

Clark County School District

McDoniel, Estes M. ES

2025-2026 School Improvement Plan



Mission Statement

We are a community formed of students, parents, and staff, committed to developing responsibility, building self-confidence, fostering skills for life-long learning, and providing essential experiences for daily success.

Vision

*Needed

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/estes_m._mcdaniel_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Students performing at or above the 61st percentile on the MAP Math assessment increased from 53% to 63% from Spring 2024 to Spring 2025.

Students performing at or above the 61st percentile on the MAP ELA assessment increased from 46% to 52% from Spring 2024 to Spring 2025.

Student Success Areas for Growth

Increase the percentage of students performing at or above the 61st percentile on the MAP ELA assessment from 52% in Spring 2025 to 57% in Spring 2026.

Student Success Equity Resource Supports

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English Learners	English learners face academic challenges as they continue to develop proficiency in the English language.	Utilize the Language supports in the ELA curriculum.
Foster/ Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates.	The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

English Learners	English learners face academic challenges as they continue to develop proficiency in the English language.	Utilize the Language supports in the ELA curriculum.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Small group differentiated instruction is provided as needed to close the achievement gap.
Racial/ Ethnic Minorities	Data indicate that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Small group differentiated instruction is provided as needed to close the achievement gap.
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Special Education and General Education teachers are aware of IEP goals in ELA and work collaboratively toward academic growth.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Fifty two percent of students scored at or above the 61st percentile on the MAP ELA assessment in the Spring of 2025.

Critical Root Cause: Tier 1 instruction. Lack of consistency with an adopted curriculum. Inconsistent small group/differentiation implementation during Tier 1 instruction. Inconsistent student attendance and tardiness.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers are self-motivated to learn and implement the best strategies in ELA. Ex: Core 95 Phonics, HMMH, and small group, differentiated, instruction.

Students performing at or above the 61st percentile on the MAP Math assessment increased from 53% to 63% from Spring 2024 to Spring 2025.

Students performing at or above the 61st percentile on the MAP ELA assessment increased from 46% to 52% from Spring 2024 to Spring 2025.

Adult Learning Culture Areas for Growth

Utilize small group reading instruction during Tier I instruction.

Increase the percentage of students performing at or above the 61st percentile on the MAP ELA assessment from 52% in Spring 2025 to 57% in Spring 2026

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners face academic challenges as they continue to develop proficiency in the English language.	Teachers will utilize the Language supports provided in the curriculum during small group reading instruction.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Strategists will support teachers with the implementation of small group differentiated instruction needed to meet all students at their academic level.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Small group differentiated instruction was provided as needed to close the achievement gap.
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Special Education teachers and General Education teachers will be aware of IEP goals in ELA and work collaboratively together.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Staff are not consistently differentiating instruction during small group reading.

Critical Root Cause: Staff are not effectively planning small group differentiated instruction with a focus on individual student needs.

Connectedness

Connectedness Areas of Strength

Decreased percentage of students who were chronically absent from 8.6% in 23-24 to 5.5% in 24-25.

Connectedness Areas for Growth

Decrease chronic absenteeism and tardiness.

Decrease chronic absenteeism from 5.5% (24-25) to 4.5% (25-26).

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners face academic challenges as they continue to develop proficiency in the English language.	Teachers, Office Staff, and Administration will address attendance concerns with families.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Teachers, Office Staff, and Administration will address attendance concerns with families.
Migrant/Title1-C Eligible		

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Teachers, Office Staff, and Administration will address attendance concerns with families.
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Teachers, Office Staff, and Administration will address attendance concerns with families.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): When absent or tardy, students are missing a significant amount of instruction which effects academic achievement.

Critical Root Cause: Families misunderstand the amount of learning lost when students are absent from school.

Priority Problem Statements

Problem Statement 1: Fifty two percent of students scored at or above the 61st percentile on the MAP ELA assessment in the Spring of 2025.

Critical Root Cause 1: Tier 1 instruction. Lack of consistency with an adopted curriculum. Inconsistent small group/differentiation implementation during Tier 1 instruction. Inconsistent student attendance and tardiness.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Staff are not consistently differentiating instruction during small group reading.

Critical Root Cause 2: Staff are not effectively planning small group differentiated instruction with a focus on individual student needs.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: When absent or tardy, students are missing a significant amount of instruction which effects academic achievement.

Critical Root Cause 3: Families misunderstand the amount of learning lost when students are absent from school.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
 - Classroom Observations, Professional Learning Communities

Adult Learning Culture

- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Home Visits
- Perception/survey data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students achieving at or above the 61st percentile from 60% to 65% on the ELA MAP assessment, spring 2025 to spring 2026.

Formative Measures: MAP Data and Observation Notes.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																											
Improvement Strategy 1: All students will engage in high-quality, standards-based Tier 1 instruction, HMH Into Reading curriculum, and 95 Phonics Core, with aligned learning tasks. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Students will actively participate in Tier 1 ELA instruction for 120 minutes per day.</td><td>Teachers, CTTs, Strategists</td><td>Aug 2025-May 2026</td></tr><tr><td>2</td><td>Students will engage in teacher-guided, differentiated, small-group instruction.</td><td>Teachers, CTTs, Strategists</td><td>August 2025-May 2026</td></tr><tr><td>3</td><td>Students will participate in intervention activities specific to their needs as identified through assessments.</td><td>Teachers, CTTs, Strategists</td><td>August 2025-May 2026</td></tr><tr><td>4</td><td>Students will be involved in high cognitive tasks and activities throughout the Tier 1 instructional period.</td><td>Teachers, CTTs, Strategists</td><td>August 2025-May 2026</td></tr><tr><td>5</td><td>Students will complete standards-based, common assessments.</td><td>Teachers, CTTs, Strategists</td><td>August 2025-May 2026</td></tr></table> Position Responsible: Administrator Resources Needed: Literacy Strategist to support ELA instruction. PL on available ELA curriculum. PL on ELA instructional strategies. Evidence Level Level 1: Strong: 95 Core Phonics Level 2: Moderate: HMH Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Students will actively participate in Tier 1 ELA instruction for 120 minutes per day.	Teachers, CTTs, Strategists	Aug 2025-May 2026	2	Students will engage in teacher-guided, differentiated, small-group instruction.	Teachers, CTTs, Strategists	August 2025-May 2026	3	Students will participate in intervention activities specific to their needs as identified through assessments.	Teachers, CTTs, Strategists	August 2025-May 2026	4	Students will be involved in high cognitive tasks and activities throughout the Tier 1 instructional period.	Teachers, CTTs, Strategists	August 2025-May 2026	5	Students will complete standards-based, common assessments.	Teachers, CTTs, Strategists	August 2025-May 2026	Status Check		EOY Reflection	
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Oct		Feb		June																											
No review		No review																													

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Fifty two percent of students scored at or above the 61st percentile on the MAP ELA assessment in the Spring of 2025. Critical Root Cause: Tier 1 instruction. Lack of consistency with an adopted curriculum. Inconsistent small group/differentiation implementation during Tier 1 instruction. Inconsistent student attendance and tardiness.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of teachers observed delivering or providing differentiated instruction during classroom lessons from 49% in Spring of 2025 to 55% in Spring 2026 as evidenced in data gathered through the Tier 1 Monitoring Tool.

Formative Measures: Classroom observations.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teachers will actively engage in effective PLCs, utilizing the Teaching and Learning Plan to plan for Tier I instruction.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers will utilize a research-based ELA curriculum.	Teachers, Strategist, Administrator	August 2025-May 2026			
2	Teachers will engage students in high cognitive tasks during Tier 1 instruction.	Teachers, Strategist, Administrator	August 2025-May 2026			
3	Teachers will post learning intentions and success criteria.	Teachers, Strategist, Administrator	August 2025-May 2026			
4	Teachers will utilize common assessments for all content areas.	Teachers, Strategist, Administrator	August 2025-May 2026			
5	Teachers will analyze data during PLCs.	Teachers, Strategist, Administrator	August 2025-May 2026			
6	Administrators, strategists, and teachers will monitor MAP data	Teachers, Strategist, Administrator	August 2025-May 2026			
7	Administrators and strategists will monitor PLCs.	Teachers, Strategist, Administrator	August 2025-May 2026			
8	Teachers will attend PL on ELA curriculum materials.	Teachers, Strategist, Administrator	August 2025-May 2026			
9	Teachers will pursue aligned PL opportunities to support improved instructional practices.	Teachers, Strategist, Administrator	August 2025-May 2026			
10	Teachers and Administrators will engage in post-observation conferences	Teachers, Strategist, Administrator	August 2025-May 2026			
Position Responsible: Administrator Resources Needed: PL time Administrators Classroom observation time Literacy Strategist Evidence Level Level 2: Moderate: PLCs Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Staff are not consistently differentiating instruction during small group reading. **Critical Root Cause:** Staff are not effectively planning small group differentiated instruction with a focus on individual student needs.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of students who are chronically absent from 5.5% at the end of 2024-2025 to 5.0% at the end of 2025-2026 as measured by the Progress Monitoring Report in FocusED.

Formative Measures: Daily attendance logs, FocusEd attendance data.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: An attendance committee was formed to develop strategies to incentivize daily attendance and increase parent communication on the importance of daily attendance.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Students will engage in attendance meetings with the school counselor.	Teachers, Office Staff, Administrator, Counselor	August 2025-May 2026			
2	Students will receive individual and class incentives for regular attendance.	Teachers, Office Staff, Administrator, Counselor	August 2025-May 2026			
3	Teachers will keep lines of communication open with families regarding attendance and tardies.	Teachers, Office Staff, Administrator, Counselor	August 2025-May 2026			
4	The Office will notify parents via phone call when a student reaches designated intervals of absenteeism	Teachers, Office Staff, Administrator, Counselor	August 2025-May 2026			
5	The Office will send letters generated via IC when a student reaches designated intervals of absenteeism.	Teachers, Office Staff, Administrator, Counselor	August 2025-May 2026			
6	Administrators will conduct parent meetings to communicate attendance expectations and the legal responsibilities of the parent/guardian.	Teachers, Office Staff, Administrator, Counselor	August 2025-May 2026			
Position Responsible: Administrator Resources Needed: School-wide attendance policy documents. Teachers Office Staff Counselor Administrators Evidence Level Level 1: Strong: MTSS Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: When absent or tardy, students are missing a significant amount of instruction which effects academic achievement. Critical Root Cause: Families misunderstand the amount of learning lost when students are absent from school.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Please see the Comprehensive Needs Assessment detailed in this school performance plan.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Please see the Continuous Improvement Team table included in this plan.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be

canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

5.1: Determine which students will be served by following local policy

N/A

School Continuous Improvement (CI) Team

Team Role	Name	Position
Member	Jennifer Sakmar	Teacher
Member	Lisa Hadley	Parent
Member	Elizabeth Echeverria	Psychologist
Member	Stephanie Orr	Teacher
CI Team Lead	Darla Richards	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2025	End of Year Review