

Act 2 - Status Check 1 Part of the Plan of Operation				
Directions: <ul style="list-style-type: none"> Rate the overall status of each improvement strategy: <ul style="list-style-type: none"> Strong - on track; At Risk - requires some refinement and/or support; or Needs Immediate Attention - requires immediate support Identify specific Lessons Learned (Now), Next Steps, and Needs 				
<p style="text-align: right;"><i>Note:</i> The status you enter will automatically update the accompanying cell on the Master Tracker tab.</p> <p style="text-align: center;">↓</p>				

School Name: Howard E. Heckethorn Elementary School

Inquiry Area 1 - Student Success

Decrease the percent of students scoring at or below the 40th percentile in Reading from 33% (Fall 2022) to 28% (Winter 2022) to 23% (Spring 2023) as measured by the 2022-2023 MAP Growth Assessment.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What challenges with implementation and gaps in performance are we noticing?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>
Provide teachers with opportunities, support, and professional development to implement effective PLC meetings, RTI practices, academic discourse engagement practices, rubric based constructed written responses based on text evidence, and systematic targeted intervention of deficit areas in teacher small groups and CTT intervention.	If teachers effectively collaborate through weekly PLC meetings that focus on creating Tier 1 instructional strategies and systematic targeted intervention of student deficit areas, then students will be able to appropriately utilize academic discourse, read closely and analytically to comprehend and respond to a range of increasingly complex texts which will support improvement of all students' reading comprehension and proficiency that will decrease the percentage of students scoring at or below the 40th percentile in ELA from 33% (Fall 2022) to 28% (Winter 2022) to 23% (Spring 2023) as measured by the 2022-2023 MAP Growth Assessment.	At Risk	The school had a positive outcome on our winter MAP benchmark. We decreased at risk students by 1% in Reading. Strategist and Certified Temporary Tutors (CTTs) will provide targeted instruction to students identified as "at-risk" during the grade-level intervention block four days each week. Teacher PLC- Grade level times have been established for common meeting times. A PLC room continues to be used and provides a common environment with technology/presentation resources to collaborate towards school and team goals. Improvement strategies have been impeded by teacher/staff absences due to personal illnesses and not being able consistently meet as a full PLC team. However, student goal setting and scoreboarding is a common practice throughout the school and Leadership class check-ins with student goal setting.	Administration and RBG3 coach will provide training and instructional modeling for effective Tier I intervention strategies. Staff will be trained on and building collective efficacy within the grade level. The use of Common Core Companion resource and PLC+ book and workbook to use during grade level PLC meetings to enhance the discussions about standards based expectations. Implement WIG Wednesdays as a common time for all classrooms to take 10-15 minutes to have accountability meetings with teacher and/or classmates using their leadership binders and monitoring their academic growth goal.	1) Calendar time for Administration/RBG3 coach and gr. level trainings, 2) Calendar time for WIG Wednesdays, 3) Admin attendance in all PLC/RTI scheduled meetings.

Inquiry Area 2 - Adult Learning Culture

100% of the teachers will actively participate and implement the PLC Action Planning Form and understand how to analyze grade level assessment data by May 2023, as measured by ongoing professional development and PLC observations.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide teachers with professional learning emphasizing effective team collaboration, understanding the 4 key big idea PLC questions, unwrapping standards, and aligning the Common Core Companion resource and PLC + workbook to the PLC process.	If teachers effectively create a cohesive team with the same end in mind, ask/answer the 4 key big idea PLC questions, effectively unwrap content standards, and target effective instructional strategies, then teachers will be able to consistently access grade level standards and their progressions to create productive instructional plans, create-utilize-analyze grade level assessment data to determine meaningful next steps to support students with varying needs, and increase student proficiency and growth in all content areas which will support the improvement of 100% of teachers being prepared for PLC meetings by May 2023 as measured by the PLC Action Planning Form.	At Risk	Consistent planning has occurred when grade level teams are available, targeting grade level standards. Staff participated in a school offered PD on effective PLC + and Tier I Instruction. Grade level times have been established for common PLC meeting times. A PLC room continues to be available that provides a common environment with technology/presentation resources to collaborate towards school and team goals. Because of staff illnesses, professional development opportunities have been limited due to contractual time constraints and staff coverage for vacant classrooms during the day. This has impeded the effectiveness of planned PLC meetings.	Due to the fact that full staffing has been out of our control, we will determine that PLC meetings will continue to be held no matter the absence ratio. Grade Level personnel available will be in attendance with the Administrative Team for scheduled PLC Meetings. Grade levels will utilize an accountability form to track targeted best practices and outcomes during the meeting. Administration will purchase the PLC + resources for all teachers. Administrative team will have a consistent presence in each PLC meeting. Teams will review Best Practice PLC videos and model PLC meeting structures, norms, and effective outcomes.	1) PLC + resources, 2) PLC accountability form, 3) Gather effective PLC video resources

Inquiry Area 3 - Connectedness

Create a school culture of leadership that communicates worth and potential to all students reducing the number of students who felt bullying is a problem from 43% to 22% by 2023 as measured by the CCSD Districtwide Student Survey.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide teachers with professional learning emphasizing the Core Paradigms of Leader In Me and how they connect with the schools mission statement and create opportunities for students and staff to collaborate through Student and Teacher Lighthouse Teams.	Students will feel a sense of worth and potential that they are valued and have a purpose for being at school.	At Risk	In Collaboration with the schools PTO, monthly recognition and special incentives have been established for students to use their B-Tickets for unique rewards parties/events. Teachers have established within their own classrooms leadership roles allowing students to have a purpose and personal responsibility for a successful classroom and personal growth. The establishment of a new Leadership specialist class has placed an additional focus on leadership behavior, social skills, and routinely using the 7 Habits of Highly Effective People on a day to day basis, (especially Thinking Win-Win, Seeking First to Understand Then Be Understood, and Synergize). Our Leader in Me process continued the establishment of a Student Lighthouse Team to promote student leadership and engagement throughout the school which has enhanced collaboration opportunities with our student body.	Ensure daily consistency for classroom teachers to implement and partake in classroom chats utilizing effective habits and the paradigms of Leader in Me. Establish a safe environment, where students have a voice to develop and review classroom norms and daily goal setting. Utilize our counselor to collaborate with staff and students during her classrooms lessons; creating a school wide focus on kindness. This will be implemented by continued use of the 4 B's recognition tickets, student and staff random acts of kindness, peaceful conflict resolutions, modeling how to be an upstander for others, and students recognizing the greatness in themselves and others. Establish a wide variety of student led and community involved events will commence again (Student/Teacher Lighthouse groups, Leadership Assemblies, etc...)	1) Continued support from school counselor and PTO volunteers, 2) Leader In Me website to help support teacher/student classroom lessons & meetings, 3) Leadership specialist teacher, 4) Establish teacher and student Lighthouse teams that will engage teacher and student leadership and voice opportunities.



Clark County School District

Heckethorn ES

2022-2023 School Performance Plan:

A Roadmap to Success

Howard E. Heckethorn Elementary 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: Mike Houle

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10-18-22



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/howard_e._heckethorn_elementary_school/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

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
Mike Houle	Principal(s) <i>(required)</i>
Traci McLaughlin	Other School Leader(s)/Administrator(s) <i>(required)</i>
Aleda Hinojos Mimi Shroads Catherine Peters Lynn Ecklor Ashley Diggs Amy Bogart Jennifer Kuewa Lisa Marjie Terri Johnson	Teacher(s) <i>(required)</i>
Diane Leavitt	Paraprofessional(s) <i>(required)</i>
Angela Gilchrist	Parent(s) <i>(required)</i>
Judith Pelto	Counselor <i>(required)</i>



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
Academic Lead Team Meeting	8-4-22	<ul style="list-style-type: none">• Continuing to place focus on student goal setting, scoreboards, and leadership binders.• Use of CTT's targeting students performing below the 41st percentile based on MAP Data.
Staff Meeting	9-5-22	<ul style="list-style-type: none">• Continuing to place focus on student goal setting, scoreboards, and leadership binders.• Low proficiency in both Reading & Math• Low growth in the area of Reading



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	MAP & SBAC Data	Panorama Survey	MAP Data, Grade level assessment data, Instructional Rounds
	Areas of Strength: The NSPF data shows we scored 18 of 20 points in Closing Opportunity Gaps for the 2021-2022 SBAC Assessment.		
	Areas for Growth: Increase ELA proficiency in the Academic Achievement indicator on the NSPF. Based on 2021-2022 ELA MAP data, decrease the percentage of students scoring in the 40th percentile and below from Fall to Spring.		
Problem Statement	Low academic proficiency in Reading. After reviewing data, attending PLC meetings, and classroom observations, there is a need for increased use of academic discourse through student engagement practices, effective RTI practices, and use of purposeful data analysis through the PLC process to inform instructional decisions and student academic skill needs.		
Critical Root Causes	Lack of consistent grade level PLC collaboration, systematic targeted intervention of deficit areas, and rigorous tier I instruction targeting specific NVACS standards.		

Part B

Student Success	
School Goal: Decrease the percent of students scoring at or below the 40th percentile in Reading from 33% (Fall 2022) to 28% (Winter 2022) to 23% (Spring 2023) as measured by the 2022-2023 MAP Growth Assessment.	Aligned to Nevada's STIP Goal: (Goal 3) All students experience continued academic growth.



Improvement Strategy: Provide teachers with opportunities, support, and professional development to implement effective PLC meetings, RTI practices, academic discourse engagement practices, rubric based constructed written responses based on text evidence, and systematic targeted intervention of deficit areas in teacher small groups and CTT intervention.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Accelerated Reader Level 3, Freckle Level 3, Smarty Ants Level 4, Rewards Voyager Level 4, Read Well Level 3, Voyager Passport Level 1, Read Naturally Level 1, Leader In Me Level 4, AIMSweb Level 2*

Intended Outcomes: If teachers effectively collaborate through weekly PLC meetings that focus on creating Tier 1 instructional strategies and systematic targeted intervention of student deficit areas, then students will be able to appropriately utilize academic discourse, read closely and analytically to comprehend and respond to a range of increasingly complex texts which will support improvement of all students reading comprehension and proficiency that will decrease the percentage of students scoring at or below the 40th percentile in ELA from 33% (Fall 2022) to 28% (Winter 2022) to 23% (Spring 2023) as measured by the 2022-2023 MAP Growth Assessment.

Action Steps:

- Strategist and Certified Temporary Tutors (CTTs) will provide targeted instruction to students identified as “at-risk” during the grade-level intervention block four days each week from October to May - Monitored by RBG3 Strategist
- The RBG3 and CTTs will collaborate during weekly PLCs using the common classroom assessment data progress monitoring data to design instruction targeted to students’ needs - Monitored by RBG3 and Administration
- LIM action teams will plan, and schedule celebrations for students who demonstrate positive behavior and ELA academic growth. Jan & May - Monitored by Lighthouse Team
- Weekly PLC Meetings - Monitored by RBG3 and Administration
- CTT Interventions - 4 days per week - Monitored by Gr. Level Teachers and RBG3
- SLG Process - Monthly - Monitored by Administration
- Administration and RBG3 Coaching Supports - As needed - Administration
- Data Analysis with grade level and admin team - Monthly - Monitored by Gr. Level Teacher and Administration
- Professional Learning (Freckle, RTI Structures & Interventions, PLC, comprehension and high impact engagement strategies, Leader In Me goal setting) - Aug / Sept / Nov / Dec / Jan / Feb / Apr - Lighthouse Coordinator, Teacher Leads, RGB3, Administration
- Targeted RTI decision making and systematic targeted intervention of deficit areas to close academic growth gaps with all students - Weekly - Teachers, RBG3, Administration
- Students monitor their own learning through goal setting (WIGS), scoreboards, and leadership binders - Teachers, LIM Lighthouse Team, Humanities Leadership Teacher

Resources Needed:

- RBG3 Coach
- Scheduled Meetings
- Teacher SLG Goal Forms



- Professional Texts (Common Core Companion, Leader In Me website)
- Student Leadership Binders
- MAP Data Wall K-5
- Schoolwide Scoreboards
- Instructional Materials (Accelerated Reader, Freckle, Smarty Ants, Rewards Voyager, Read Well, Voyager Passport, Read Naturally, Leader In Me, AIMSweb, ESGI)
- Student Celebrations (Prizes, Certificates)

Challenges to Tackle:

- Common meeting blocks of time for RTI and PLC
- Lack of coherent long range plan per grade level
- Staff Attendance that impedes common planning times
- Lack of a strong evidenced-based Tier I reading curriculum

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

English Learners: Providing Paper Tutoring, take home literacy/books, Freckle, Smarty Ants, targeted small group instruction, CTT interventions, ELL Tutoring, targeted supports for WIDA assessment, and language supports (sentence stems and discourse) that specifically target academic language within the classroom.

Foster/Homeless: Take home literacy/books, Paper Tutoring, Small group counseling sessions, Hazel Health Sessions, Three Square, clothing donations, food donations, Freckle, Smarty Ants, targeted small group instruction, CTT interventions, and language supports(sentence stems and discourse) that specifically target academic language within the classroom.

Free and Reduced Lunch: Paper Tutoring, Hazel Health Sessions, Small group counseling sessions, Three Square, clothing donations, food donations, Freckle, Smarty Ants, targeted small group instruction, CTT interventions, and language supports(sentence stems and discourse) that specifically target academic language within the classroom.

Migrant: N/A

Racial/Ethnic Minorities: Providing targeted small group instruction, CTT interventions as needed, meaningful and rigorous tier I instruction, Freckle, Smarty Ants, and language supports (sentence stems and discourse) that specifically target academic language within the classroom.

Students with IEPs: Providing targeted small group instruction, CTT interventions, meaningful and rigorous tier I instruction, Self-Contained inclusion as appropriate, Freckle, Smarty Ants, and language supports (sentence stems and discourse) that specifically target academic language within the classroom.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Observation Data, Staff Survey</i>	District Wide Survey Results	District Wide Survey Results, Teacher Survey Results, Observation Data, LIM Lighthouse Team/Action Teams
	Areas of Strength: Grade levels and departments have cohesively created PLC norms and mission statements that all have agreed to follow and work towards. A PLC room has been created for a common place to meet with materials and equipment available to have productive PLC meetings and discussions. A PLC Action Planning Form has been created to ensure targeted question strategies that work towards effective instructional strategy and common assessment development.		
	Areas for Growth: Working through the daily schedule of school and establishing common meeting times for all grade levels and departments.		
Problem Statement	Teachers inconsistently access grade level standards and their progressions. They also need support in using grade level assessment data to determine meaningful next steps to support students with varying needs.		
Critical Root Causes	Lack of professional development opportunities and consistent systematic structures to create a cohesive team with the same end in mind, ask/answer the 4 key big idea PLC questions, effectively and collaboratively unwrap content standards, and target effective instructional strategies.		

Part B

Adult Learning Culture	
School Goal: 100% of the teachers will actively participate and implement the PLC Action Planning Form and understand how to analyze grade level assessment data by May 2023, as measured by ongoing professional development and PLC observations.	STIP Connection: (Goal 2) All students have access to effective educators



Improvement Strategy: Provide teachers with professional learning emphasizing effective team collaboration, understanding the 4 key big idea PLC questions, unwrapping standards, and aligning the Common Core Companion resource to the PLC process.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *PLC EBI Level 2*

Intended Outcomes: If teachers effectively create a cohesive team with the same end in mind, ask/answer the 4 key big idea PLC questions, effectively unwrap content standards, and target effective instructional strategies, then teachers will be able to consistently access grade level standards and their progressions to create productive instructional plans, create-utilize-analyze grade level assessment data to determine meaningful next steps to support students with varying needs, and increase student proficiency and growth in all content areas which will support the improvement of *100% of teachers being prepared for PLC meetings by May 2023 as measured by the PLC Action Planning Form.*

Action Steps:

- Teacher professional development - Monitored by RBG3 Strategist & Administration
- Teacher professional development using the Common Core Companion resource - Monitored by RBG3 Strategist & Administration
- PLC Action Planning Form - Monitored by Gr. Level Lead, RBG3 Strategist, and Administration

Resources Needed:

- The Common Core Companion
- Staff Development Days
- PLC Action Planning Form
- PLC Room

Challenges to Tackle:

- Lack of professional development due to blocks of time available
- Teachers missing their allocated PLC time because of prep buy outs during the day from no substitute teachers available to cover teacher absences.

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

English Learners: Professional learning opportunities will help our teachers to provide quality differentiated instruction to meet the needs of all of our students.

Foster/Homeless: Professional learning opportunities will help our teachers to provide quality differentiated instruction to meet the needs of all of our students.

Free and Reduced Lunch: Professional learning opportunities will help our teachers to provide quality differentiated instruction to meet the



needs of all of our students.

Migrant: N/A

Racial/Ethnic Minorities: Professional learning opportunities will help our teachers to provide quality differentiated instruction to meet the needs of all of our students.

Students with IEPs: Professional learning opportunities will help our teachers to provide quality differentiated instruction to meet the needs of all of our students.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	CCSD Districtwide Survey	CCSD Districtwide Survey	CCSD Districtwide Survey
	Areas of Strength: Hiring a Humanities Specialist that targets the teaching of leadership, 7 Habits of Highly Effective People, the schools mission and paradigm beliefs, and academic goal setting.		
	Areas for Growth: Re-establishing our teacher and student Lighthouse Teams in order to establish shared leadership roles throughout the school.		
Problem Statement	Some students have not been made to feel a valued part of the Heckethorn ES community with students or staff. An increase in bullying type behaviors have been observed throughout K-5 grades. Student survey indicated the following; "Students in this school are teased about their clothing or physical appearance and that bullying is a problem"		
Critical Root Causes	Inconsistent modeling and teaching of Leader In Me philosophies and paradigms that align to the school and classroom mission statements and the 7 Habits of Highly effective people.		



Part B

Connectedness	
<p>School Goal: Create a school culture of leadership that communicates worth and potential to all students reducing the number of students who felt bullying is a problem from 22% to 10% by 2022 as measured by the CCSD Districtwide Student Survey.</p>	<p>STIP Connection: <i>(Goal 6) All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i></p>
<p>Improvement Strategy: Provide teachers with professional learning emphasizing the Core Paradigms of Leader In Me and how they connect with the schools mission statement and create opportunities for students and staff to collaborate through Student and Teacher Lighthouse Teams.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Leader In Me Level 4</i></p>	
<p>Intended Outcomes: Students will feel a sense of worth and potential that they are valued and have a purpose for being at school.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Staff will attend Leader In Me and training boosters to develop strategies that incorporate inclusive climate and culture behaviors including: 7 Habits of Highly Effective People, "4 B's" behavior expectations (Be Responsible, Be Respectful, Be Safe, Be Kind) ● Development of Staff Lighthouse Team and Student Lighthouse Team ● Leadership coaching days through Leader In Me regional coaching ● Monthly "B-Ticket" incentive activities/rewards 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Training materials from Leader In Me & PBIS ● Lighthouse Team Coordinators ● Student Leadership Binders, Lighthouse Action Team Binders ● "B-Tickets" 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Coming off of COVID-19 school closures and a large rezoning of our school's attendance boundaries within the last 2 years, re-educating and re-establishing our Leader In Me culture with almost half of our school community of parents, students, and teachers who are new to our school and our Leader In Me beliefs and paradigms. 	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	



English Learners: Students will feel they are in a safe and effective learning environment.

Foster/Homeless: Students will feel they are in a safe and effective learning environment.

Free and Reduced Lunch: Students will feel they are in a safe and effective learning environment.

Migrant: N/A

Racial/Ethnic Minorities: Students will feel they are in a safe and effective learning environment.

Students with IEPs: Students will feel they are in a safe and effective learning environment.



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)
<i>Strategic Budget</i>	\$4,708,803.00	<i>CSR Teachers, Additional General Ed. & SPED Teachers, Support Staff, Four CTT's, Leader In Me (resources and trainings), AIMSweb Plus</i>	1, 2, 3
<i>Title III</i>	\$1,500.00	Tutoring	1