Clark County School District

Heckethorn ES

2021-2022 School Performance Plan:
A Roadmap to Success

Howard E. Heckethorn ES has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Mike Houle for more information.

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School Designations: ❏ Title I   ❏ CSI   ❏ TSI   ❏ TSI/ATSI

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see Every Student Succeeds Act (ESSA), and for detailed information about the School and District rating system, see the School Rating Overview.

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	802	.12%	3.49%	35.4%	11.72%	37.78%	1.62%	9.85%	13.22%	2.4%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
		Math			ELA			Science	ELPA	
Academic Year	School/ District	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	58.92	47	45.89%	69.75%	54	63.29%	26.4%	31.2%	60%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	65.7%	50.5	54.9%	67.7%	48	69%	36.9%	11.1%	N < 10 *
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	35.4%	51	26.5%	54.5%	55.5	58.5%	20.5%	N/A	N/A
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov
**Source: NDE Data File

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	422	410	416
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

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)** *(required)*
Traci McLaughlin	**Other School Leader(s)/Administrator(s)** *(required)*
Aleda Hinojos Mimi Shroads Catherine Peters Lynn Eecklor Kiran Fink Amy Bogart April Holloway Lisa Marjie Adina Elison	**Teacher(s)** *(required)*
Diane Leavitt	**Paraprofessional(s)** *(required)*
Kiran Fink Amy Bogart	**Parent(s)** *(required)*
Judith Pelto	**Counselor** *(required)*

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Academic Lead Team Meeting	Aug. 30, 2021	12	*Continuing to place focus on student goal setting, scoreboards, and leadership binders. *Lack of growth in the area of Math
Staff Meeting	Sept. 29, 2021	42	*Continuing to place focus on student goal setting, scoreboards, and leadership binders. *Lack of growth in the area of Math
Add rows as needed			

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*
Problem Statement	Low academic growth in Math. 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 achievement data to inform instructional decisions and student academic skill needs.		
Critical Root Causes	Lack of consistent grade level PLC collaboration 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 Math from 41% (Fall 2021) to 36% (Winter 2021) to 31% (Spring 2022) by 2022 as measured by the 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, and academic discourse engagement practices. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: enVisions 2020 EBI Level 3, Imagine Learning EBI Level 3*	
Intended Outcomes: All teachers will be able to effectively collaborate through PLC meetings creating effective tier 1 instructional strategies	

using academic discourse. Utilize targeted RTI decision making to close academic growth gaps with identified students. Students monitor their own learning through goal setting (WIGS), scoreboards, and leadership binders.

Action Steps:
- *PLC Meetings*
- *Coaching Supports*
- *Instructional Rounds*
- *Professional Learning (enVisions 2020, RTI Structures & Interventions, discourse engagement structures, Leader In Me 4XD Goal Setting)*
- *RTI Meetings*

Resources Needed:
- *RBG3 Coach*
- *Scheduled Meetings*
- *Professional Texts*
- *Student Leadership Binders*
- *Instructional Walk Forms*
- *Instructional Materials (enVisions 2020)*

Challenges to Tackle:
- *Meeting blocks of times for RTI and PLC*
- *Professional resistance to PLC collaboration and data analysis*
- *Large class sizes*

Improvement Strategy: *N/A*

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

Intended Outcomes: *Insert after Event 4*

Action Steps:
- *Insert during Event 5*

Resources Needed:
- *Insert during Event 5*

Challenges to Tackle:
- *Insert during Event 5*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Providing Imagine Learning, targeted small group instruction and language supports within the classroom
Foster/Homeless: Small group counseling sessions, Three Square, clothing donations, food donations
Free and Reduced Lunch: Small group counseling sessions, Three Square, clothing donations, food donations
Migrant: N/A
Racial/Ethnic Minorities: Providing Imagine Learning (Math), target small group instruction, meaningful and rigorous tier I instruction
Students with IEPs: Providing Imagine Learning (Math), target small group instruction, meaningful and rigorous tier I instruction

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	Instructional Rounds Data, Observation Data, Staff Survey	District Wide Survey Results	District Wide Survey Results, Teacher Survey Results, Instructional Rounds, Data
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 to unwrap standards and analyze student data.		

Part B

Adult Learning Culture

School Goal: *100% of teachers will be prepared for PLC meetings by May 2022 as measured by the PLC outline/agenda. Teachers will be able to access the material prior to the PLC meetings.* *100% of the teachers will understand how to analyze grade level assessment data by May 2022 as measured by staff development and PLC observations. Teachers will engage in professional learning utilizing the materials provided (Common Core Companion).*	**STIP Connection:** *(Goal 2) All students have access to effective educators*

Improvement Strategy: Provide teachers with professional learning emphasizing unwrapping the standards and being prepared for school-wide meetings and PLC meetings.

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

Intended Outcomes: Teachers will be prepared for meetings and be familiar with grade level standards and their progressions.

Action Steps:
- Teacher professional development via CCSD ELMS
- Teacher professional development on campus using Common Core Companion
- PLC outline development
- PLC agendas (outline for PLC)

Resources Needed:
- The Common Core Companion
- ELMS Registration Codes
- Staff Development Days

Challenges to Tackle:
- Lack of professional development due to blocks of time available

Improvement Strategy: N/A

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

Intended Outcomes: *Insert during Event 5*

Action Steps:

● *Insert during Event 5*
Resources Needed: ● *Insert during Event 5*
Challenges to Tackle: ● *Insert during Event 5*
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*
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 that align to the school mission statement and the 7 Habits of Highly effective people.*		

Part B

Connectedness	
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 Survey.	**STIP Connection:** *(Goal 6) All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.*
Improvement Strategy: Create opportunities for students and staff to collaborate through Student and Teacher Lighthouse Teams. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Leader In Me Level 4*	
Intended Outcomes: *Students will feel a sense of worth and potential that they are valued and have a purpose for being at school.*	
Action Steps: *Staff will attend Leader In Me and PBIS trainings 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 & PBIS*
- *Lighthouse Team Coordinators*
- *Student Leadership Binders, Lighthouse Action Team Binders*
- *"B-Tickets"*

Challenges to Tackle:
- *COVID-19 guidelines on social distancing not allowing for groups of teachers and students to meet and collaborate*
- *Duty schedule changes due to COVID-19 guidelines removing large blocks of morning time to meet and collaborate*

Improvement Strategy: *N/A*

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

Intended Outcomes: *Insert after Event 4*

Action Steps:
- *Insert during Event 5*

Resources Needed:
- *Insert during Event 5*

Challenges to Tackle:
- *Insert during Event 5*

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

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)
Strategic Budget	*$275,649.00*	*(3) CTT's, Leader In Me (resources and trainings), Imagine Learning Math, Reading, & Literacy*	*1, 2, 3*
Title III	$1,500.00	Literacy Intervention Resources	1

Directions:

As a team, for each goal:
Step 1: Review the *Findings/Visualizations* slides within the *Events 6-8* slide deck. These will need to be updated prior to each event.
Step 2: Reflect on the *Now, Next, Need* questions noted in the slide deck.
Step 3: Fill in the appropriate cells for *Event 8*.
- Rate the overall status of the improvement strategy using one of the following: 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

Note: The rating you enter for Step 3 will automatically update the accompanying cell on the Master Tracker (tab 1).

School Goal

Decrease the percent of students scoring at or below the 40th percentile in Math from 41% (Fall 2021) to 36% (Winter 2021) to 31% (Spring 2022) by 2022 as measured by the MAP Growth Assessment.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Provide teachers with opportunities, support, and professional development to implement effective PLC meetings, RTI practices, and academic discourse engagement practices.	All teachers will be able to effectively collaborate through PLC meetings creating effective tier 1 instructional strategies using academic discourse. Utilize targeted RTI decision making to close academic growth gaps with identified students. Students monitor their own learning through goal setting (WIGS), scoreboards, and leadership binders.	At Risk	**The school had a positive outcome on our Spring MAP benchmark. We decreased at risk students in Math by 2% from the winter benchmark. Overall, we decreased at risk students in Math by 5%, from 41% to 36%. Teacher PLC- Grade level times were established for common meeting times. A PLC room was established that provided a common environment with technology/presentation resources to collaborate towards school and team goals. Improvement strategies continued to be impeded by teacher/staff absences with no substitutes to cover classes. This forced teachers to miss their scheduled PLC times and cover classes with no substitute. Administrative team continued supervision of required COVID guidelines for staff and student body and experienced a higher than normal surge of behavior and bully reports. This impeded the effectivenss of planned PLC/RTI meetings. However, student goal setting and scoreboarding continued throughout the school. The newly established Leadership class was filled with a long term substitute who made best efforts teaching leadership skills to students, but lacked in follow up with goal setting leadership binders with students.**	**Moving into the new school year, the hope that our teacher/student attendance rate will improve and allow opportunuties for more consistent and fully staffed PLC/RTI meetings. RBG3 coach will provide training and instructional modeling for effective intervention strategies. Our new Common Core Companion resource will be used during grade level PLC meetings to enhance the discussions about standards based expectations. Continue utilizing Imagine Math for K-5 students, tracking "Lessons Passed", and scoreboarding progress on a schoolwide level. A licensed teacher has been hired for our Leadership classroom that has extensive experience in academic student goal setting. This will enhance the implementation of WIG Wednesday's 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) Gen fund monies for any additional PLC resources, 2) Calendar time for RBG3 coach and gr. level trainings, 3) Calendar time for WIG Wednesdays, 4) Admin attendance in all PLC/RTI scheduled meetings.**

School Goal

100% of teachers will be prepared for PLC meetings by May 2022 as measured by the PLC outline/agenda. Teachers will be able to access the material prior to the PLC meetings.

100% of the teachers will understand how to analyze grade level assessment data by May 2022 as measured by staff development and PLC observations. Teachers will engage in professional learning utilizing the materials provided (Common Core Companion).

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs
Provide teachers with professional learning emphasizing unwrapping the standards and being prepared for school-wide meetings and PLC meetings.	Teachers will be prepared for meetings and be familiar with grade level standards and their progressions.	At Risk	Consistent planning has occured when grade level teams are available, targeting grade level standards. Staff participated in a district offered PD on effective writing instruction and standards. Grade level times have been established for common PLC meeting times. A PLC room has been established that provides a common environment with technology/presentation resources to collaborate towards school and team goals. Because of continued COVID restrictions, professional developement opportunities have been limited due to contractual time constraints and staff coverage for vacant classrooms during the day. Improvement strategies have been impeded by teacher/staff absences due to skeletal staffing in the building. This impeded the effectivenss of planned PLC meetings.	Moving into the new school year, we are fully staffed except for two classroom positions. Scheduled PLC Meetings will continue to be planned and attended by all that are present. Grade levels will utilize an accountability form to track targeted best practices and outcomes during the meeting. Administration will purchase additional Common Core Companion resources for all new 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) Additional Common Core Companion resources, 2) PLC accountability forms, 3) Gather effective PLC video resources

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 Survey.

Improvement Strategies	Intended Outcomes	Event 8: Status Check 3	Lessons Learned (Now)	Next Steps	Needs

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	**The school had a concerning outcome on our District Wide Student Survey for the 2021-2022 school year. We increased in the percent of students that felt bullying is a problem at our school from 22% in 2020 to 43% in 2022. After our school attendance zone was rezoned for a large community development, our school increased in enrollment by 200 students and we received approximately 223 brand new families to our school. We also were coming back to school from a COVID-19 closure/distance learning of 1.5 years. This criticaly impacted the established Leader In Me culture of our school. On the positive side, students competed in a school and national Imagine Math common goal competition earning individual and classroom recognition. In collaboration with the schools PTO, we successfully had monthly recognition and special incentives for students to use their B-Tickets for unique rewards parties/events. Teachers established, within their own classrooms, leadership roles allowing students to have a purpose and personal responsibility for a successful classroom and personal growth. The new Leadership specialist class placed an additional focus on leadership behavior, social skills, and routinely using the 7 Habbits of Highly Effective People on a day to day basis, (especially Thinking Win-Win, Seeking First to Understand Then Be Understood, and Synergize). Because of continued COVID restriction guidelines, our Leader in Me process of utilizing a Student Light House Team to promote student leadership and engangement throughout the school limited collaboration opportunities.**	**Moving into the next school year, we will continue to ensure daily consistency for classroom teachers to implement and partake in a classroom chat 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 schoolwide 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. We will continue to organize a wide variety of student led and community involved events (Student/Teacher Light House groups, Elementary National Honor Society, Leadership Assemblies, etc...)**	**1) COVID social distancing guidelines lifted, 2) Continued support from school counselor, Leadership teacher, and PTO volunteers, 3) Leader In Me website to help support teacher/student classroom lessons & meetings, 4) Leader In Me Coach, 5) Allowing parents to attend on-campus school events to better see, feel, and hear the culture of our school.**