

Clark County School District
Hayes, Keith C. and Karen W. ES
2025-2026 Status Checks with Notes



District Approval Date: February 28, 2026

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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Inquiry 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. 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	Oct: In progress October Lessons Learned We will continue to deploy our Strategists to support supplemental enrichment and intervention groups. Additionally, we are implementing a crucial shift in our core instruction: utilizing small, flexible groups during Tier I lessons to effectively differentiate grade-level standards. To increase capacity, we have identified the need for a dedicated Interventionist to pull small groups for targeted skill practice, intervention, and enrichment. Finally, we will allocate more dedicated planning time for teams to analyze student data and collaboratively ensure consistent use of scaffolds and differentiation in Tier I instruction. October Next Steps/Need Following the review of Fall 2025 MAP data, the team has established overall school trends. In Reading, MAP data indicates that 63% of students met or exceeded the 41st percentile, and 42% of students met or exceeded the 61st percentile. Our primary intervention strategy moving forward is to enhance grade-level team consistency in providing effective scaffolds and differentiated instruction through the structured use of HMH Tier I materials. Feb: In progress February Lessons Learned Following our MAP achievement status check, we are refining

our Tier I and Tier II supports to better meet student needs by providing flexible Grouping. We are prioritizing differentiation by embedding small, flexible groups directly into core instruction. To bridge achievement gaps, we are utilizing Strategists for supplemental lessons and seeking a dedicated Interventionist to pull high-priority groups for skill reinforcement. We have increased dedicated planning time, allowing grade-level teams to use MAP data to inform instructional decisions and standardize scaffolding across classrooms.

February Next Steps/Need

To build on our Winter Reading success (68% at/above 41st percentile and 47% at/above 61st percentile), we will focus on the consistent application of HMH Tier I scaffolds. By strengthening our differentiated instruction, we aim to increase the percentage of students reaching the 61st percentile and beyond. We will utilize walk data and teacher action steps to monitor progress and adjust our intervention strategies in real-time.

June: Continue

June Lessons Learned

An analysis of the Spring 2025-2026 MAP data revealed a slight decline in high-level ELA achievement, with students scoring at or above the 61st percentile dropping from 47% to 46%. While classroom observations confirm that HMH Tier I instruction is being implemented consistently, this minor dip highlights a critical missing piece in our instructional approach. The clear lesson learned is that strong whole-group instruction alone is not enough to sustain and grow student achievement.

June Next Steps/Need

Moving forward, we must pivot from a standardized delivery model to a more responsive one, ensuring that targeted small-group instruction occurs daily. To bridge the gap, our immediate focus must be on equipping teachers with the specific differentiation strategies and scaffolds necessary to provide equitable access for all students.

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English Learners at a level 4.0 (Expanding) or higher 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. 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	Oct: In progress October Lessons Learned Gap in proficiency for English Language Learners on SBAC in both ELA and Math. October Next Steps/Need Implementation of FLS groups for newcomers and Summit K-12 for all English Learners. Feb: In progress February Lessons Learned Our Winter MAP data reveals an 8% increase in projected Reading (SBAC) proficiency for our LEP students (moving from 20% to 28%). This growth confirms that our emphasis on Tier I scaffolds and HMH materials is effectively building the reading comprehension needed for academic success. February Next Steps/Need Targeted Small-Group Intervention: The need for our CTT and the current Strategists to close the specific gaps identified in the Winter data by continuing the implementation of Summit K-12 and FLS groups for newcomers. June: Correct June Lessons Learned A review of the preliminary 2026 WIDA results reveals a strong bright spot for our school: 57.4% of our English Learners achieved a Level 4.0 (Expanding) or higher. This significant milestone demonstrates that our current language acquisition strategies and integrated classroom supports are successfully moving a clear majority of our EL population toward advanced language proficiency. June Next Steps/Need Based on preliminary 2026 WIDA results, we see a need to focus on our newcomers and students who achieved a level 1(Entering, 19.1%) and Level, 2 (Emerging, 6.3%).

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. 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	Oct: In progress October Lessons Learned Our initial step was a collaborative analysis of the MAP data growth quadrant reports, which guided each grade level in creating its own student quadrant report to clearly define student needs. To translate data into practice, every teacher met with administration for a data chat to identify specific challenges in Tier I instruction and create concrete teacher action steps for improvement. We then used Tier I walk data to specifically isolate and review the differentiation and scaffolding strategies currently being used by the teams. October Next Steps/Need We plan to establish a schedule for follow-up meetings to review the teacher action steps. Concurrently, we will continue to monitor instruction using Tier I walk data to ensure effective differentiation and scaffolding are being consistently implemented. Feb: In progress February Lessons Learned We have successfully integrated Learning Intentions and Success Criteria into our daily routines; however, our transition to deeper student discourse and high-level questioning is ongoing. A key lesson learned is that instructional agility in real-time is directly tied to the depth of pre-planning. To move beyond surface-level implementation, we have identified a critical need for teachers to collaboratively pre-plan specific scaffolds and differentiation strategies during PLCs. This proactive approach ensures that Tier I tasks are accessible to all students and that teachers are

prepared to facilitate meaningful discourse without losing instructional momentum.

February Next Steps/Need

We will establish additional follow-up meetings to review teacher action steps, ensuring alignment with our school-wide instructional priorities. Simultaneously, we will utilize Tier I walk data to monitor the consistent application of differentiation and scaffolding. This ongoing monitoring will provide the necessary data to refine our PLC focus and ensure every student has access to rigorous, supported Tier I instruction.

June: Continue

June Lessons Learned

While teachers recognize the importance of Tier I differentiated instruction, they feel under-equipped to execute it effectively within current time constraints. Specifically, staff expressed a clear need for targeted professional learning focused on actionable differentiation strategies, the purposeful integration of technology (such as i-Ready learning paths), and master lesson pacing to make these moving parts fit together

June Next Steps/Need

Moving forward, our professional development calendar must prioritize practical, roll-up-your-sleeves training that models realistic pacing structures, allowing teachers to seamlessly blend high-yield differentiation strategies and i-Ready data into the daily instructional block without losing core Tier I instruction..

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. 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	Oct: In progress October Lessons Learned After reviewing 1st quarter data, FocusED shows us at a daily chronic absenteeism of 14.4%. October Next Steps/Need Recognizing the need for a focused attendance strategy, we are providing a variety of student incentives. This includes monthly rewards provided by the MLT team for students who are either at-risk or chronically absent. We are also promoting a positive attendance culture through grade-level competitions and a quarterly "Hero Award" for students with strong attendance. For cases requiring higher levels of intervention, attendance contracts are developed involving the administration, counselor, student, and parent. Feb: In progress February Lessons Learned While our school-wide chronic absenteeism sits at 12.3%, we have identified Kindergarten and First Grade as our highest-need areas. To combat this, we are refining our Attendance Contracts and MLT incentives to specifically address the unique barriers faced by our youngest learners and their families. Our goal is to shift the perception of early childhood attendance from "optional" to "essential" through targeted parent education and grade-level competitions. February Next Steps/Need To reduce our 12.3% chronic absenteeism rate, we are deploying a tiered incentive and intervention strategy: Tier 1 (School-Wide): We will launch grade-level

competitions and the quarterly "Hero Award" to build a culture of "showing up," with a specific marketing focus on our Kindergarten and 1st Grade families.

Tier 2 (At-Risk): The MLT team will manage monthly rewards for students identified as at-risk or currently chronic to provide immediate positive reinforcement.

Tier 3 (Intensive): For high-need cases, particularly in the foundational grades, we will formalize attendance contracts involving administration, counselors, and parents to resolve barriers to daily attendance.

June: Continue

June Lessons Learned

Our school-wide attendance efforts yielded a positive trend, successfully reducing the chronic absenteeism rate from 12.6% to 11.6%. While this overall decline indicates that our universal attendance initiatives are gaining results, a closer look at the data reveals a stark vulnerability in our primary grades. We continue to see the most severe attendance concerns concentrated in our earliest grades: First Grade at 18.2%, Kindergarten at 13.7%, and Second Grade at 12.7%. The critical lesson learned is that generic, school-wide attendance campaigns are not enough to move the needle where it matters most.

June Next Steps/Need

Moving forward, we must design a highly targeted K-2 intervention strategy that shifts from passive tracking to proactive, early-grade outreach--specifically focusing on educating families about the vital role consistent early attendance plays in long-term academic success and partnering with them to dismantle barriers to daily attendance.