

Clark County School District

Galloway, Fay ES

2026-2027 Status Checks with Notes

Accreditation Status

Accredited



District Approval Date: July 21, 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/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students who are scoring at or above the 61st percentile from MAP proficiency data in Math at 48% (Spring 2026) to 53% (Spring 2027), as measured by i-Ready Assessment.

Increase the percentage of students who are scoring at or above the 61st percentile from MAP proficiency data in Reading at 46% (Spring 2026) to 51% (Spring 2027), as measured by i-Ready Assessment.

Based on the i-Ready Fall 2026 assessment, 85% of students are below grade level in Math.

Based on the i-Ready Fall 2026 assessment, 85% of students are below grade level in Reading.

Strategic Plan Alignment

(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Inclusive Classrooms that Support Every Learner)

(Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: Focus Ed
i-Ready

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will consistently use Tier 1 instructional materials. The Instructional Team will monitor implementation by creating a monthly walk through schedule and providing feedback. Teachers will use common district developed resources during reading and mathematics instruction including learning progressions, learning intentions and success criteria. Teachers will implement small group differentiated instruction. The Instructional Team will monitor implementation by creating a monthly walk through schedule and providing feedback. Position Responsible: Admin Resources Needed: enVision Mathematics 2020 HMH Into Reading 95 Phonics iReady 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 Phonics Lesson Library/95 Comprehension Kits/95 RAP Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Core 95 Phonics Level 2: Moderate: HMH Reading Level 3: Promising: EnVision Mathematics 2020 Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned Based on iReady fall data, 43% of students are projected to be proficient in math if they achieve typical growth. Based on iReady fall data, 46% of students are projected to be proficient in reading if they achieve typical growth. Based on the i-Ready Fall 2026 assessment, 85% of students are below grade level in Math. Based on the i-Ready Fall 2026 assessment, 85% of students are below grade level in Reading. October Next Steps/Need Consider Crisis plans for Tier 3 behavior students and how it affects academic success of all other students. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Conduct intensive Tier 1 and 2 differentiated instruction to meet student needs and provide growth opportunities. Position Responsible: Admin Resources Needed: enVision Mathematics 2020 HMH Into Reading 95 Phonics Lesson Library iReady 95 Comprehension Kit 95 RAP Tier II mathematics instructional materials Professional learning Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Core 95 Phonics Level 2: Moderate: HMH Into Reading Level 3: Promising: EnVision Mathematics 2020 Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned Based on iReady fall data, 55% of students are one grade level below in math. Based on iReady fall data, 47% of students are one grade level below in reading. Based on the i-Ready Fall 2026 assessment, 85% of students are below grade level in Math. Based on the i-Ready Fall 2026 assessment, 85% of students are below grade level in Reading. October Next Steps/Need Continue strategies. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 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. (Academic Excellence: Valued Educators, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: PLC documents

Lesson plans

Walk through documentation

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Improve the quality and consistency of PLCs by implementing a schoolwide structure for PLCs. Position Responsible: Admin Resources Needed: PLC templates, guiding forms, data analysis tools PLC calendar Professional learning Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned As of 9/16/26, 83% of teams are documenting PLCs on forms As of 9/16/26, teachers are partially completing data analysis forms during PLCs. October Next Steps/Need Guided data analysis in PLC meetings to be more efficient. Modifications to the PLC recording documents for efficiency. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension with instruction incidents from 18 to 14 for students during the 2026-2027 school year, as measured by school-wide office discipline referrals.

Suspension with instruction: 18 (94.4% IEP, 100% Male, 16.7% Black/African American) (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected, Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Fall 2026 Data:

As of October 2026, there have been 4 suspensions with instruction resolutions.

Aligns with District Goal

Formative Measures: TFI 3.0

School wide behavior data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement a schoolwide Positive Behavior Intervention System (PBIS) and SEL curriculum. Position Responsible: Admin Resources Needed: Funding for Panther Den supplies Funding for Positive Panther celebrations 5-Star Students Professional learning for staff around restorative practices SEB Team TFI 3.0 Data Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Level 2: Moderate: Problem Statements/Critical Root Cause: Connectedness 2	Oct: In progress October Lessons Learned As of 9/14/26 there have been 2 in-house suspensions issued. October Next Steps/Need Continue strategies. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 2: By May 20, 2027, our school will reduce its chronic absenteeism rate by 10% from the 2025-2026 school year baseline of 17.3%, resulting in a target rate of 15.57%, as measured by attendance data in Infinite Campus. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Fall 2026 Data:

As of October 2026, the chronic absenteeism rate is 15.9%.

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
Improvement Strategy 1: Implement a Proactive, Data-Driven Multi-Tiered System of Support (MTSS) for Attendance Position Responsible: Admin Resources Needed: Student Success Advocate Funding for RAD rewards Funding for Proud to Be Present Panther Family Hangouts Evidence Level Level 1: Strong: MTSS Framework Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Chronic absenteeism is currently 14.7%. October Next Steps/Need Continue strategies. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need