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.)

Table of Contents

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.
There is an Achievement gap with our ELL students compared to language proficient students in ELA and Math, measured by the SBAC assessment.

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.

Problem Statement 2 (Prioritized): As evidenced by state assessment data, the problem is that ELs are performing below other identified student groups when compared to English proficient students.
Critical Root Cause: The low performance of ELs in language proficiency and content achievement is due to teachers needing training on strategies and scaffolding instruction.

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.

    Aligns with District Goal

    Formative Measures: MAP

				Reviews		

<table>
<tr><th colspan="4" align="center">Improvement Strategy 1 Details</th><th colspan="2" align="center">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Strengthen Tier 1 instruction using the adopted math curriculum.</td><td colspan="2" align="center">Status Check</td><td align="center">EOY Reflection</td></tr>
</table>

Improvement Strategy 1 Details — Reviews

Improvement Strategy 1: Strengthen Tier 1 instruction using the adopted math curriculum.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Status Check Oct	Status Check Feb	EOY Reflection June
1	Identify target students	Gen Ed and SPED teachers, RBG3 strategists	After MAP testing	In progress	No review	
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			

Position Responsible: Admin, teacher leaders

Resources Needed: Staff Training on student goal setting conferences
PLC Data discussions
CCSD Pacing Guides
Classroom Walk Tool

Evidence Level
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

Problem Statements/Critical Root Cause: Student Success 1

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)

Aligns with District Goal

Formative Measures: MAP

Improvement Strategy 1 Details				Reviews		

Improvement Strategy 1: Strengthen Tier 1 instruction using the adopted ELA curriculum.

				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Oct	Feb	June
1	Identify target students	Classroom teachers, Admin, Read By Grade 3 Strat.	Ongoing throughout school year.	In progress	No review	
2	Meet with grade levels and discuss pacing guides and how they are used when planning instruction	Admin will develop PLC calendar, tecahers 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 testinbg 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. Discussin will be held a 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			

Position Responsible: Admin and teacher leaders

Resources Needed: 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

Evidence Level
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

Problem Statements/Critical Root Cause: Student Success 1

Inquiry Area 1: Student Success

SMART Goal 3: Decrease the student proficiency gap in Mathematics / English Language Arts between the English Learners and English Proficient students from 22.1% percentage points in math and 36.9% percentage points in ELA in 2024-2025 to 18% percentage points and 32% percentage points in ELA by 2025-2026, as measured by state summative assessments.

Increase the percentage of English Learners proficient in English Language Arts from 19.7% in 2025 to 25% by 2026, as measured by the WIDA language assessment.

Aligns with District Goal

Formative Measures: SummitK12
MAP
Classroom assessments

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.				**Status Check**		**EOY Reflection**
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Oct	Feb	June
				In progress	No review	
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development	School leadership team, RBG3 strategist, EL School Support Coordinator.	Throughout the school year			
2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Two times during the 2025-2026 school year, September and January.			

Position Responsible: Admin, teacher leaders, and EL School Support Coordinator.

Resources Needed: ULD professional learning series
Tier I Monitoring Tool

Evidence Level
Level 2: Moderate: Summit K12, HMH English

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Implement Tier II support for identified EL student groups (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
				In progress	No review	
1	Implement Summit K12 Tier II support for STELs.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.			
2	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.			
3	Implement after-school tutoring	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.			

Position Responsible: EL School Support Coordinator
Resources Needed: FLS instructional materials
Summit K12
FLS Look For Tools

Evidence Level
Level 2: Moderate: Evidence level for Improvement Strategy

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
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.

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%.

Aligns with District Goal

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

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implementing data-driven PLCs				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
1	Train staff in using NWEA Map Reports and FocusEd	Grade level chairs, Strategist, Admin	After MAP testing windows.	In progress	No review	
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			

Resources Needed: 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

Evidence Level
Level 2: Moderate: PLC

Problem Statements/Critical Root Cause: Adult Learning Culture 1

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.

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)

    Aligns with District Goal

    Formative Measures: FocusED (Chroninc Absent Report)
    Teacher daily attendance logs

Improvement Strategy 1 Details					Reviews		

Improvement Strategy 1: Increase communication to families regarding curriculum materials and MAP data.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Status Check		EOY Reflection
				Oct	Feb	June
1	Work closely with classroom teachers and school registrar to identify attendance trends	Counselor and Admin	Monthly	In progress	No review	
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			

Position Responsible: Admin, school counselor, and attendance clerk

Resources Needed: 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

Evidence Level
Level 4: Demonstrate Rationale: Family engagement strategies

Problem Statements/Critical Root Cause: Connectedness 1

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

Problem Statement 4: As evidenced by state assessment data, the problem is that ELs are performing below other identified student groups when compared to English proficient students.

Critical Root Cause 4: The low performance of ELs in language proficiency and content achievement is due to teachers needing training on strategies and scaffolding instruction.

Problem Statement 4 Areas: Student Success

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
- WIDA ACCESS for ELLs
- WIDA Screener
- 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

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$5,607,596	Teacher Salaries, Class Size reduction, Staff Development	Student Success Goals 1, 2, and 3, Adult Learning Culture Goal 1, and Connectedness Goal 1
At-Risk Weighted Allocation	$48,949.00	Class reduction	Student Success Goals 1, 2, and 3, Adult Learning Culture Goal 1, and Connectedness Goal 1
EL Weighted Allocation	$196,221.00	Class reduction	Student Success Goals 1, 2, and 3, Adult Learning Culture Goal 1, and Connectedness Goal 1
General Carry Forward	$59,595.50	CTT Support, Staff Development needs	Student Success Goals 1, 2, and 3, 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
Teacher	Joanne Brain	Teacher
Teacher	Jason Hunt	Teacher
Parent	Shawna Norton	Parent
SPTA	Barb Smith	SPTA (Para)
Strategist	Kathleen Hauser	RBG3
Other School Leader	Allison Puana-Haynes	Assistant Principal
CI Team Lead	Tiffany Snyder	Assistant Principal
Required	Daniel Hungerford	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	9/23/2025	Star Rating Budget and Cuts
Staff Meeting	10-9-2025	Nevada Report Card SBAC scores WIDA scores Beginning of the year attendance