



Clark County School District

Heckethorn ES

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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Phone: (702) 799-6690

School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 11-16-23



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/2023/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>
AP... Currently Vacant Position RBG3 Strategist... Currently Vacant Position	Other School Leader(s)/Administrator(s) <i>(required)</i>
Mimi Shroads Catherine Peters Lynn Ecklor Ashley Diggs Amy Bogart Jennifer Kuewa Lisa Marjie	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	10-16-23	<ul style="list-style-type: none">● Shared and discussed data related to previous years goals & the success/struggles of the strategies used.● Updated data to reflect status of goals● Continuing to place focus on the school-wide walk to learn model, use of CTT's, and student goal setting-scoreboards-leadership binders.
SOT Meeting	11-30-23	<ul style="list-style-type: none">● Shared current goals set; discussed action steps to be used within plan● Continuing with the same goals; updated strategies to better meet our goals.



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: Increase the percent of students scoring above the 41st percentile in reading from 68% (Fall 2023) to 70% (Winter 2023) to 72% (Spring 2024) as measured by MAP® Growth™ Assessments.	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, 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 increase the percentage of students scoring above the 41st percentile in ELA as measured by the 2023-2024 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, PLC Teacher Clarity, Leader In Me website)
- Student Leadership Binders
- MAP Data Wall K-5
- Schoolwide Scoreboards
- Instructional Materials (Accelerated Reader, Exact Path, Smarty Ants, Rewards Voyager, Read Well, Voyager Passport, Read Naturally, Leader In Me, AIMSweb, ESGI)
- Student Celebrations (Prizes, Certificates)

Challenges to Tackle:

- Create common meeting blocks of time for RTI and PLC meetings
- Provide teachers with CCSD ELA pacing guides per grade level
- Teachers will utilize the new CCSD Tier I curriculum resources (HMH, 95 Core, Exact Path, Fast Bridge)

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 2024, 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 & The Teacher Clarity Playbook resources - Monitored by RBG3 Strategist & Administration
- PLC Action Planning Form - Monitored by Gr. Level Lead, RBG3 Strategist, and Administration

Resources Needed:

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

Challenges to Tackle:

- Common blocks of prep time will be created to provide consistent PD and PLC meetings for all grade levels

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

English Learners:

- Title III funding will provide opportunities for after-hour tutoring
- The RBG3 strategist will provide literacy PD to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development
- PD is provided to teachers of LEP designated students that target WIDA domains and SIOP strategies for language acquisition.

Foster/Homeless:



- The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
- The Title I HOPE Advocate (counselor) will coordinate ongoing services and support and monitor students’ attendance, academic, and social/emotional progress.
- Through our Leader in Me paradigms, leadership roles are provided to help support the success of effective SEL strategies

Free and Reduced Lunch:

- Strategic Budget funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration
- Licensed staff will provide opportunities for after-hour tutoring

Migrant: N/A

Racial/Ethnic Minorities:

- The Title I HOPE Advocate (counselor) will coordinate ongoing services and support and monitor students’ attendance, academic, and social/emotional progress
- Through our Leader in Me paradigms, leadership roles are provided to help support the success of effective SEL strategies

Students with IEPs:

- Special Education teachers will participate in grade-level RTI & Professional Learning Community (PLC) meetings to analyze data, determine students’ needs, and plan effective instruction and support
- A school-wide “Walk to Learn” model will be implemented to utilize co-teaching and push-in strategies to ensure students receive appropriate accommodations and modifications.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data	CCSD Districtwide Survey	CCSD Districtwide Survey	CCSD Districtwide Survey



Reviewed	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 37% to 27% by 2023 as measured by the CCSD District Wide 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 	

**Resources Needed:**

- Training materials from Leader In Me & MTSS
- Lighthouse Team Coordinators
- Student Leadership Binders, Lighthouse Action Team Binders
- "B-Tickets"

Challenges to Tackle:

- Continue to establish and reinforce our Leader In Me culture paradigms with our school community of parents, students, and teachers who are new and returning to our school.
- Continue collaborating with our school PTO in creating monthly student incentive awards and activities for students showing leadership and school expected behaviors targeting the 7 habits and 4-B's of behavior

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

- Title III funding will provide opportunities for after-hour tutoring
- The RBG3 strategist will provide literacy PD to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development
- PD is provided to teachers of LEP designated students that target WIDA domains and SIOP strategies for language acquisition.

Foster/Homeless:

- The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
- The Title I HOPE Advocate (counselor) will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.
- Through our Leader in Me paradigms, leadership roles are provided to help support the success of effective SEL strategies

Free and Reduced Lunch:

- Strategic Budget funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration
- Licensed staff will provide opportunities for after-hour tutoring

Migrant: N/A

Racial/Ethnic Minorities:

- The Title I HOPE Advocate (counselor) will coordinate ongoing services and support and monitor students' attendance, academic, and



social/emotional progress

- Through our Leader in Me paradigms, leadership roles are provided to help support the success of effective SEL strategies

Students with IEPs:

- Special Education teachers will participate in grade-level RTI & Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support
- A school-wide "Walk to Learn" model will be implemented to utilize co-teaching and push-in strategies to ensure students receive appropriate accommodations and modifications.
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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>	\$4,733,761.00	<i>CSR Teachers, Additional General Ed. & SPED Teachers, Support Staff, Three CTT's, Leader In Me (resources and trainings), Extra-Duty Pay K-5 teachers for weekly PLC planning</i>	1, 2, 3
<i>Title III</i>	\$1,500.00	Tutoring	1