

Clark County School District
Hayes, Keith C. and Karen W. ES
2025-2026 School Improvement Plan

Classification: 3 Star School

Title I



Mission Statement

The mission of Hayes Elementary School is to provide a positive and safe learning environment through a partnership of the community, parents, and staff, where rigorous and relevant curriculum, along with high expectations, will guide all students to reach their full potential and discover the hero within.

Vision

The vision of Hayes Elementary School is to foster responsible, productive, self-directed learners who grow and develop to an exemplary status through the inclusive practices and collaboration of community, parents, and staff in the learning process.

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/keith c. and karen w. hayes elementary school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/keith_c._and_karen_w._hayes_elementary_school/nspf/)

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Comprehensive Needs Assessment

Revised/Approved: June 23, 2025

Student Success

Student Success Areas of Strength

We increased students scoring at the 61st percentile and above in Math from 35% (22-23) to 47% (23-24) to 51% (24-25).
We increased ELA proficiency on SBAC from 55% to 64.2% in 2025

Student Success Areas for Growth

We continue to show a need to increase the overall proficiency for Math and ELA in both MAP and SBAC data.

English Learner (EL) English Language Arts (ELA) Proficiency: **Data Review Conclusion: [Add data review results]**
EL Mathematics Proficiency: **Data Review Conclusion: [Add data review results]**

EL WIDA Met AGP: **Data Review Conclusion: [Add data review results]**

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited English Vocabulary Decoding and Phonological Awareness Figurative language and Idiom barriers	Word walls with academic vocabulary, visuals, and using language support handbook, FLS tutoring support during the school day with CTT
Foster/Homeless	Cognitive and background knowledge Challenges Lower Reading Speed and Fluency Books and Reading materials Parent Involvement and Support	Books to take home
Free and Reduced Lunch	Books and Reading materials Health and Nutrition Issues	Books to take home

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Cultural and Linguistic Mismatches Systemic Inequities in Educational Resources Social and Emotional Impacts	Vetting resources
Students with IEPs	Foundational Reading Skills Specific Disability-Related Challenges Social-Emotional and Motivational Factors	Classroom teachers aware of IEP goals, make sure students aren't being pulled during Tier I instruction, use of reteaching standards as needed in small group

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Although there was an increase in Math MAP Achievement at the 61st percentile and above, there was little change in Reading MAP Achievement at the 61st percentile from spring 2023 (39%) to spring 2024 (39%) to spring 2025 (43%).

Critical Root Cause: The primary root cause of inconsistent student outcomes in English Language Arts (ELA) is the ongoing teacher development in understanding and implementing the new Tier I ELA Instructional Materials. This foundational gap leads to a lack of uniformity in providing consistent scaffolds and differentiated supports that are explicitly connected to the curriculum across all grade levels and sustained over time. Consequently, instruction lacks specific, shared success criteria and clearly defined learning intentions for all students, hindering effective differentiation and targeted support for diverse learners.

Problem Statement 2 (Prioritized): There is an 21.6% proficiency achievement gap on SBAC between the Not LEP and LEP in math, and an 38.8% proficiency achievement gap on SBAC between the Not LEP and LEP in reading.

Critical Root Cause: Lack of understanding for teachers between English Language Development (ELD) Standards and Tier I instructional standards. Insufficient understanding on Oral Language and Academic Vocabulary: Tier I materials may not provide the necessary explicit and systematic instruction for oral language development and academic vocabulary. These are foundational for LEP student success in reading and all content areas.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of proficient students in ELA from 64% in 2025 to 70% by 2026, as measured by the ELA CRT (SBAC).

Aligns with District Goal

Formative Measures: Increase the percent of students scoring above the 60th percentile in reading from 43% (spring 25) to 48% (winter 25) to 53% (spring 26) by the end of the 2026 school year as measured by MAP Growth Assessments.

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implement a consistent common curriculum in reading with success criteria and visible learning intentions.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Using HMH with fidelity across all grade levels/common vocabulary/ common strategies	Classroom Teachers	8/2025-5/2026			
2	Providing students with clearly defined learning intentions and success criteria for every lesson	Classroom Teachers	8/2025-5/2026			
3	Providing differentiated groups to all students during Tier I instructional block.	Classroom Teachers, Strategists	8/2025-5/2026			
4	Implement school-wide Reading Student Learning Goals (SLGs)	Classroom Teachers	8/2025-5/2026			
5	Conduct regular post-observations conference with teachers focusing on Tier 1 instruction	Administration	8/2025-5/2026			
6	Conduct regular Tier I classroom observation walks to use during PLC discussions	Administration	8/2025-5/2026			
7	Utilizing WIN (What I Need) time to provide interventions and enrichments for all students	Classroom Teachers, Strategists	8/2025-5/2026			
Position Responsible: Administration Resources Needed: Curriculum Reading Interventionist Instructional Coaches working with new/struggling teachers Time for collaboration amongst grade level teams Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: HMH Into Reading Level 3: Promising: MAP Growth Assessments Problem Statements/Critical Root Cause: Student Success 1						

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English Learners proficient in WIDA from 30.3% in 2025 to 50% by 2026, as measured by WIDA Overall assessment.

Aligns with District Goal

Formative Measures: Monitor English Learners participation in Summit K-12 and structure opportunities to support their understanding with small group instruction.

Improvement Strategy 1 Details				Reviews																		
Improvement Strategy 1: Implement Summit K12 Tier II support for STELs. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Implement Summit K12 Tier II support for STELs.</td><td>Learning Strategist</td><td>10/2025-5/2026</td></tr><tr><td>2</td><td>FLS Intervention Groups</td><td>CTT</td><td>10/2025-5/2026</td></tr><tr><td>3</td><td>WIN (What I Need Time) to support language and reading deficiencies in phonics</td><td>CTT, Learning Strategist, Classroom Teachers</td><td>9/2025-5/2026</td></tr></table> Position Responsible: Admin Resources Needed: Summit K12 FLS Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 4: Demonstrate Rationale: Summit K12 Problem Statements/Critical Root Cause: Student Success 2				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Implement Summit K12 Tier II support for STELs.	Learning Strategist	10/2025-5/2026	2	FLS Intervention Groups	CTT	10/2025-5/2026	3	WIN (What I Need Time) to support language and reading deficiencies in phonics	CTT, Learning Strategist, Classroom Teachers	9/2025-5/2026	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline															
				1	Implement Summit K12 Tier II support for STELs.	Learning Strategist	10/2025-5/2026															
				2	FLS Intervention Groups	CTT	10/2025-5/2026															
3	WIN (What I Need Time) to support language and reading deficiencies in phonics	CTT, Learning Strategist, Classroom Teachers	9/2025-5/2026																			
Oct	Feb	June																				
In progress	No review																					

Adult Learning Culture

Adult Learning Culture Areas of Strength

Grade level teams meet consistently (weekly). They utilize the plan, teach, assess documents as well the teacher clarity guides to plan for Tier I instruction.

Adult Learning Culture Areas for Growth

There needs to be an emphasis on lesson structure, specifically ensuring appropriate differentiation and scaffolds are in place, while improving teacher questioning and

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student discourse opportunities. As well as ensuring learning intentions and success criteria are clear and utilized consistently. Continuing to utilize PLC practices to ensure that the full intent of the standard is understood by all teachers and evident in provided instruction and learning tasks.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Understanding of how to support language needs	Review of WIDA data during PLC
Foster/Homeless	Situations that may be preventing the child from attending to the task.	Strategist check in/out
Free and Reduced Lunch	Situations that may be preventing the child from attending to the task.	Ensure students have access to needed resources. Strategist check in/out.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Implicit bias	Vetting Resources and Assessments
Students with IEPs	Understanding of learning goals, accommodations and supports	Ensuring Special Education teachers are part of PLCs

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is a need for Professional Learning Communities (PLCs) to be data centered, reflective, focused in order for grade levels to work collaboratively as a team to ensure student success. Planning for differentiated learning needs to be a priority during PLCs.

Critical Root Cause: Lack of planning with differentiation in mind. Lack of data analysis to develop differentiated groups

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of classroom observations that show evidence of differentiated instruction to assist students in understanding skills and concepts from 45% at the end of the first semester to 75% at the end of the second semester, 2026, as measured by the Tier I Monitoring Tool.

Aligns with District Goal

Formative Measures: Walkthrough data will be collected monthly by grade level and discussed during PLCs. Data will show a steady increase of no less than 5% by month as measured by the Tier I Monitoring Tool.

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implement PLCs with an emphasis on lesson structure (TIER I tasks), specifically related to differentiation strategies, while improving teacher questioning and student discourse opportunities. As well as ensuring learning intentions and success criteria are clear and utilized consistently.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Provide professional learning to teachers on amplify.	CPD, Strategists, Admin	8/2025-10/2025			
2	4th/5th grade teachers meet in departmentalized PLC groups to focus on specific content areas (math, ELA, Phonics/Science)	Classroom Teachers, Strategists	8/2025-5/2026			
3	Instructional Coaches/Strategists attend all PLC meetings	Strategists, Admin	8/2025-5/2026			
4	Review success criteria and learning intentions for every standard	Classroom Teachers, Strategists	8/2025-5/2026			
5	Use the Teaching and Learning Cycle template: Plan, Teach, and Respond	Classroom Teacher, Strategists, Admin	8/2025-5/2026			
6	Plan for differentiated Instruction duirng PLC meetings	Classroom Teachers, Strategists	8/2025-5/2026			
7	Provide professional learning to teachers on small group instruction during Tier I blocks	HMH Implementation Manager, Admin, Strategists	8/2025-5/2026			
Position Responsible: Strategists, Admin, and Classroom Teachers Resources Needed: PLC agenda template Common Core Companions Long Range Plans Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Build a committed staff Level 2: Moderate: Analyze data in PLCs, Professional Learning Communities Problem Statements/Critical Root Cause: Adult Learning Culture 1						

Connectedness

Connectedness Areas of Strength

We reduced the percent of students chronically absent from 38.6 (21-22) to 17.9% (22-23) to 13.9 (23-24) to 12.6% (24-25) .

Connectedness Areas for Growth

The number of students chronically absent continues to be above the targeted district goal of less than 5%.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Communication Barriers with Families	Using visuals to build vocabulary, using Google translate as needed
Foster/Homeless	High Mobility and School Changes Lack of Stable Living Conditions	Providing resources and education to parents. Goal setting with students.
Free and Reduced Lunch	Family Responsibilities and Economic Demands Transportation Barriers	Providing resources and education to parents
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Lack of Cultural Relevance and Representation Systemic and Historical Factors	Providing resources and education to parents
Students with IEPs	Disability-Specific Challenges Impacting School Functioning Academic Disengagement and Frustration Social-Emotional and Behavioral Challenges	Goal-setting with resource teachers

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): A large percentage of students are not attending school regularly, and this causes a disruption in their access to Tier I instruction.

Critical Root Cause: 1. Lacks of communication from the school on a regular basis for student absences 2. Lack of student engagement and connectedness to the school community.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the percentage of students chronically absent from 12.6% in 2025 to 8% by 2026, as measured by Infinite Campus Daily Attendance Data.

Aligns with District Goal

Formative Measures: Decrease the percent of students "trending" toward chronic absenteeism from 27% (2025) to 15% (2026) as measured by focusED.

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Implement strategies to support student attendance and family awareness of chronic absenteeism.					Status Check		EOY Reflection
					Oct	Feb	June
					In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Reach out to families via phone after 3 consecutive absences	Student Success Strategist and/or Counselor					
2	Complete harbor referrals for students who show up on the chronic absenteeism list	Strategists, classroom teacher					
3	Monthly School Wide letter informing parents about how attendance matters	Student Success Strategist					
4	Monthly school wide incentives for students	Strategists, counselor					
5	Implementation of clubs and a shared space	Admin, teachers, strategists					
6	Continuation of attendance google form for easy access to upload medical excuse notes (website & QR code)	Admin, teachers, strategists					
7	Individualized plans with student success strategist based on student needs	Strategists, counselor					
8	Holding monthly family engagement activities (family picnic, Fall Festival, movie night, etc)	Admin, teachers, strategists					
Position Responsible: Strategists, Counselor, Classroom Teachers Resources Needed: Student Success Strategist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: Creating a positive school climate and culture Problem Statements/Critical Root Cause: Connectedness 1							

Priority Problem Statements

Problem Statement 1: Although there was an increase in Math MAP Achievement at the 61st percentile and above, there was little change in Reading MAP Achievement at the 61st percentile from spring 2023 (39%) to spring 2024 (39%) to spring 2025 (43%).

Critical Root Cause 1: The primary root cause of inconsistent student outcomes in English Language Arts (ELA) is the ongoing teacher development in understanding and implementing the new Tier I ELA Instructional Materials. This foundational gap leads to a lack of uniformity in providing consistent scaffolds and differentiated supports that are explicitly connected to the curriculum across all grade levels and sustained over time. Consequently, instruction lacks specific, shared success criteria and clearly defined learning intentions for all students, hindering effective differentiation and targeted support for diverse learners.

Problem Statement 1 Areas: Student Success

Problem Statement 2: There is a need for Professional Learning Communities (PLCs) to be data centered, reflective, focused in order for grade levels to work collaboratively as a team to ensure student success. Planning for differentiated learning needs to be a priority during PLCs.

Critical Root Cause 2: Lack of planning with differentiation in mind. Lack of data analysis to develop differentiated groups

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: A large percentage of students are not attending school regularly, and this causes a disruption in their access to Tier I instruction.

Critical Root Cause 3: 1. Lacks of communication from the school on a regular basis for student absences 2. Lack of student engagement and connectedness to the school community.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: There is an 21.6% proficiency achievement gap on SBAC between the Not LEP and LEP in math, and an 38.8% proficiency achievement gap on SBAC between the Not LEP and LEP in reading.

Critical Root Cause 4: Lack of understanding for teachers between English Language Development (ELD) Standards and Tier I instructional standards. Insufficient understanding on Oral Language and Academic Vocabulary: Tier I materials may not provide the necessary explicit and systematic instruction for oral language development and academic vocabulary. These are foundational for LEP student success in reading and all content areas.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Professional learning communities (PLC) data/agenda/notes
- Walk-through data
- Other
 - Classroom observation
 - Data Chats with teachers
 - PLC observations and agendas

Connectedness

- Community surveys and/or other feedback
- Perception/survey data
- Social Emotional Learning Data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Our Multi-Tiered Systems of Support (MTSS) team (consisting of Admin, Counselor, Psychologist, Strategists, and nurse) meets weekly to assess the needs of all students, ensuring they make significant gains academically, socially, and emotionally. This consistent collaboration helps us tailor interventions and support to foster holistic student development. Additionally, it allows us to utilize funding to support the needs of our school population.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Our site-based committee, comprising staff, parents, and community members, convenes twice in the fall to review the school plan and offer feedback. Additionally, we gather input from the School Organizational Team (SOT), and continuously discuss progress on the school plan throughout the year.

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 Improvement Plan (SIP) 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.

2.5: Increased learning time and well-rounded education

We'll utilize Title I funding for staffing to decrease class sizes, ensuring students receive increased access to small group and personalized instruction.

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.

4.2: Offer flexible number of parent involvement meetings

Our school holds a parent engagement activity monthly to encourage parents and family participation. This year we plan to incorporate more academic tasks to support parents with helping their child at home.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$ 3,749,977.88	Staffing	1, 2 & 3
At-Risk Weighted Allocation	\$ 136,976.64	Licensed Staffing - reduce class sizes	1, 2 & 3
EL Weighted Allocation	\$ 226,803.57	Licensed Staffing - reduce class sizes	1, 2 & 3
General Carry Forward	\$ 705,794.19	general supplies, Staffing for 24-25 and 25-26	1, 2 & 3
At-Risk Weighted Carry Forward	\$ 0		
EL Weighted Carry Forward	\$ 6,812.88	Licensed Staffing - reduce class sizes	1, 2 & 3
Title IA	\$ 177,576.00	Licensed Staffing - reduce class sizes, website renewal	1, 2 & 3

Continuous Improvement Team

Team Role	Name	Position
Member	Howard Hernandez	Fourth Grade Teacher
Member	Teresa DeVore	Office Manager
Member	Sadie Rannow	Counselor/Parent
Member	Jordan Hanks	Specialist
Member	Paulie Hetzel	Fifth Grade Teacher
Member	Amanda Perez	Third Grade Teacher
Member	Mary Oloriz	Second Grade Teacher
Member	Heather Ogle	First Grade Teacher
Member	Colleen Banks	Kindergarten Teacher
Member	Kristy Monasterio	Behavior Strategist
Member	Jason Hoshibata	Math Strategist
CI Team Lead	Lisa Erwin	Read by Grade 3
CI Team Lead	Kathleen Starling	Assistant Principal
Required	Lindsay Packer	Principal

Community Outreach Activities

Activity	Date	Lesson Learned