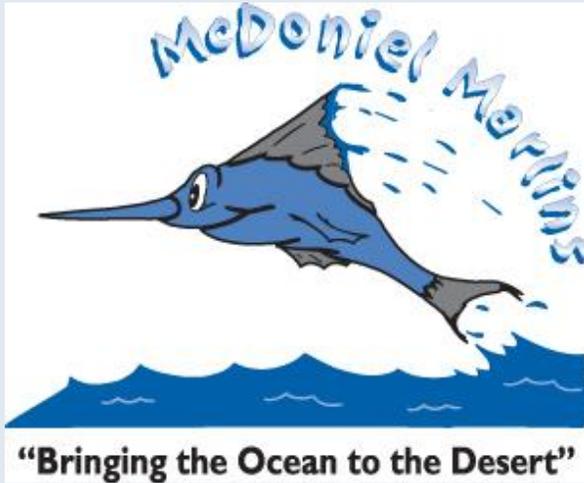


Clark County School District



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2025-2026 Status Checks

Public Presentation Date:
September 18, 2025

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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.

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: Student Success 1

Status Checks

In progress

October

In progress

February

June

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

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

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

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.

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: Adult Learning Culture 1

Status Checks

In progress

October

In progress

February

June

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Staff are not consistently differentiating instruction during small group reading.

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

Inquiry Area

Connectedness

3

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.

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: Connectedness 1

Status Checks

In progress

In progress

October

February

June

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

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

Families misunderstand the amount of learning lost when students are absent from school.