Clark County School District

Ward, Kitty McDonough ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: October 20, 2026

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/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 2026-2027 School Goal:
MATH: Increase the percentage of students projected to be proficient (80th %ile) for 3rd-5th grade students on the new i-Ready Benchmark assessment by +5 from fall to winter and +5 from winter to spring. This will help predict SBAC proficiency. (Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

(FALL) 3rd Grade: 29%
(FALL) 4th Grade: 31%
(FALL) 5th Grade: 30%

Also monitoring primary grades:
(FALL) Kinder: 26%
(FALL) 1st Grade: 28%
(FALL) 2nd Grade: 28%

Overall (FALL): 29%

READING: Increase the percentage of students projected to be proficient (70th %ile) for 3rd-5th grade students on the new i-Ready Benchmark assessment by +5 from fall to winter and +5 from winter to spring. This will help predict SBAC proficiency.

(FALL) 3rd Grade: 35%
(FALL) 4th Grade: 50%
(FALL) 5th Grade: 48%

Also monitoring primary grades:
(FALL) Kinder: 35%
(FALL) 1st Grade: 29%
(FALL) 2nd Grade: 42%

Overall (FALL): 40%

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 *For the 26-27 school year, we will be using i-Ready data.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: 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. **Position Responsible:** Heather Fonte **Resources Needed:** Coach Formative & SummativeAssessments 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 **Evidence Level** Level 1: Strong: CCSD Tier I Monitoring Tool Level 2: Moderate: PSI Level 3: Promising: enVisions, HMH, Exact Path, 95 Phonics, Number Talks, LI & SC, small group **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** We learned that grade-level alignment was not as seamless as we thought. We are currently making corrections to assessments, homework, and instructional practices. We are not all growing our at-risk and EL students at the rate we would like. **October Next Steps/Need** We are closely monitoring at-risk and English Learner (EL) students. Classroom observations have begun, focusing on student engagement with success criteria, scaffolding, productive struggle, and overall participation (Kagan). **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: 2026-2027 GOAL: Using the Tier I Monitoring Tool, we will continue to monitor instructional design and delivery (success criteria, differentiation and scaffolding, and student engagement) weekly. We ended the year with approximately 70% of students engaged with the success criteria, differentiation and/or scaffolding, and student engagement throughout the lesson. Our goal by WINTER is to reach 75% for these instructional designs/delivery and 80% by SPRING. We will observe at least four classrooms a week to collect data. (Career-Connected Learning and Durable Skills: Access Across Every Zip Code)
(Career-Connected Learning and Durable Skills: Employees Prepared to Lead What's Next)

Beginning of the Year FALL DATA (36 Classroom Observations)
Students Engaged With Success Criteria: 34% average
Differentiation and/or Scaffolding: 89%
Student Engagement Throughout the Lesson: 80%

25-26 Goal Review: 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 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%, differentiate and/or scaffold instruction from 51% to 70%, and increase 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
Improvement Strategy 1: 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." **Position Responsible:** Heather Fonte **Resources Needed:** CCSD Tier I Monitoring Tool **Evidence Level** Level 1: Strong: CCSD Tier I Monitoring Tool **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** We have observed that students are not engaging with the success criteria. True Kagan structures are not being observed. **October Next Steps/Need** Weekly walks have begun to track best instructional practices. **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: 26-27 GOAL: In the "Growth Mindset" and "Perseverance" sections of the Panorama Survey, we observed that many of our 3rd- to 5th-grade students exhibit a fixed mindset or struggle with perseverance. We will increase the number of students demonstrating a growth mindset and perseverance by 2 percentage points from fall to winter and an additional 2 percentage points from winter to spring. (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Perseverance Questions that will be monitored for growth:

~If you fail at something that is important to you, how likely are you to try again? Fall 82% +6

~How often do you get your work done, even when you don't feel like doing it? Fall 74% -2

~How well can you keep working to reach your goals if problems come up? Fall 68% +0

Growth Mindset Questions that will be monitored for growth:

~How much can you increase the effort you give in school? Fall 66% +8

~How much can you improve your behavior in school? Fall 65% +9

~How much can you increase how smart you are? Fall 64% +2

Students face challenging feelings (per the Panorama Survey of 3rd-5th grade students), which could also contribute to our chronic absenteeism rate. Our end-of-year goal is to keep chronic absenteeism below 10%.

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
Improvement Strategy 1: Provide students with engaging and safe classroom environments to support all students' social-emotional growth (Tiers I, II, & III) to encourage daily attendance and strategies to work through difficult/challenging feelings. **Position Responsible:** Heather Fonte **Resources Needed:** 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 **Evidence Level** Level 1: Strong: Panorama Survey Data Level 2: Moderate: IC & FocusED Attendance Data Level 3: Promising: CCSD climate and culture survey **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** We have noticed students lacking perseverance and a growth mindset. **October Next Steps/Need** Lessons to teach students about motivation and taking ownership of their learning. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**