



## Clark County School District

# Keith & Karen Hayes ES

## School Performance Plan: A Roadmap to Success

Keith & Karen Hayes ES has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

**Principal:** Mrs. Lindsay Packer

**School Website:** <https://www.hayeselementary.com>

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**Phone:** 702-799-6030

**School Designations:** ☒ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

Our SPP was last updated on February 7, 2025



## School Demographics and Performance Information

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 [http://nevadareportcard.nv.gov/DI/nv/clark/keith c. and karen w. hayes elementary school/2024/nspf](http://nevadareportcard.nv.gov/DI/nv/clark/keith_c._and_karen_w._hayes_elementary_school/2024/nspf).

## 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                                                                                                                                                         | <b>Principal(s)</b> (required)                            |
| Kathleen Starling                                                                                                                                                      | <b>Other School Leader(s)/Administrator(s)</b> (required) |
| Anne Pietranton, Jason Hoshibata, Lisa Erwin, Colleen Banks, Heather Ogle, Mary Oloriz, Katelyn Milosevic, Kacie Madec, Paulie Hetzel, Kristy Monasterio, Deisha Rojas | <b>Teacher(s)</b> (required)                              |
| Teresa DeVore, Denice Constable                                                                                                                                        | <b>Paraprofessional(s)</b> (required)                     |
| Sadie Rannow                                                                                                                                                           | <b>Parent(s)</b> (required)                               |



## School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

| Outreach Activity | Date        | Lessons Learned from the School Community                                                                                                                                                                                                                                                                                                                                                |
|-------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SOT Meeting       | 5/16/2024   | The team is excited for the growth in mathematics, but is concerned with the stagnant growth in ELA; therefore, the team agrees that the Student Success goal should be switched to Reading from Math. In addition, the team wants to continue to work on the same goals with the other improvement strategies. Exact percentages for goal #1 will be updated after getting SBAC scores. |
| Meet and Greet    | August 2024 |                                                                                                                                                                                                                                                                                                                                                                                          |
| SOT Meeting       | August 2024 |                                                                                                                                                                                                                                                                                                                                                                                          |
|                   |             |                                                                                                                                                                                                                                                                                                                                                                                          |



## 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 Assessment Data<br>MAP Growth Assessments<br>AIMSweb Plus<br>WIDA                                                                                                                                                                                                                                    | Districtwide Survey<br>Panorama Surveys | Classroom Observations<br>Tier I Instructional Materials<br>Lesson Plans<br>Pre-observation Conferences |
|                      | Areas of Strength: We increased students scoring at the 61st percentile and above in Math from 35% (22-23) to 47% (23-24).                                                                                                                                                                                |                                         |                                                                                                         |
|                      | Areas for Growth: We continue to show a need to increase the overall proficiency for Math and ELA in both MAP and SBAC data.                                                                                                                                                                              |                                         |                                                                                                         |
| Problem Statement    | Although there was an increase in Math MAP Achievement at the 61st percentile and above, there was no change in Reading MAP Achievement at the 61st percentile from spring 2023 (39%) to spring 2024 (39%).                                                                                               |                                         |                                                                                                         |
| Critical Root Causes | Lack of understanding for teachers using the new Tier I Instructional Materials. Inconsistencies in implementing a consistent spiraling, connected curriculum across grade levels over time with success criteria and clearly defined learning intentions for all students. Lack of computational skills. |                                         |                                                                                                         |

#### Part B

| Student Success                                                                                                                                  |                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>School Goal:</b> Increase the percent of students scoring above the 60th percentile in reading from 39% (spring 24) to 46% (winter 24) to 55% | <b>Aligned to Nevada's STIP Goal:</b><br>Goal 3: All students experience continued academic growth. |



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| (spring 25) by the end of the 2025 school year as measured by MAP® Growth™ Assessments.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Improvement Strategy:</b> Implement a consistent common curriculum in reading with success criteria and visible learning intentions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): MAP Growth Assessments - level 2; HMH Into Reading (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Intended Outcomes:</b> Implement a consistent spiraling, connected curriculum across grade levels with success criteria and clearly defined learning intentions for all students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Action Steps:</b> <ul style="list-style-type: none"><li>● Using HMH with fidelity across all grade levels/common vocabulary/common strategies</li><li>● Providing students with clearly defined learning intentions and success criteria for every lesson</li><li>● Implement school-wide Reading Student Learning Goals (SLGs)</li><li>● Conduct regular post-observations conference with teachers focusing on Tier 1 instruction</li><li>● Conduct regular Tier I classroom observation walks to use during PLC discussions</li><li>● EL tutoring 4 times per week</li><li>● Utilizing WIN (What I Need) time to provide interventions and enrichments for all students</li></ul> |  |
| <b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Curriculum</li><li>● Reading Interventionist</li><li>● Instructional Coaches working with new/struggling teachers</li><li>● Time for collaboration amongst grade level teams</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Knowledge/training with HMH: Create mini trainings to support the different components of HMH, scheduling time with the HMH implementation specialist to meet with grade level teams</li><li>● Debriefs on classroom walkthroughs to determine strengths and areas of growth: Schedule debriefs prior to administering walkthroughs</li><li>● Time for students to reflect on their learning using clearly defined success criteria: Provide PL to staff regarding success criteria and learning intentions</li></ul>                                                                                              |  |
| <b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>English Learners:</b> Word walls with academic vocabulary, visuals, and using language support handbook                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |



**Foster/Homeless:** Books to take home

**Free and Reduced Lunch:** Books to take home

**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 |
| <b>Data Reviewed</b>        | Classroom observation                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Data Chats with teachers | PLC observations and agendas                               |
|                             | Areas of Strength: Grade level teams meet consistently (weekly)                                                                                                                                                                                                                                                                                                                                                                                                                                   |                          |                                                            |
|                             | Areas for Growth: There needs to be an emphasis on lesson structure, specifically ensuring the learning task meets the rigor of the standard, while improving teacher questioning and 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. |                          |                                                            |
| <b>Problem Statement</b>    | 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.                                                                                                                                                                                                                                                                                                      |                          |                                                            |
| <b>Critical Root Causes</b> | Lack of uniformed planning templates<br>Lack of structure and norms during PLC meetings                                                                                                                                                                                                                                                                                                                                                                                                           |                          |                                                            |

### Part B

| Adult Learning Culture                                                             |                         |
|------------------------------------------------------------------------------------|-------------------------|
| <b>School Goal:</b> The percentage of <b>Professional Learning Community (PLC)</b> | <b>STIP Connection:</b> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                          |
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| <b>observations</b> where learning tasks aligned to standards are discussed will increase from 68.4% in quarter 1 to to 75% in quarter 2 to 85% in quarter 3 and to 95% in quarter 4 as measured by the PLC Observation Tool.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Goal 2: All students have access to effective educators. |
| <b>Improvement Strategy:</b> 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                          |
| <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Analyze data in PLCs - level 2, Professional Learning Communities - level 2, Build a committed staff - level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                          |
| <b>Intended Outcomes:</b> PLCs follow the preplanned PLC agendas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                          |
| <b>Action Steps:</b> <ul style="list-style-type: none"><li>● Provide professional development of teachers</li><li>● 4th/5th grade teachers meet in departmentalized PLC groups to focus on specific content areas (math, ELA, Phonics/Science)</li><li>● Instructional Coaches/Strategists attend all PLC meetings</li><li>● Review success criteria and learning intentions for every standard</li><li>● Provide teachers with a template for planning</li><li>● Use the Teaching and Learning Cycle template: Plan, Teach, and Respond</li><li><input type="checkbox"/> Unwrap the Standard(s)</li><li><input type="checkbox"/> Develop and/or Evaluate and Select a Common Summative Assessment or Learning Task</li><li><input type="checkbox"/> Develop Learning Progression</li><li><input type="checkbox"/> Develop Learning Intentions</li><li><input type="checkbox"/> Create Success Criteria</li><li><input type="checkbox"/> Plan for Instruction</li></ul> |                                                          |
| <b>Resources Needed:</b> <ul style="list-style-type: none"><li>● PLC agenda template</li><li>● Common Core Companions</li><li>● Long Range Plans</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                          |
| <b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Time Management of PLCs - create norms to help provide more focus during PLCs meetings based on the Teaching and Learning Cycle.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                          |



- Preplanning PLC topics: Creating a schedule to determine the focus of PLC meetings in advance so teachers are prepared for the meeting.

**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:** Strategist check in/out

**Free and Reduced Lunch:** Ensure students have access to needed resources. Strategist check in/out.

**Migrant:** N/A

**Racial/Ethnic Minorities:** Vetting Resources and Assessments

**Students with IEPs:** Ensuring Special Education teachers are part of PLCs

## Inquiry Area 3 - Connectedness

### Part A

| Connectedness               |                                                                                                                                                               |                     |                               |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------|
|                             | Student                                                                                                                                                       | Staff               | Family & Community Engagement |
| <b>Data Reviewed</b>        | Districtwide Survey<br>Panorama Surveys                                                                                                                       | Districtwide Survey | Districtwide Survey           |
|                             | 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).                                  |                     |                               |
|                             | Areas for Growth: The number of students chronically absent continues to be above the targeted district goal of less than 5%.                                 |                     |                               |
| <b>Problem Statement</b>    | A large percentage of students are not attending school regularly, and this causes a disruption in their access to Tier I instruction.                        |                     |                               |
| <b>Critical Root Causes</b> | 1. Lacks of communication from the school on a regular basis for student absences<br>2. Lack of student engagement and connectedness to the school community. |                     |                               |



## Part B

| Connectedness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                        |
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| <b>School Goal:</b> Reduce the percentage of students <b>chronically absent</b> from 13.9% in 2024 to 8% by 2025, as measured by Infinite Campus Daily Attendance Data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>STIP Connection:</b><br>Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated. |
| <b>Improvement Strategy:</b> Implement strategies to support student attendance and family awareness of chronic absenteeism.<br><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Creating a positive school climate and culture - level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                        |
| <b>Intended Outcomes:</b> Students will attend school regularly, over 90% of enrolled school days.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                        |
| <b>Action Steps:</b> <ul style="list-style-type: none"><li>• Teachers will reach out to families after 3 consecutive absences</li><li>• The strategist team and/or classroom teacher will complete harbor referrals for students who show up on the chronic absenteeism list</li><li>• Monthly School Wide letter informing parents about how attendance matters</li><li>• Monthly school wide incentives for students</li><li>• Implementation of clubs and a shared space</li><li>• Implementation of attendance google form for easy access to upload medical excuse notes (website &amp; QR code)</li><li>• Individualized plans with student success strategist based on student needs</li><li>• Holding monthly family engagement activities (family picnic, Fall Festival, movie night, etc)</li></ul> |                                                                                                                                                                        |
| <b>Resources Needed:</b> <ul style="list-style-type: none"><li>• Student Success Strategist</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                        |
| <b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>• Having parents access information sent from the school - send via parentlink and ClassDojo</li><li>• Collect absent notes: Provide a google form with a QR code to provide easy access for parents to report absences.</li><li>• Increase student engagement - provide weekly(classroom) and monthly (school wide) rewards for students who demonstrate perfect attendance</li></ul>                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                        |
| <b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                        |
| <b>English Learners:</b> Using visuals to build vocabulary, using Google translate as needed<br><b>Foster/Homeless:</b> Providing resources and education to parents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                        |



**Free and Reduced Lunch:** Providing resources and education to parents

**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          | \$4,552,150.06                          | Staff and supplies<br>Additional SPTA                                                          | Student Success<br>Adult Learning Culture<br>Connectedness |
| Title I Funds          | \$218,880.00                            | Additional hour for SPTAs<br>4th Grade Teacher<br>5th Grade Teacher<br>2nd Grade Teacher (33%) | Student Success<br>Adult Learning Culture<br>Connectedness |
| At-Risk Weighted Funds | \$224,802.04                            | 1st Grade Teacher<br>1st Grade Teacher (27.53%)<br>5th Grade Teacher                           | Student Success<br>Adult Learning Culture<br>Connectedness |
| EL Weighted Funds      | \$253,276.73                            | 1st Grade Teacher (8.78%)<br>4th Grade Teacher<br>Instructional Assistant Extra Hour           | Student Success<br>Adult Learning Culture<br>Connectedness |