Clark County School District

McDoniel, Estes M. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 5 Star School



District Approval Date: November 4, 2026

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/mcdoniel,_estes_m_es/2026/nspf/

Table of Contents

Comprehensive Needs Assessment 4
Student Success 4
Inquiry Area 1: Student Success 5
Adult Learning Culture 8
Inquiry Area 2: Adult Learning Culture 9
Connectedness 11
Inquiry Area 3: Connectedness 12
Priority Problem Statements 14
Comprehensive Needs Assessment Data Documentation 15
Schoolwide and Targeted Assistance Title I Elements 16
1.1: Comprehensive Needs Assessment 16
2.1: School Performance Plan (SPP) developed with appropriate stakeholders 16
2.2: Regular monitoring and revision 16
2.3: Available to parents and community in an understandable format and language 16
2.4: Opportunities for all children to meet State standards 16
2.6: Address needs of all students, particularly at-risk 16
3.1: Annually evaluate the schoolwide plan 16
4.1: Develop and distribute Parent Involvement and Family Engagement Policy 17
5.1: Determine which students will be served by following local policy 17
Plan Notes 18
School Continuous Improvement (CI) Team 19
Community Outreach Activities 20

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Students performing at or above the 61st percentile on the MAP ELA assessment increased from 53% to 59% from Spring 2025 to Spring 2026.

Student Success Areas for Growth

Increase the percentage of students performing at or above the 61st percentile on the i-Ready ELA assessment from 59% in Spring 2026 to 61% in Spring 2027.

Student Success Equity Resource Supports

English Learners	Fall 2026 io-Ready Gap Data: **There is a proficiency gap of 33% points between LEP and non-LEP students at the 70th percentile in Reading.** **There is a proficiency gap of 14% points between LEP and non-LEP students at the 80th percentile in Math.** • English learners face academic challenges as they continue to develop proficiency in the English language. • 2025-2026 MAP ELA data reflects that 40% of EL students demonstrated proficiency.	◦ **Utilize the Language supports in the ELA curriculum.** ◦ **Summit K-12 will be utilized with our EL.**
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	Fall 2026 io-Ready Gap Data: **There is a proficiency gap of 33% points between LEP and non-LEP students at the 70th percentile in Reading.** **There is a proficiency gap of 14% points between LEP and non-LEP students at the 80th percentile in Math.** • English learners face academic challenges as they continue to develop proficiency in the English language. • 2025-2026 MAP ELA data reflects that 40% of EL students demonstrated proficiency.	◦ **Utilize the Language supports in the ELA curriculum.** ◦ **Summit K-12 will be utilized with our EL.**
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. ◦ 2025-2026 ELA MAP data reflects that 65% of Non IEP students met their growth target and 35% of students with an IEP met their growth target.	◦ 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 eight 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 1: Student Success

SMART Goal 1: Increase the percentage of students achieving at or above the 41st percentile from 59% to 64% on the ELA assessment, fall 2026 to spring 2027. (Academic Excellence: Strong Readers, Writers, and Communicators)
Increase the percentage of students achieving at or above the 41st percentile from 57% to 62% on the Math assessment, fall 2026 to spring 2027. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Fall i-Ready Data:
69% of students scored below grade level in Reading.
84% of students scored below grade level in Math.

Aligns with District Goal

Formative Measures: Assessment Data and Observation Notes.

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Students will actively participate in Tier 1 instruction for 120 minutes per day.	Teachers, CTTs, Strategists	Aug 2026-May 2027	✓
2	Students will engage in teacher-guided, differentiated, small-group instruction.	Teachers, CTTs, Strategists	August 2026-May 2027	✓
3	Students will participate in intervention activities specific to their needs as identified through assessments.	Teachers, CTTs, Strategists	August 2026-May 2027	✓
4	Students will be involved in high cognitive tasks and activities throughout the Tier 1 instructional period.	Teachers, CTTs, Strategists	August 2026-May 2027	✓
5	Students will complete standards-based, common assessments.	Teachers, CTTs, Strategists	August 2026-May 2027	✓

Position Responsible: Administrator

Resources Needed: Literacy Strategist to support ELA instruction.
PL on available ELA/Math curriculum.
PL on ELA/Math instructional strategies.

Evidence Level
Level 1: Strong: 95 Core Phonics
Level 2: Moderate: HMH

Problem Statements/Critical Root Cause: Student Success 1

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, HMH V3, and small group, differentiated, instruction.

Students performing at or above the 61st percentile on the MAP ELA assessment increased from 52% to 58% from Spring 2025 to Spring 2026.

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 i-Ready ELA assessment from 58% in Spring 2026 to 61% in Spring 2027

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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: During the 26-27 school year, 100% of classroom teachers will receive PL, coaching, and modeling on teaching effective reading comprehension strategies. 80% of instructional walks will show evidence of all learning tasks aligned to NVAC standards as evidenced through observation notes. (Safe and Supportive Schools: A Workplace Where Employees Thrive)

Fall 2026 Data (based on 3 walk-throughs):
33% of walk-throughs showed evidence of learning intention aligned to the standard.

Aligns with District Goal

Formative Measures: Strategist's coaching log
PL Sign In Sheets
Observations

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Teachers will actively engage in effective PLCs, utilizing the Teaching and Learning Plan to plan for Tier I instruction.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will utilize a research-based ELA curriculum.	Teachers, Strategist, Administrator	August 2026-May 2027	✓
2	Teachers will engage students in high cognitive tasks during Tier 1 instruction.	Teachers, Strategist, Administrator	August 2026-May 2027	✓
3	Teachers will analyze data during PLCs.	Teachers, Strategist, Administrator	August 2026-May 2027	✓
4	Administrators, strategist, and teachers will monitor assessment data	Teachers, Strategist, Administrator	August 2026-May 2027	✓
5	Administrators and strategist will monitor PLCs.	Teachers, Strategist, Administrator	August 2026-May 2027	✓
6	Teachers will attend PL on ELA curriculum materials.	Teachers, Strategist, Administrator	August 2026-May 2027	✓
7	Teachers and Administrators will engage in post-observation conferences	Teachers, Strategist, Administrator	August 2026-May 2027	✓

Position Responsible: Administrator

Resources Needed: PL time
Administrators
Classroom observation time
Literacy Strategist

Evidence Level
Level 1: Strong: HMH
Level 2: Moderate: PLCs

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

Decreased percentage of students who were chronically absent from 6.0% in 24-25 to 4.3% in 25-26.

Connectedness Areas for Growth

Decrease chronic absenteeism and tardiness.

Maintain chronic absenteeism at or below 5% by the end of the 26-27 school year.

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.

Inquiry Area 3: Connectedness

SMART Goal 1: Maintain the percentage of students who are chronically absent at 5% or lower by the end of 2026-2027 as measured by the Progress Monitoring Report in FocusED. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Fall 2026 Data:
As of October 2026, the chronic absenteeism rate is 6.8%.

Aligns with District Goal

Formative Measures: Daily attendance logs, FocusEd attendance data.

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Students will engage in attendance meetings with the school counselor.	Teachers, Office Staff, Administrator, Counselor	August 2026-May 2027	✓
2	Students will receive individual and class incentives for regular attendance.	Teachers, Office Staff, Administrator, Counselor	August 2026-May 2027	✓
3	Teachers will keep lines of communication open with families regarding attendance and tardies.	Teachers, Office Staff, Administrator, Counselor	August 2026-May 2027	✓
4	The Office will notify parents via phone call when a student reaches designated intervals of absenteeism	Teachers, Office Staff, Administrator, Counselor	August 2026-May 2027	✓
5	The Office will send letters generated via IC when a student reaches designated intervals of absenteeism.	Teachers, Office Staff, Administrator, Counselor	August 2026-May 2027	✓
6	Administrators will conduct parent meetings to communicate attendance expectations and the legal responsibilities of the parent/guardian.	Teachers, Office Staff, Administrator, Counselor	August 2026-May 2027	✓

Position Responsible: Administrator

Resources Needed: School-wide attendance policy documents.
Teachers
Office Staff
Counselor
Administrators

Evidence Level
Level 1: Strong: MTSS - Family communication
Level 2: Moderate: Attendance Data

Problem Statements/Critical Root Cause: Connectedness 1

Priority Problem Statements

Problem Statement 1: Fifty eight 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
- Grades
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other

Adult Learning Culture

- Equity data
- 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
- Behavior
- Demographic data
- Enrollment
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data

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

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$2,630,034.97	Admin, FTEs, Support Staff, Supplies, CTTs	Goals 1, 2, and 3
At-Risk Weighted Allocation	$68,865.98	Partial FTE	Goals 1, 2, and 3
EL Weighted Allocation	$53,166.02	Partial FTE	Goals 1, 2, and 3
General Carry Forward	$114,755.00	Partial FTE	Goals 1, 2, and 3
At-Risk Weighted Carry Forward	$0		Goals 1, 2, and 3
EL Weighted Carry Forward	$1765.65		Goals 1, 2, and 3

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/June 2026	Act 3/Act 1