

Clark County School District

Staton, Ethel W. ES

2025-2026 Status Checks with Notes



District Approval Date: February 18, 2026

Mission Statement

Staton Elementary School, in partnership with the community, is dedicated to creating a challenging and enriched academic environment that promotes accountability and empowers learning for life.

Vision

The staff at Ethel W. Staton Elementary School envision a school environment that provides a safe, orderly place for children to learn and grow. It is a place where students' needs are first, a place where high expectations are for all: students, parents, and staff. It is a place where everyone is valued and treated with respect.

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/ethel_w._staton_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students scoring above the 61st percentile on the MAP Reading assessment as follows: By Winter 2025 all intermediate grades will have at least 60% of students scoring above the 61st percentile and by Spring 2025 all intermediate grade levels will have at least 65% of students scoring above the 61st percentile.

Aligns with District Goal

Formative Measures: MAP Data, Classroom Assessments (formative and summative)

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Teachers will set reading learning goals and action steps for students and create action steps that are monitored for attaining those goals.</p> <p>Position Responsible: Administrators</p> <p>Resources Needed: Teacher training Time to plan and analyze data during common grade level planning periods Goal setting/tracking documents Common formative and summative assessments</p> <p>Evidence Level Level 3: Promising: Exact Path</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned We have completed the goal setting PD and all teachers have set goals with their students.</p> <p>October Next Steps/Need Teachers will continue to monitor goals weekly with their students and adjust if necessary. ExactPath will continue to be utilized to address skill-deficit areas. Admin will continue to monitor Tier 1 instruction using the Tier 1 Monitoring Tool. We need winter MAP data to determine if students are moving towards higher proficiency levels in reading.</p> <p>Feb: In progress</p> <p>February Lessons Learned Teachers are continuing to monitor student individual goals weekly in their classrooms. Additionally, ExactPath is being utilized to individualize student learning. Winter MAP data was analyzed in order to determine that students are moving towards higher levels of proficiency in reading. All grade levels met their growth goals.</p> <p>February Next Steps/Need Admin will continue to monitor Tier 1 instruction using the Tier 1 monitoring tool. Teachers will need time to continue to monitor student goals and discuss progress towards goals with the students.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the number of lessons that include differentiation from 19% to 30% as measured by the Tier 1 Monitoring Tool from Fall to Winter 2025 and 55% by Spring 2026. We will also increase the percentage of ELA lessons that include active engagement of students from 53% to 60% by Winter 2025 and 70% by Spring 2026.

Aligns with District Goal

Formative Measures: Tier 1 Monitoring Tool Data, classroom observations, coaching cycles

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Teachers will analyze their data (common formative/summative, MAP, etc.) to determine appropriate differentiation for their students to ensure that students' individual learning needs are met.</p> <p>Position Responsible: Administrators</p> <p>Resources Needed: Differentiated PD on differentiation using materials from the approved Tier 1 curriculum. Time to analyze data. Time to plan for appropriate differentiation. Substitutes and schedules for instructional rounds.</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned The Tier 1 Monitoring Tool is being used during walkthroughs to collect data on differentiation/engagement. Admin are having ongoing conversations in PLCs and 1:1 conversations about differentiation/engagement.</p> <p>October Next Steps/Need We will continue to plan for differentiation using formative/summative data during PLC meetings. Admin will continue to monitor differentiation/engagement using the Tier 1 Monitoring Tool and coach teachers as necessary. We need to schedule instructional rounds for October.</p> <p>Feb: In progress</p> <p>February Lessons Learned The Tier 1 Monitoring Tools shows that we are making gains in the areas of differentiation and student engagement. Admin has had coaching conversations with all teachers, differentiating support in the areas of differentiation and engagement in order to increase teacher capacity in these areas. Engagement has been purposefully planned for during PLC time.</p> <p>February Next Steps/Need Will will continue to use PLC time to purposefully plan for student engagement in HMH. Admin will continue to monitor both differentiation and engagement using the Tier 1 Monitoring Tool and coach teachers as necessary. We need to schedule another set of instructional rounds in March.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the average monthly behavior referrals from 19 to 15 from August to December 2025 and from 15 to 12 from January to May 2026.

Aligns with District Goal

Formative Measures: Behavior referrals in IC, behavior strategist's logs

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: The behavior strategist, counselor, and admin will work together to refine the school wide PBIS structures, including creating a system for Tier 2 and Tier 3 behavior supports for students with repeated behavior referrals.</p> <p>Position Responsible: Administrator</p> <p>Resources Needed: Time to deliver Tier 2 PD to the whole staff Structures for behavior Tier 2 MTSS system</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned The behavior strategist has attended all PDs on Behavior Tier 2. She created the systems and structures for Behavior Tier 2 and trained all teachers on the protocols. She is working with individual teachers and students on behavior modification strategies.</p> <p>October Next Steps/Need The behavior strategist will attend PDs on Behavior Tier 3 and finish Staton's Tier 3 plan. She will then train the staff on the Tier 3 plan. We need time to complete the plan and train the staff in order to roll out Tier 3 in January 2026.</p> <p>Feb: In progress</p> <p>February Lessons Learned Behavior data shows that we are currently at an average of 16 behavior referrals per month, with that number dropping each month. The Tier 2 protocols have been implemented with specific students.</p> <p>February Next Steps/Need The behavior strategist needs to finish Staton's Tier 3 protocols and train the staff on them by the start of the 26-27 school year.</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>