

Clark County School District

McDoniel, Estes M. ES

2025-2026 Status Checks with Notes



District Approval Date: February 19, 2026 **Public Presentation Date:** September 18, 2025

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.

Aligns with District Goal

Formative Measures: MAP Data and Observation Notes.

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: In progress February Lessons Learned The winter ELA MAP assessment data has reflected an increase in students, in grades K-5, achieving at or above the 61st percentile from 42% in the fall to 60%. February Next Steps/Need Ensure through observations of PLCs and classroom lessons that small group instruction is intentionally planned and implemented focused on specific academic needs. June: Continue June Lessons Learned The spring ELA MAP data indicates that 65% of the students in K-5 achieved at or above the 61st percentile. June Next Steps/Need The focus on differentiated reading instruction has produced positive results, however there is still work to do. We plan to attend to the intentionality of activities and tasks that students are engaged in during small group reading time.

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.

Aligns with District Goal

Formative Measures: Classroom observations.

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: In progress 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: In progress February Lessons Learned Differentiated instruction is observed during 60% of classroom lessons. Students are regularly observed working in small groups with leveled materials. February Next Steps/Need The RBG3 strategist will work with teachers during PLCs to intentionally plan the activities for students to engage in. June: Continue June Lessons Learned Through classroom observations, differentiated instruction practices were evident in 65% of classrooms, demonstrating teachers' efforts to address the diverse learning needs of students through varied instructional strategies and supports. June Next Steps/Need Moving forward, the focus will be on strengthening the intentionality of the tasks students engage in during differentiated instruction to ensure activities are purposeful, rigorous, and aligned to individual learning needs and instructional goals.

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.

Aligns with District Goal

Formative Measures: Daily attendance logs, FocusEd attendance data.

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: In progress 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: In progress February Lessons Learned The percentage of chronically absent students is currently 6.7. February Next Steps/Need Our current chronic absenteeism is low, however we believe that we need to do better. We will refer students to TPOP and continue parent phone calls and home visits. June: Continue June Lessons Learned As of May 11, 2026, the percentage of chronically absent students is 4.2%. June Next Steps/Need We are on track to accomplishing our goal of decreasing the percentage of students who are deemed as chronic from 5.5% to 5.0%. We will meet with families who end the year as chronic and will examine those whom are habitually chronic year after year.