

# Clark County School District

## Galloway, Fay ES

### 2025-2026 Status Checks with Notes



**District Approval Date:** February 23, 2026

# Mission Statement

At Fay Galloway Elementary School, our mission is to foster a vibrant learning community where every child is nurtured to grow, learn, and thrive.

## Vision

Our vision is to cultivate a generation of lifelong learners who are not only academically accomplished but also deeply empathetic, open to the endless possibilities of the future, and guided by unwavering integrity.

We strive to foster a community where the pursuit of knowledge is not merely a task but a lifelong journey, where individuals are empowered to continually seek growth and enlightenment while upholding the highest standards of honesty and ethical conduct. We aspire to nurture a generation of scholars who not only excel academically but also embody integrity, empathy, understanding, and compassion in their interactions with others.

We believe that education is a collaborative effort that extends beyond the walls of our school. Therefore, we actively seek to engage parents, families, and the broader community as partners in our mission. By building strong partnerships and fostering positive relationships, we create a supportive and inclusive community where every member feels valued, respected, and empowered to contribute to the success of our students.

Our aim is to instill in students a sense of curiosity and wonder, guiding them to explore the vast expanse of human knowledge and to embrace the diverse perspectives that shape our world. By cultivating these qualities, we endeavor to prepare them not only for the challenges of today but also to be resilient, adaptable, and open-minded individuals who are ready to embrace the ever-evolving landscape of the future.  
(Created August, 2024)

## 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/fay\\_galloway\\_elementary\\_school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/fay_galloway_elementary_school/nspf/)

# Table of Contents

Inquiry Areas ..... 4

    Inquiry Area 1: Student Success ..... 4

    Inquiry Area 2: Adult Learning Culture ..... 7

    Inquiry Area 3: Connectedness ..... 9

# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** Increase the percentage of students that are scoring at or above the 60th percentile to 50% for Reading and 55% for Math, as measured by Spring 2026 MAP Growth Assessment.

### Aligns with District Goal

**Formative Measures:** Increase the percent of students scoring at or above the 61st percentile in reading from 44% (spring 2025) to 50% (spring 2026) and in math from 48% (spring 2025) to 55% (spring 2026) by May 2026 as measured by MAP Growth Assessment.

Decrease the percent of students scoring at or below the 40th percentile in reading from 46% (spring 2025) to 37% (spring 2026) and in math from 38% (spring 2025) to 30% (spring 2026) by May 2025 as measured by MAP Growth Assessment.

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Teachers will consistently use Tier 1 instructional materials. The Instructional Team will monitor implementation by creating a monthly walk through schedule and providing feedback.</p> <p>Teachers will use common district developed resources during reading and mathematics instruction including learning progressions, learning intentions and success criteria.</p> <p>Teachers will implement small group differentiated instruction.</p> <p>The Instructional Team will monitor implementation by creating a monthly walk through schedule and providing feedback.</p> <p><b>Position Responsible:</b> Admin</p> <p><b>Resources Needed:</b> enVision Mathematics 2020  HMH Into Reading  95 Phonics  IXL  District developed resources (Elementary Math Framework, Literacy Framework, pacing guides, Teacher Clarity Guides, Curriculum Hub)  Professional learning  Schedule of learning walks  Staff Development Days  Dedicated professional learning time  Dedicated PLC time  Substitutes  95 Comprehension Kits  Peer observation rubric and schedule</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>  2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b>  Level 1: Strong: Core 95 Phonics  Level 2: Moderate: HMH Reading  Level 3: Promising: EnVision Mathematics 2020</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> Revisions needed</p> <p><b>October Lessons Learned</b>  By grade level, the percentage of students projected proficient is highest in Grade 2 at 47% and lowest in Grade 5 at 26%. Only 10% of students with IEPs are predicted proficient vs. 43% of non-IEP students. We are in the process of implementing small groups. We will be gathering data in the coming weeks. Time constraints make some elements of implementation a challenge. Increased class sizes and other constraints due to impending budget cuts will impact routines, procedures, etc.</p> <p><b>October Next Steps/Need</b>  Adjust some strategies based on budget impact (peer observations). Add aligning IEP goals for resource students to PSI results.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b>  Winter: 43% Math, 47% Reading</p> <p><b>February Next Steps/Need</b>  Continue with action steps.</p> <p><b>June:</b> Correct</p> <p><b>June Lessons Learned</b>  Spring: 48% Math, 46% Reading</p> <p><b>June Next Steps/Need</b>  Update the goal with iReady assessment. Wait for baseline data to set goal. Update action steps to include HMH Coachly, CHAMPS, 95 RAP, Structured Literacy for Grades 3-5.</p>

Improvement Strategy 2 Details	Reviews
<p><b>Improvement Strategy 2:</b> Conduct intensive Tier 1 and 2 differentiated instruction to meet student needs and provide growth opportunities.</p> <p><b>Position Responsible:</b> Admin</p> <p><b>Resources Needed:</b> Instructional Assistants enVision Mathematics 2020 HMH Into Reading 95 Phonics IXL 95 Comprehension Kit Tier II mathematics instructional materials Professional learning Peer observation rubric and schedule</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b> Level 1: Strong: Core 95 Phonics Level 2: Moderate: HMH Into Reading Level 3: Promising: EnVision Mathematics 2020</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> Revisions needed</p> <p><b>October Lessons Learned</b> By grade level, the percentage of students projected proficient is highest in Grade 2 at 47% and lowest in Grade 5 at 26%. Only 10% of students with IEPs are predicted proficient vs. 43% of non-IEP students. We are in the process of implementing small groups. We will be gathering data in the coming weeks. Time constraints make some elements of implementation a challenge. Increased class sizes and other constraints due to impending budget cuts will impact routines, procedures, etc.</p> <p><b>October Next Steps/Need</b> Adjust some strategies based on budget impact (peer observations). Add aligning IEP goals for resource students to PSI results.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Students below 41st percentile: Math 70%/Reading 67%</p> <p><b>February Next Steps/Need</b> Continue with action steps. Use MAP Growth Data Day reflections to group students with like skill deficits.</p> <p><b>June:</b> Correct</p> <p><b>June Lessons Learned</b> Students below 41st percentile: Math 52%/Reading 54%</p> <p><b>June Next Steps/Need</b> Update the goal with iReady assessment. Wait for baseline data to set goal. Update action steps to include HMH Coachly, CHAMPS, 95 RAP, Structured Literacy for Grades 3-5.</p>

## **Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** By the end of the 2025-2026 school year 100% of PLC meetings will document teachers' backwards planning, analyzing assessments and student performance, and tracking progress toward meeting goals as measured by observations of PLC meetings using the the Galloway PLC Observation Tool.

### **Aligns with District Goal**

**Formative Measures:** Through implementing quality and consistent PLCs, teachers will unwrap standards to plan for rigorous Tier I instruction aligned with the standards and utilize data to differentiate instruction, thereby increasing student outcomes in ELA and math.

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Improve the quality and consistency of PLCs by implementing a schoolwide structure for PLCs.</p> <p><b>Position Responsible:</b> Admin</p> <p><b>Resources Needed:</b> PLC templates, guiding forms, data analysis tools            PLC calendar            Professional learning            Extra-duty pay for grade-level chairs to attend professional learning</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>            2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b>            Plan documents are being completed by nearly all grade levels; analysis hasn't been happening as yet. Teachers have to also recall preparation requirements for PLC discussion to maximize time. Time to plan and analyze is a challenge; ensuring that all necessary tasks among the team are complete requires coordination. Analyze meetings need to be conducted in a timely fashion to respond to student needs and support future lessons.</p> <p><b>October Next Steps/Need</b>            Review PLC procedures with teams.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b>            Now: PLC documents reveal teams are not including data analysis after assessments are given.</p> <p><b>February Next Steps/Need</b>            Next/Need: Guided PLC Analyze dates added to the calendar. Continue with action steps.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b>            Planning tasks are consistently completed across grade levels (60-90%), while analysis tasks show low completion rates (10-30%). Time spent on ELA (~40-60%) in PLCs is higher than math (~30-50%) in most grade levels.</p> <p><b>June Next Steps/Need</b>            Next Steps: Revise action steps to include:              Revise lesson plan expectations to capture PLC conversations.              Dedicate more time to analyze student data and plan for              More formative assessments</p>

### **Inquiry Area 3: Connectedness**

**SMART Goal 1:** Increase the percentage of students responding positively to the statement, "Students treat other students with respect, regardless of differences like race, ethnicity, gender, or disability" from 66.4% to 80% (increase of 20%) on the 2025-2026 CCSD District Wide Survey.

**Aligns with District Goal**

**Formative Measures:** The intended outcome is to improve peer-to-peer relationships and a feeling of respect for diversity among students.

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Implement a schoolwide Positive Behavior Intervention System (PBIS) and SEL curriculum.</p> <p><b>Position Responsible:</b> Admin</p> <p><b>Resources Needed:</b> Second Step curriculum  Funding for Panther Den supplies  Student Success Advocate  Funding for Positive Panther celebrations  5-Star Students  Professional learning for staff around restorative practices</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>  2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b> Revisions needed</p> <p><b>October Lessons Learned</b>  93.8% of students have received at least on Panther Point. Three grade levels have taught lessons from the Second Step curriculum.  Survey coming to gauge student climate. Attendance tracking is conducted weekly to monitor specific students for intervention. 17.8% of students are chronically absent. Teachers may not be using Second Step correctly to indicate that lessons are being completed. The attendance intervention team will need to be restructured due to impending budget cuts.</p> <p><b>October Next Steps/Need</b>  Refresher training for use of Second Step. Remove SSA from chronic absenteeism. The Behavior committee will analyze 5-Star data. Student survey coming.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b>  98.8% of students have received at least one point in 5 star students (PBIS system)  4 grade levels are teaching lessons from second step curriculum.  As of January 7 2026, 17.8% are considered chronically absent.</p> <p><b>February Next Steps/Need</b>  Continue with action steps.</p> <p><b>June:</b> Cancel</p> <p><b>June Lessons Learned</b>  58.57% of students responded positively to the statement, "Students treat other students with respect, regardless of differences like race, ethnicity, gender, or disability."</p> <p><b>June Next Steps/Need</b>  Districtwide survey results are inconsistent. We don't have a good tool to measure this goal.</p>

**Inquiry Area 3: Connectedness**

**SMART Goal 2:** By May 22, 2026, our school will reduce its chronic absenteeism rate by 10% from the 2024-2025 school year baseline of 21.4%, resulting in a target rate of 19.26%, as measured by attendance data in Infinite Campus.

**Aligns with District Goal**

**Formative Measures:** Bi-weekly attendance will be monitored to identify students who are accumulating absences at a rate that suggests they will likely become chronically absent (10% absences).

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Implement a Proactive, Data-Driven Multi-Tiered System of Support (MTSS) for Attendance</p> <p><b>Position Responsible:</b> Admin</p> <p><b>Resources Needed:</b> Student Success Advocate Funding for RAD rewards Funding for Proud to Be Present Panther Family Hangouts</p> <p><b>Evidence Level</b> Level 1: Strong: MTSS Framework</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 2</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> 17.8% of students are chronically absent.</p> <p><b>October Next Steps/Need</b> The attendance intervention team will need to be restructured due to impending budget cuts.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> 98.8% of students have received at least one point in 5 star students (PBIS system) 4 grade levels are teaching lessons from second step curriculum. As of January 7 2026, 17.8% are considered chronically absent.</p> <p><b>February Next Steps/Need</b> Continue with action steps.</p> <p><b>June:</b> Correct</p> <p><b>June Lessons Learned</b> As of May 11 2026, 75 out of 403 students (18.6%) are considered chronically absent.</p> <p><b>June Next Steps/Need</b> Update goal based on final end of year chronic absenteeism data. Add Communities in Schools to action plan.</p>

### **Inquiry Area 3: Connectedness**

**SMART Goal 3:** Reduce the suspension with instruction incidents from 15 to 12 for Semester 2 for students during the 2025-2026 school year, as measured by school-wide office discipline referrals.

Suspension with instruction: 15 (26.6% IEP, 53.62% Male)

**Aligns with District Goal**

**Formative Measures:** TFI 3.0  
School wide behavior data

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> PBIS Leadership Team, TFI 3.0 Data</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p><b>Evidence Level</b> Level 1: Strong: PBIS</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 3</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> TFI Goal in place December 2025.</p> <p><b>October Next Steps/Need</b></p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Identified December 2025. Reduce the suspension with instruction incidents from 15 to 12 for Semester 2 for students during the 2025-2026 school year, as measured by school-wide office discipline referrals. Suspension with instruction: 15 (26.6% IEP, 53.62% Male)</p> <p>Status Check 2: Winter Review: <u>3</u> Incidents Disproportionality: Overall 33/12% Black/African American, 66.7/36.1% Hispanic/Latino, 100/52.56% Male, 66.7/24.6% IEP</p> <p><b>February Next Steps/Need</b> Continue with action steps.</p> <p><b>June:</b> Correct</p> <p><b>June Lessons Learned</b> Disproportionality: Black/African American, 22.2/12.3% Hispanic/Latino, 55.6/35.5% Male, 100/52.57% IEP 100/28.5%</p> <p><b>June Next Steps/Need</b> Update Goal to encompass entire school year based on end of year data. Add CHAMPs to action steps.</p>