

Clark County School District

McDoniel, Estes M. ES

2025-2026 Status Check with Notes



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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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. 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	Oct: In progress October Lessons Learned 2024-2025 SBAC data reflected effective ELA instruction in grades 3, 4 and 5. All students are assessed with common assessments accessed through the Tier 1 curriculum materials. October Next Steps/Need Ensure that all teachers are working with differentiated, small groups during the reading block. Teachers will improve lesson pacing throughout the ELA block, adhering to the Literacy Framework as evidenced through observations. 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: 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. 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	Oct: October Lessons Learned We need a deeper understanding of what differentiation looks like in both whole group lessons as well as small group. October Next Steps/Need Plan observations during small group reading. Strategist will work with teachers during PLCs to enhance effective small group instruction. As teachers gain knowledge regarding the Science of Reading through LETRS PL, they will implement differentiated reading strategies in their lessons. 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: 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. 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	Oct: October Lessons Learned We have newly identified chronically absent students. Based on our NSPF, the strategies implemented are effective and those will be continued. October Next Steps/Need Continue to analyze attendance data daily and monthly. Keep the lines of communication open with families regarding attendance. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need