



Clark County School District

Keith & Karen Hayes ES

2021-2022 School Performance Plan: A Roadmap to Success

Keith & Karen Hayes Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to the principal, Mrs. Packer, for more information.

Principal: Mrs. Lindsay Packer

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Phone: 702-799-6030

School Designations: ■ Title I □ CSI □ TSI □ TSI/ATSI



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	557	0.5%	15.3%	26.9%	17.1%	27.8%	0.7%	11.7%	19.0%	12.7%	100.0%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	50.44%	50	43.17%	58.7%	56	58.15%	28.6%	14.0%	55.1%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	43.5%	46	37.9%	53.8%	40	53.2%	30%	22.2%	56.8%
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10.6%	38%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	446	433	442
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Lindsay Packer	Principal(s) (required)
Michelle Thom	Other School Leader(s)/Administrator(s) (required)
Anne Pietranton, Kathleen Starling, Toni Talley, Jean Wong, Debra Meriwether, Jon Jones, Paulie Hetzel, Jordan Hanks	Teacher(s) (required)
Brandy Tuckness	Paraprofessional(s) (required)
Oanh Lee, Stacey Johnson, Kimberly Conde	Parent(s) (required)



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
School Organizational Team Meeting/ Survey	September 29, 2021 at 2:30 p.m.	12	-Lack of in-person instruction has had a negative impact on academic achievement -Lower in math across the school -Students need to build stamina and embrace mistakes -Need to encourage discourse and growth mindset -Great communication from the school



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	SBAC MAP Growth Assessments AIMSweb Plus WIDA	Districtwide Survey Panorama Surveys	Classroom Observations Lesson Plans Pre-observation Conferences
Problem Statement	There is a decrease in math proficiency from 50% (17-18) to 32% (20-21) according to the Smarter Balanced Assessment Consortium. Math proficiency is lower than reading proficiency.		
Critical Root Causes	1. Lack of continuous, spiraling, connected curriculum across grade levels. 2. Lack of computational skills.		

Part B

Student Success	
School Goal: By the end of the 21-22 school year, we will improve math proficiency from 32% to 42% on the Smarter Balanced Assessment Consortium. This goal will be progress monitored through MAP scores given three times throughout the 21-22 school year.	Aligned to Nevada's STIP Goal: <i>Goal 3: All students experience continued academic growth.</i>
Improvement Strategy: <i>Implement a common curriculum in math.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>enVision Math 2020 - level 3; MAP Growth Assessments - level 3</i>	



Intended Outcomes: *Implement a spiraling, connected curriculum across grade levels.*

Action Steps:

- Using Envisions with fidelity across all grade levels/common vocabulary/common strategies.
- Focus on computation/memorization of basic math facts through tests and programs.
- Post-observations conference with teachers.
- Utilizing WIN (What I Need) time to provide interventions and enrichments for all students.

Resources Needed:

- Curriculum
- Time for conferences

Challenges to Tackle:

- *Knowledge/training*
- *Time for students*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Word walls with academic vocabulary, visuals, and using language support handbook

Foster/Homeless: Manipulatives to take home

Free and Reduced Lunch: 100% FRL

Migrant: N/A

Racial/Ethnic Minorities: Vetting resources

Students with IEPs: 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



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Classroom observation	Data Chats with teachers	PLC observations and agendas
Problem Statement	There is a need for Professional Learning Communities (PLCs) to be data centered, reflective, and for grade levels to work collaboratively as a team.		
Critical Root Causes	Lack of training for grade levels or a tool to guide PLCs.		

Part B

Adult Learning Culture	
School Goal: By the end of the 21-22 school year, all grade levels (Pre-k-5) will attend weekly PLCs with a focus on utilizing data to drive instruction as measured by preplanned PLC agendas, teacher data sheets, and data chats with administration.	STIP Connection: <i>Goal 2: All students have access to effective educators.</i>
Improvement Strategy: <i>Implement PLCs with a focus on utilizing data to drive instruction.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs - level 2</i>	
Intended Outcomes: <i>PLCs follow the preplanned PLC agendas</i>	
Action Steps: • Provide professional development of teachers. • Provide teachers with a template. • Use Defour's critical questions for PLCs could be used during PLCs:	



- ☐ What do we want students to learn?
- ☐ How do we know when they have learned it?
- ☐ How will we respond when some students do not learn it?
- ☐ How will we extend and enrich the students that already know it?

Resources Needed:

- *PLC agenda template*
- *Common Core Companions*
- *Long Range Plans*

Challenges to Tackle:

- *Time Management*
- *Preplanning PLC topics*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Review of WIDA data during PLC

Foster/Homeless: Counselor check in/out

Free and Reduced Lunch: 100% FRL

Migrant: N/A

Racial/Ethnic Minorities: Vetting Resources and Assessments

Students with IEPs: Sped teachers part of PLC



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Districtwide Survey Panorama Surveys</i>	<i>Districtwide Survey</i>	<i>Districtwide Survey</i>
Problem Statement	Students are not embracing mistakes and showing accountability for their learning. Students are showing a fixed mindset towards learning. There is a decrease in student to student discourse while learning.		
Critical Root Causes	1. Lack of wait time from teachers during virtual learning and in person. 2. Students having a lack of confidence leading to a fixed mindset.		

Part B

Connectedness	
School Goal: By the end of the 21-22 school year, measured by the district student survey, students' responses will improve on the statements, "I only volunteer to answer a question if I am sure my answer right" (decrease 43.66% agree to 23.66% agree) and "It is easy to get through something even when I feel frustrated" (increase 43.66% to 63.66%).	STIP Connection: <i>Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.</i>
Improvement Strategy: <i>Implement strategies to develop a growth mindset so students feel they can volunteer answers in the classroom and can get through things when they are frustrated.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture - level 3</i>	
Intended Outcomes: <i>Students will show a growth mindset towards learning.</i>	
Action Steps: - The counselor will complete push-in lessons on growth mindset and small groups on building resiliency. - Teachers and the counselor will work on individual goal setting with students.	



- Encouraging students to retake assessments as needed.
- Using Kagan strategies to increase discourse.

Resources Needed:

- *Counselor*

Challenges to Tackle:

- *New counselor will need to build relationships with students*
- *Getting information to parents*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Using visuals to build vocabulary, using Google translate as needed

Foster/Homeless: Providing resources and education to parents

Free and Reduced Lunch: 100% FRL

Migrant: N/A

Racial/Ethnic Minorities: Providing resources and education to parents

Students with IEPs: Goal-setting with resource teachers



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds	\$3,538,128.64	Staff and supplies	Student Success Adult Learning Culture Connectedness
At-Risk Weighted Funds	\$75,063.00	Imagine Math (Pre-K - 5th grade) CTTs Instructional Materials	Student Success Adult Learning Culture Connectedness
EL Weighted Funds	\$79,704.00	5th grade teacher (class-size reduction-intermediate), extra-duty pay, Instructional Materials	Student Success Adult Learning Culture
Title I	\$17,810.00	4th grade teacher (class-size reduction-intermediate), i-Pads, technology, library and literacy room refresh (books)	Student Success Adult Learning Culture Connectedness
Title III - EL Funds	\$4,686.00	Imagine Learning licenses,k headphones	Student Success