

Clark County School District

McMillan, James B. ES

2025-2026 Status Checks with Notes

District Approval Date: February 9, 2026

Mission Statement

At McMillan ES, we prioritize the needs of children first. We foster an environment where every child feels challenged, can explore their curiosities, and will be kind, all while receiving a high quality education. As a school community, we are respectful, responsible, and safe in all we do. We continuously evaluate and challenge our instructional practices to ensure that we are meeting the diverse needs of our students, while preparing them for success in an ever-changing world.

Vision

At McMillan ES, we strive to create a community where every child feels valued, inspired and is equipped with the tools they need to succeed academically, socially, and emotionally.

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/james_b._mcmillan_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of all students proficient in math from 31.6% in 2024 to 36.6% in 2025 as measured by SBAC AND Increase the percent of students scoring at or above the 61st percentile in math from 34% in Spring 2025, to 37% Fall 2025 to 43% Spring 2026 as measured by the MAP Growth Assessment.

Increase the percent of all students proficient in ELA from 43.2% in 2024 to 48.2% in 2025 as measured by SBAC AND Increase the percent of students scoring above the 61st percentile in ELA from 30% in Spring 2025 to 33% to Fall 2025 to 39% Spring 2026 as measured by the MAP Growth Assessment.

Aligns with District Goal

Formative Measures: Weekly PLC meeting data
Tier I Monitoring Tool
MAP Growth Assessment Data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will consistently utilize approved instructional resources to ensure effective Tier 1 instruction is provided throughout the Tier 1 instructional framework. Position Responsible: Administration Resources Needed: Lesson planning process that addresses critical components of Tier I expectations Professional learning sessions that are aligned to the redelivery of CCSD expectations around planning and data analysis Approved Tier I instructional materials CCSD Curriculum Hub, CCSD content pacing guides, CCSD Math and ELA framework, PLC agendas and notes, and observation feedback notes. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: NEPF Observational Tool Level 2: Moderate: Formative Assessment Data Level 3: Promising: PLC Planning Tool Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned We are not seeing effective Tier I differentiation strategies during instructional time. October Next Steps/Need Professional learning on school wide Tier I differentiation expectations and support for how to plan and execute Tier I differentiation. Feb: In progress February Lessons Learned Professional learning is needed to ensure Tier I materials are being used effectively. February Next Steps/Need Continue meeting with 95 Core HMH implementation manger to provide consistent messaging to the staff through effective PL. June: Continue June Lessons Learned Additional professional learning is needed to ensure teachers understand and know how to use the instructional dialog within 95 Core. June Next Steps/Need We are embarking on a Focus Coaching Partnership with 95 Core to ensure teachers have the appropriate training to use 95 Core effectively.

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in English Language Arts between the English Learners and English Proficient students from 16.1% in 2025 to 11% by 2026, as measured by state summative assessments.

Decrease student proficiency gap in Mathematics between the English Learners and English Proficient students from 12% in 2025 to 7% by 2026, as measured by state summative assessments.

Increase the percentage of short-term EL students proficient from 7.2% in 2025 to 12% by 2026, as measured by WIDA.

Aligns with District Goal

Formative Measures: Summit K12
MAP projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. Position Responsible: Administration Resources Needed: ULD professional learning series Tier I Monitoring Tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: MAP Growth Assessments Level 4: Demonstrate Rationale: K12 Summit Problem Statements/Critical Root Cause: Student Success 2	Oct: In progress October Lessons Learned Starting to learn the program and processes for the Summit K-12. October Next Steps/Need Continue building capacity with Summit K-12. Feb: In progress February Lessons Learned Continue learning program and how to effectively implement to improve outcomes for students. February Next Steps/Need Continue to monitor implementation June: Continue June Lessons Learned Continue with the learning of the program and how to ensure students are benefiting from the program. June Next Steps/Need Continue to monitor implementation

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of classroom observations that show evidence of students being able to describe or demonstrate what successful learning looks like and students being able to describe the value of what they are learning and how they are learning it from 58% in the spring of 2025 (TMT) to 80% in spring 2026 as measured by the RIGOR Walk Tool.

Aligns with District Goal

Formative Measures: RIGOR Walk-Through Tool
Tier I Monitoring Tool

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Provide continuous differentiated professional learning sessions and coaching/feedback cycles in high leverage, Tier I and Tier II instructional strategies for math and ELA. Position Responsible: Administration Resources Needed: PLC Planning Document, aligned to CCSD PLC/Tier I expectations Instructional Rounds Schedule and Coaching Feedback Cycle of ongoing Support RBG3 Strategist for ELA support, Math interventionist to assist with Tier II support Professional Learning schedule (MTSS Redelivery and ongoing differentiated support) A copy of The Teacher Clarity Playbook and professional learning for all teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: MTSS, Build a committed staff and provide professional development Level 2: Moderate: Coaching, MAP Growth Assessments Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned More professional learning is needed on Tier I differentiation. October Next Steps/Need Schedule additional PL on how to differentiate Tier I tasks by providing scaffolds and supports rather than decreasing the rigor of the task. Feb: In progress February Lessons Learned Teacher's were not using LI and SC to determine what questioning should happen during Tier I instruction. February Next Steps/Need Provide LI and SC to teachers during PLC's and ensure that they are being used during planning. June: Continue June Lessons Learned Teachers are struggling with using LI and SC to determine the focus of the lesson and what materials should be used for teaching the lesson. June Next Steps/Need Continue working alongside teachers during PLCs to support with LC and SC and how to choose the materials within the Tier I to best support student learning.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the percentage of chronically absent students from 26.8% (2024-2025) to 22% (2025-2026) as measured by FocusED.

Aligns with District Goal

Formative Measures: FocusED data, trending students
Panorama data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Social Emotional Learning activities will occur weekly for all students K-5. Position Responsible: Administration Resources Needed: Student goal setting Counselor, SSIF, and , Title I FACES Hazel Health/Care Solace Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: Counselor Level 4: Demonstrate Rationale: Sanford Harmony Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned SEL lessons are happening weekly. Chronic absenteeism is up over 4% compared to this time last year. October Next Steps/Need Need to review and monitor chronic absenteeism and ensure our systems and structures are being used appropriately and by everyone. Feb: In progress February Lessons Learned Students are responding to PBIS rewards however chronic absenteeism is at an all time high of 34%. February Next Steps/Need Continue using PBIS to reinforce positive behaviors. Participate in Bright Future Walks. June: Continue June Lessons Learned Engaging parents in the conversation that students need to attend school has continued to be a struggle. June Next Steps/Need Continue to improve parent/guardian communication and reinforcing positive behaviors through PBIS.