

**Clark County School District**  
**Ward, Kitty McDonough ES**  
**2025-2026 Status Checks with Notes**



# Mission Statement

The mission of Kitty Ward Elementary School is to provide a safe, enthusiastic, and challenging environment that fosters learning and achievement for all students. The school emphasizes a community approach, where students, staff, and families collaborate to achieve academic success and social growth.

## Vision

Kitty Ward Elementary School's vision is to foster a safe, enthusiastic, and challenging environment where students, staff, and families collaborate to achieve academic success and social growth. The school believes that all things are "paws-i-ble" through teamwork, a safe learning environment, mutual respect, and hard work. It focuses on accelerating learning and ensuring that every child is encouraged, supported, and provided with opportunities to develop meaningful goals and strengthen their character.

## 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/kitty\\_mcdonough\\_ward\\_elementary\\_school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/kitty_mcdonough_ward_elementary_school/nspf/)

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# Inquiry Areas

## Inquiry Area 1: Student Success

### SMART Goal 1: School Goal 25-26:

#### 25-26 MAP DATA:

MATH: Increase the percentage of students scoring above the 70th percentile in Math by +3 percent from fall 2025 (48%) to winter 2025 data (51%), and another +3 percent increase from winter 2025 (51%) to spring 2026 data (54%) as measured by the MAP Growth Assessment. \*Students scoring above the 40th percentile will also be closely monitored. (winter 2025: 79%)

ELA: Increase the percentage of students scoring above the 70th percentile in ELA by +3 percent from fall 2025 (51%) to winter 2025 data (54%), and another +3 percent increase from winter 2025 (54%) to spring 2026 data (57%) as measured by the MAP Growth Assessment. \*Students scoring above the 40th percentile will also be closely monitored. (winter 2025: 77%)

#### 24-25 School Data:

##### WINTER DATA:

MATH: Increase the percentage of students scoring above the 70th percentile in Math from 39% in fall 2024 to 45% (winter) to 50% (spring) as measured by the MAP Growth Assessment. \*Students scoring above the 40th percentile will also be closely monitored.

ELA: Increase the percentage of students scoring above the 70th percentile in ELA from 45% in fall 2024 to 50% (winter) to 55% (spring) as measured by the MAP Growth Assessment. \*Students scoring above the 40th percentile will also be closely monitored.

##### SPRING DATA (Act 3)

MATH: We exceeded our math goal by 10%. Ending the year at 60% of our students at or above the 70th percentile. We also closely monitored the 41st percentile and above. It significantly improved from 69% in the fall to 80% in the spring.

MATH: Kindergarten: 61% (spring) -2% from winter

First Grade: 75% (spring) +9%

2nd Grade: 66% (spring) +1%

3rd Grade: 58% (spring) +1%

4th Grade: 63% (spring) +14%

5th Grade: 40% (spring) +10%

MATH OVERALL: 60% +10%

This overall score surpasses our spring goal of 50%.

READING: We did not meet our reading goal of 55% of our students at or above the 70th percentile. We ended the year at 50%, representing an overall increase of 5% from the fall to the spring.

ELA: Kindergarten: 52% (spring) -1% from winter

First Grade: 62% (spring) +2%

2nd Grade: 57% (spring) -2%

3rd Grade: 51% (spring) +3%

4th Grade: 45% (spring) -3%

5th Grade: 39% (spring) -3%

ELA OVERALL: 50% -4%

This overall score is below our goal of 55%.

**Aligns with District Goal**

**Formative Measures:** MAPs Growth Assessment

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Provide teachers with support and professional development to implement rigorous tier 1 instructional strategies and curriculum, continue with our PLC process and include learning intentions and success criteria, and continue to familiarize and utilize enVisions, HMH, Exact Path, Edulastic, 95 Phonics, etc.</p> <p><b>Position Responsible:</b> Heather Fonte</p> <p><b>Resources Needed:</b> Coach Formative &amp; Summative Assessments Scheduled meetings and PLCs Professional Texts CCSD Tier I Monitoring Tool Instructional materials Funds for extra grade level planning time Funds for professional development and texts/materials</p> <p><b>Evidence Level</b> Level 1: Strong: CCSD Tier I Monitoring Tool Level 2: Moderate: PSI Level 3: Promising: enVisions, HMH, Exact Path, 95 Phonics, Number Talks, LI &amp; SC, small group</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Based on Fall MAP data, we are starting the year off with a higher percentage of students scoring at or above the 70th percentile in both reading and math. We are currently at 48% in math, representing a 9% increase from the fall of 2024. For reading, we are currently at 51%, representing a 6% increase from the fall of 2024. We are also monitoring students scoring above the 40th percentile. Math FALL 2025 is at 79% (Math FALL 2024: 69%), representing a 10% increase. As for reading, FALL 2025 is at 77% (Reading FALL 2024: 75%), representing a 2% increase.</p> <p><b>October Next Steps/Need</b> We will continue to focus on math and reading instruction during our weekly PLC meetings, as well as providing quick morning PDs on math strategies. At the same time, teachers finish up their LETRS training for the next three Staff Development Days. We also added a math enrichment class for our 3rd-5th-grade students during our six-day specialist rotation. So every six days, our students will have another 50 minutes dedicated to 3 Act Tasks, performance tasks, and project-based learning.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p>

## **Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** We must ensure that the excellent work done in the Professional Learning Communities (PLCs) is also reflected in the classroom. Using the District's Tier I Monitoring Tool, weekly observations will be conducted to analyze instructional design and delivery, as well as student engagement. The 24-25 Tier I Monitoring data showed that 44% of classrooms effectively engaged students with learning intentions and success criteria, 51% provided differentiated instruction to assist students with concepts and skills, and 82% effectively engaged students in the learning process. We do not believe the 82% engagement data is truly accurate so that we will keep our goal at 70%. Our goal is to increase student engagement with the learning intentions and success criteria from 44% to 70%, differentiated and/or scaffolding instruction from 51% to 70%, and the number of students engaged in the learning process from 82% to 70%.

### **Aligns with District Goal**

**Formative Measures:** 1.) Teachers engaged students with the learning intentions and success criteria at least 70% of the time while observing with the Tier I Monitoring Tool.  
2.) During observations with the Tier I Monitoring Tool, instruction is differentiated and/or scaffolding is in place to best assist students in understanding skills and concepts through the use of varied grouping strategies and individual support, meeting students' needs at least 70% of the time.  
3.) Students are engaged at least 70% of the time in the learning process by owning the learning required to understand and/or master the standard, as observed with the Tier I Monitoring Tool. This excludes students who are engaged in the work, but the teacher is primarily doing the thinking and processing for students.

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Provide teachers with professional learning on how to improve rigorous Tier I instruction, when to differentiate instruction, the importance of learning intentions and success criteria, and how these concepts tie in to NEPF Standard 4 and utilizing multiple Kagan structures, not just "turn and talks."</p> <p><b>Position Responsible:</b> Heather Fonte</p> <p><b>Resources Needed:</b> CCSD Tier I Monitoring Tool</p> <p><b>Evidence Level</b> Level 1: Strong: CCSD Tier I Monitoring Tool</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> This is a new goal for our school. With the use of the Tier I Monitoring Tool, our goal is to monitor student engagement, student involvement with the Learning Intentions and Success Criteria, and whether scaffolding and/or differentiation is observed. Part of this goal is to observe at least four classrooms a week to ensure sufficient data is collected and to support our teachers based on the data gathered.</p> <p><b>October Next Steps/Need</b> We have successfully met our goal of collecting data in at least four classrooms per week in six out of seven weeks. We have already begun sharing data trends with the Leadership Team.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p>



### **Inquiry Area 3: Connectedness**

**SMART Goal 1:** 25-26 GOAL: Increase the percentage of students demonstrating a growth mindset under the "Growth Mindset" section. Based on our fall data, we will increase by +3 percent from winter and another +3 percent in the spring, as measured by the Panorama Survey for 3rd-5th grade students.

Based on 25-26 Panorama FALL Data (53%), our goal is to increase these GROWTH MINDSET categories by +3% by WINTER, +6% by SPRING.

Growth Mindset Questions that will be monitored for growth:

~How much can you increase the effort you give in school? (fall 59%)

~How much can you improve your behavior in school? (fall 61%)

~How much can you increase how smart you are? (fall 60%)

~When you make a mistake on your schoolwork, how often do you ask your teacher for ways you can do better next time? (fall 33%)

25-26 GOAL: Reduce the percentage of students chronically absent from school from 10.1% (24-25 school year) to 6.8% (25-26 school year) from FocusED and the NV School Rating Report Card.

#### **Aligns with District Goal**

**Formative Measures:** Panorama Survey Data, FocusED Chronic Absenteeism Data

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Provide students with engaging and safe classroom environments to support all students' social-emotional growth (Tiers I, II, &amp; III) to encourage daily attendance and strategies to work through difficult/challenging feelings.</p> <p><b>Position Responsible:</b> Heather Fonte</p> <p><b>Resources Needed:</b> Materials for small group instruction (ReThink ED) Materials for tier I growth mindset/classroom guidance lessons with the school counselor PBIS rewards (individual and class) Implementation of the RCA House System this 25-26 school year Panorama Survey FocusED School-wide Dojo and ParentLink</p> <p><b>Evidence Level</b> Level 1: Strong: Panorama Survey Data Level 2: Moderate: IC &amp; FocusED Attendance Data Level 3: Promising: CCSD climate and culture survey</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> We noticed last year that our students were scoring under the District average for the previous two years in the growth mindset section. Another focus is our chronic absenteeism. Our goal is to stay under 10%. This last year, we were 10.1%.</p> <p><b>October Next Steps/Need</b> Our classroom teachers and the counselor are teaching growth mindset lessons. Students can also earn house points for demonstrating a growth mindset. We have a very detailed plan for attendance, including talking points that teachers share with parents every time their student misses a day. Attendance reports are generated each week, and the office conducts parent conferences and reviews attendance contracts with parents.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p>