

The mission of Linda Rankin Givens Elementary School is to ensure the academic and social success of every student.

## 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 [\(Add a link to the school's School Rating Report.\)](#)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

63% of students in grades K-5 are at or above 70th percentile on the Math Spring 2025 MAP assessment. 54% of students in grades K-5 are at or above 70th percentile on the Reading Spring 2025 MAP assessment. 70% of students in grades K-5 are at or above the 61st percentile on the Math Spring 2025 MAP assessment. 64% of students in grades K-5 are at or above the 61st percentile on the Reading Spring 2025 MAP assessment.

### Student Success Areas for Growth

32% of students in grades 1-5 have not met the established growth target on the Math MAP assessment from Fall 2024-Spring 2025. 49% of students in grades 1-5 have not met the established growth target on the Language Arts/Reading MAP assessment from Fall 2024 - Spring 2025.

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Curriculum, instructional gaps, and differentiation.	EL funds to reduce class sizes
Foster/Homeless	Identifying that students that are being fostered or are homeless	Utilize school Counselor to track students in foster care or homeless situations
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Curriculum, instructional gaps, and differentiation.	Identify struggling students using demographic data during grade level PLC's

Student Group	Challenge	Solution
Students with IEPs	Curriculum, instructional gaps, differentiation, and inclusion.	Utilize Special Education staff to track students with IEP's progress over time

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Students are not achieving their growth targets. Tier 1 instruction is not adequately providing rigorous instruction according to grade level standards.

**Critical Root Cause:** Tier 1 instruction does not allow for differentiated and scaffolded instruction that is designed around grade level standards. Students are not involved in setting academic goals.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

During the 24-25 school year, 82% of instructional walkthroughs showed instruction was aligned to standards. During the PLC process, teachers were participating in data discussions to plan for Tier II instruction. Tier II differentiated instruction is going well based on classroom walkthroughs.

## Adult Learning Culture Areas for Growth

During the PLC process, teachers were participating in data discussions to plan for Tier II instruction, however, we need to focus more on Tier I instruction, and ensure teachers are using common assessments and analyzing the data from those assessments to drive instruction.

## Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Difficulty in funding for additional teaching staff to reduce class size effectively	EL funds to reduce class sizes
Foster/Homeless	Lack of consistent and accurate data, high mobility of students making tracking difficult, or limited counselor time due to other responsibilities.	Utilize a school Counselor to track students in foster care or homeless situations
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Resistance or discomfort among staff in discussing and disaggregating data by race/ethnicity, or difficulty in identifying underlying causes for disparities.	Identify struggling students using demographic data during grade level PLCs

Student Group	Challenge	Solution
Students with IEPs	Heavy workload for special education staff, difficulties in collecting consistent and meaningful progress data, or lack of time for in-depth data analysis and strategy adjustments.	Utilize Special Education staff to track students with IEP's progress over time

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Tier 1 instruction is not adequately providing rigorous instruction according to grade level standards. Students are not achieving his or her growth targets.

**Critical Root Cause:** Tier 1 instruction needs to allow for differentiated and scaffolded instruction that is designed around grade level standards. Students need to be involved in setting academic goals.

# Connectedness

## Connectedness Areas of Strength

Parent Teacher Conferences for Pre-K to 5th grade students yielded 92% attendance.  
Parent Teacher Association membership has increased by 12% from Fall 2024-Spring 2025. The Annual Fall Festival brought over 1300 students, families, and staff on campus.

## Connectedness Areas for Growth

8% of Pre-K-5 students’ families did not attend Parent Teacher Conferences. 13.1% of students are chronically absent. 8% of Pre-K-5 students’ families aren’t connected to the teacher's digital communication platform.

## Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited access to or familiarity with digital tools	The school can implement multilingual communication strategies, including translated messages, to ensure inclusivity in digital platforms and family events.
Foster/Homeless	unstable housing, transportation issues, and limited digital access, which make it hard to build consistent, supportive relationships with school staff.	Utilize the school's Teachers, Registrar, and Counselor to establish a dedicated point of contact for these families and ensure access to the school's digital platforms
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Some gaps are language differences, cultural disconnects, or a lack of representation in school events.	Enhancing digital access and communication through translation, and celebrating diverse cultures through school events



Student Group	Challenge	Solution
Students with IEPs	Require consistent communication and collaborative planning between home and school. Lack of connection can contribute to chronic absenteeism.	Implement proactive communication strategies, offer flexible meeting formats, and allow special education staff to partner with general educators to monitor engagement and attendance, as well as provide early interventions.

### Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Not all parents know how and where to access information about our school's curriculum and how to read and interpret benchmark MAP data reports.

**Critical Root Cause:** Lack of consistency from staff when reporting MAP data during parent/teacher conferences and lack of consistency when providing curriculum material to parents.

# Priority Problem Statements

**Problem Statement 1:** Students are not achieving their growth targets. Tier 1 instruction is not adequately providing rigorous instruction according to grade level standards.

**Critical Root Cause 1:** Tier 1 instruction does not allow for differentiated and scaffolded instruction that is designed around grade level standards. Students are not involved in setting academic goals.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Tier 1 instruction is not adequately providing rigorous instruction according to grade level standards. Students are not achieving his or her growth targets.

**Critical Root Cause 2:** Tier 1 instruction needs to allow for differentiated and scaffolded instruction that is designed around grade level standards. Students need to be involved in setting academic goals.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Not all parents know how and where to access information about our school's curriculum and how to read and interpret benchmark MAP data reports.

**Critical Root Cause 3:** Lack of consistency from staff when reporting MAP data during parent/teacher conferences and lack of consistency when providing curriculum material to parents.

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## Student Success

- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
  - District wide survey
  - Are students receiving Tier 1 instruction that is aligned to grade level standard and provide for proper differentiation and scaffolding for student learning.

## Adult Learning Culture

- Lesson Plans
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data
- Other
  - Classroom Observation
  - New teacher mentors
  - Staff Training and development
  - Classroom Instructional walks
  - Creation of common assessments

## Connectedness

- Community surveys and/or other feedback
- Perception/survey data
- Social Emotional Learning Data
- Other
  - Parent/Teacher/Student Conference
  - Districtwide Survey
  - PTA Membership and Meetings
  - Monthly SOT Meetings

# Inquiry Areas

## **Inquiry Area 1:** Student Success

**SMART Goal 1:** Increase the percent of students scoring at or above the 70th percentile in math from 63% (Spring 2025) to 65% (Spring 2026), as measured by the MAP Growth Assessment. (Will enter Fall 2025 MAP data when available and possibly adjust the Spring goal)

Increase the percent of students meeting or exceeding the established growth target in math from 68% spring 2025 to 70% spring 2026, as measured by the MAP Growth Assessments.

**Formative Measures:** MAP

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> Strengthen Tier 1 instruction using the adopted math curriculum.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Identify target students	Gen Ed and SPED teachers, RBG3 strategists	After MAP testing			
2	Guide grade level PLC's using the Look For Tools in Math EnVisions	Admin	weekly			
3	Plan and deliver staff development of LETRS where teachers acquire an understanding of evidence-based concepts, literacy knowledge and best practice for instructional strategies, it results in tremendous change.	Curriculum and Instruction Division Literacy and Language Development Department	August Kickoff (see options above) September 15, 2025 October 17, 2025 January 26, 2026 April 6, 2026			
4	Plan and deliver staff development of using scaffolding and differentiated instruction	Admin and teacher leaders	CCSD staff development days			
5	Hold grade level PLC meetings to unwrap standards using the CCSD Pacing Guides	Grade-level teachers	PLC meetings			
6	Meet with grade level and discuss Fall MAP data, identify students needing Tier II supports as well as identify students scoring at or above the 70th percentile.	Admin, RBG3 strategist	After MAP testing			
7	Meet with grade levels and discuss pacing guides and how they are used when planning instruction	Gen Ed and SPED teacher, Admin	Grade Level meeting, PLCs			
<b>Position Responsible:</b> Admin, teacher leaders <b>Resources Needed:</b> Staff Training on student goal setting conferences PLC Data discussions CCSD Pacing Guides Classroom Walk Tool  <b>Evidence Level</b> Level 1: Strong: Build a committed staff and provide professional development, Multi-Tiered Systems of Support Level 2: Moderate: Progress Monitoring Level 3: Promising: MAP Growth Assessment, enVisions Math, Analyze data in PLCs <b>Problem Statements/Critical Root Cause:</b> Student Success 1						

### SMART Goal 1 Problem Statements:

Student Success
<p><b>Problem Statement 1:</b> Students are not achieving their growth targets. Tier 1 instruction is not adequately providing rigorous instruction according to grade level standards.</p> <p><b>Critical Root Cause:</b> Tier 1 instruction does not allow for differentiated and scaffolded instruction that is designed around grade level standards. Students are not involved in setting academic goals.</p>

## **Inquiry Area 1: Student Success**

**SMART Goal 2:** Increase the percent of students meeting or exceeding the established growth target in reading from 51% spring 2025 to 53% spring 2026, as measured by the MAP Growth Assessments.

Increase the percent of students scoring at or above the 70th percentile in reading from 54% (Spring 2025) to 56% (Spring 2026), as measured by the MAP Growth Assessment. (Will enter Fall 2025 MAP data when available and possibly adjust the Spring goal)

**Formative Measures:** MAP

**Aligns with District Goal**

Improvement Strategy 1 Details					Reviews		
<b>Improvement Strategy 1:</b> Strengthen Tier 1 instruction using the adopted ELA curriculum.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Identify target students	Classroom teachers, Admin, Read By Grade 3 Strat.	Ongoing throughout school year.				
2	Meet with grade levels and discuss pacing guides and how they are used when planning instruction	Admin will develop PLC calendar, teachers will meet according to calendar.	Pacing guides will be discussed at all PLC events				
3	Meet with grade level and discuss Fall MAP data, identify students needing Tier II supports as well as identify students scoring at or above the 70th percentile.	PLC teams will meet by grade level the week after testing is completed for the fall benchmark	Conclusion of Fall benchmark for MAP Test				
4	Hold grade level PLC meetings to unwrap standards using the CCSD Pacing Guides	Admin will create PLC calendar, session will be scheduled to unwrap standards	PLC meeting will happen every other week				
5	Guide grade level PLC's using the Look For Tools in HMH	Admin will create a calendar for teachers to use the Look For Tools with peer observation. Discussion will be held at subsequent PLC meetings	PLC will meet every other week, Look For Tools will be scheduled once each month for teachers to complete peer observations and discuss feedback				
<b>Position Responsible:</b> Admin and teacher leaders							
<b>Resources Needed:</b> Utilize district trainers to assist grade level implementation on HMH and CORE 95 Staff Training on student goal setting conferences PLC Data discussions CCSD Pacing Guides Classroom Walk Tool							
<b>Evidence Level</b> Level 1: Strong: 95 Phonics Core Program, Build a committed staff and provide professional development, Multi-Tiered Systems of Support Level 2: Moderate: HMH Into Reading, Progress Monitoring Level 3: Promising: MAP Growth Assessment, Analyze data in PLCs							
<b>Problem Statements/Critical Root Cause:</b> Student Success 1							

## SMART Goal 2 Problem Statements:



Student Success
<p><b>Problem Statement 1:</b> Students are not achieving their growth targets. Tier 1 instruction is not adequately providing rigorous instruction according to grade level standards.</p> <p><b>Critical Root Cause:</b> Tier 1 instruction does not allow for differentiated and scaffolded instruction that is designed around grade level standards. Students are not involved in setting academic goals.</p>

## **Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** During the 2025-2026 school year, increase the percentage of teachers that are utilizing and interacting with Students Learning Intentions (based on the Tier 1 Monitoring tool - Classroom assessment data discussed and analyzed) from 30% to 90% and increase the percentage of teachers that are utilizing and interacting with Success Criterea (based on the Tier 1 Monitoring tool (Focal Point) - Classroom assessment data discussed and analyzed) from 33% to 93%.

**Formative Measures:** PLC Observation Tool  
Tier I Monitoring Tool (Focal Point)

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implementing data-driven PLCs				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Train staff in using NWEA Map Reports and FocusEd	Grade level chairs, Strategist, Admin	After MAP testing windows.			
2	Create PLC yearly Calendar for all grade levels	Admin	Beginning of the year			
3	Schedule MAP Benchmark assessment calendar	Grade level chair, ADMIN	two weeks before MAP testing			
4	Review MAP data to identify students in need of support	GenEd and SPED teachers, RBG3 strategist. Admin	After MAP testing windows.			
5	Time for training staff on Differentiated and Scaffolded Instruction	Strategists, Grade Level Chair, Admin	As needed			
6	Time for grade level PLC meetings	Gen Ed Teachers	Weekly			
7	Aligning students need for differentiated/scaffolded instruction by using common assessments	Gen Ed and SPED Teachers	Weekly			
<b>Resources Needed:</b> PLC Training materials (Admin created) CCSD Pacing Guides NWEA and FocusEd Training sessions (Admin created) Admin will create year long PLC calendar (Admin created) Create and send MAP testing calendar to staff (Admin created) Schedule PLC meeting to discuss student data and identify targeted students (Admin created) Time for training staff on Differentiated and Scaffolded Instruction Training staff on student goal setting conferences						
<b>Evidence Level</b> Level 2: Moderate: PLC						
<b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1						

### SMART Goal 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> Tier 1 instruction is not adequately providing rigorous instruction according to grade level standards. Students are not achieving his or her growth targets. <b>Critical Root Cause:</b> Tier 1 instruction needs to allow for differentiated and scaffolded instruction that is designed around grade level standards. Students need to be involved in setting academic goals.

### Inquiry Area 3: Connectedness

**SMART Goal 1:** Reduce the percentage of chronically absent students from 13.1% in 2025 to 5% by 2026, as measured by FocusED and reported on the NSPF (excluding MDP)

**Formative Measures:** FocusED (Chroninc Absent Report)

Teacher daily attendance logs

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews																										
<b>Improvement Strategy 1:</b> Increase communication to families regarding curriculum materials and MAP data. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Work closely with classroom teachers and school registrar to identify attendance trends</td><td>Counselor and Admin</td><td>Monthly</td></tr><tr><td>2</td><td>School admin and teachers will monitor FocusED daily to track chronically absent students</td><td>All staff members</td><td>daily</td></tr><tr><td>3</td><td>Utilize Attendance Enforcement Officers to make necessary home visits</td><td>Office Clerk</td><td>Weekly</td></tr><tr><td>4</td><td>Create incentives for students that have exemplary attendance</td><td>Classroom teachers, Office staff, Admin, Counselor</td><td>monthly</td></tr><tr><td>5</td><td>Create student goals for maintaining adequate attendance</td><td>Classroom teacher, counselor, and office staff</td><td>monthly</td></tr></table> <p><b>Position Responsible:</b> Admin, school counselor, and attendance clerk</p> <p><b>Resources Needed:</b> Licensed staff training on utilizing FocusED to monitor attendance trends Access to School Attendance Enforcement Officers Schoolwide and classroom incentives Intervention plans for the chronically absent</p> <p><b>Evidence Level</b> Level 4: Demonstrate Rationale: Family engagement strategies</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Work closely with classroom teachers and school registrar to identify attendance trends	Counselor and Admin	Monthly	2	School admin and teachers will monitor FocusED daily to track chronically absent students	All staff members	daily	3	Utilize Attendance Enforcement Officers to make necessary home visits	Office Clerk	Weekly	4	Create incentives for students that have exemplary attendance	Classroom teachers, Office staff, Admin, Counselor	monthly	5	Create student goals for maintaining adequate attendance	Classroom teacher, counselor, and office staff	monthly	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																							
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Oct	Feb	June																												
No review	No review																													

### SMART Goal 1 Problem Statements:

Connectedness
<p><b>Problem Statement 1:</b> Not all parents know how and where to access information about our school's curriculum and how to read and interpret benchmark MAP data reports.</p> <p><b>Critical Root Cause:</b> Lack of consistency from staff when reporting MAP data during parent/teacher conferences and lack of consistency when providing curriculum material to parents.</p>

# Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$5,897,236.50	Teacher Salaries, Class Size reduction, Staff Development	Student Success Goal 1 and 2, Adult Learning Culture Goal 1, and Connectedness Goal 1
At-Risk Weighted Allocation	\$54,243.51	Class reduction	Student Success Goal 1 and 2, Adult Learning Culture Goal 1, and Connectedness Goal 1
EL Weighted Allocation	\$295,371.40	Class reduction	Student Success Goal 1 and 2, Adult Learning Culture Goal 1, and Connectedness Goal 1
General Carry Forward	\$59,595.50	CTT Support, Staff Development needs	Student Success Goal 1 and 2, Adult Learning Culture Goal 1, and Connectedness Goal 1
At-Risk Weighted Carry Forward	\$0		
EL Weighted Carry Forward	\$0		

# Continuous Improvement Team

Team Role	Name	Position
Parent	Ashley Alvarez	Parent
SPTA	Barb Smith	SPTA (Para)
Teacher	Kathleen Hauser	RBG3
Other School Leader	Allison Puana-Haynes	Assistant Principal
CI Team Lead	Tiffany Snyder	Assistant Principal
Required	Daniel Hungerford	Principal