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.

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School Designations: ☐ **Title I** ☐ **MRI** ☐ **CSI** ☐ **TSI** ☐ **ATSI**

Our SPP was last updated on 9-27-24

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/2024/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)** *(required)*
Christine Self - AP Azucena Parra - AP Kathleen Coronado - RBG3 Strategist	**Other School Leader(s)/Administrator(s)** *(required)*
Jodi Maren Lynn Eecklor Ashley Diggs Amy Dorbeck Jennifer Kuewa Lisa Marjie	**Teacher(s)** *(required)*
Diane Leavitt	**Paraprofessional(s)** *(required)*
Angela Gilchrist	**Parent(s)** *(required)*
Judith Pelto	**Counselor** *(required)*

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
SOT Meeting	5-15-23	- Shared results of goals; discussed revisions to be made and next steps with plan - Continuing with the same goals; updated strategies to better meet our goals
Academic Lead Team Meeting	6-4-24	- Shared and discussed data related to previous years goals & the success of the strategies used - Updated data to reflect status of goals - Continuing to place focus on student goal setting, scoreboards, our MTSS/Behavior procedures, and leadership binders
SOT Meeting	8-29-24	Shared goals; discussed revision to goal 3 targeting student behavior expectations schoolwide

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: Based on 2023-2024 Spring Math Map data, 72% of K-5 teachers performed in the High Growth-High Achievement Quadrant.		
	Areas for Growth: Based on 2023-2024 Math MAP data, increase in percentage of K-5 students scoring above the 41st percentile from Fall to Spring 67% to 76% (9% growth).		
Problem Statement	Low academic proficiency in SBAC Reading. After reviewing data, attending PLC meetings, and classroom observations, there is a need for increased implementation of small group instruction and use of purposeful student data analysis through the PLC process to inform instructional decisions and student academic skill needs.		
Critical Root Causes	Lack of targeted student data analysis during grade level PLC collaboration, lack of consistent use of new ELA curriculum, and lack of understanding all components of the Teaching and Learning Cycle for ELA Tier I Instruction.		

Part B

Student Success	
School Goal: Increase the percent of students scoring above the 41st percentile in reading from 71% (Fall 2024) to 73% (Winter 2024) to 75% (Spring 2026) 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, small guided reading group practices, rubric based constructed written responses based on text evidence, and systematic targeted intervention of deficit areas within teacher small group instruction, enrichment blocks, and CTT intervention.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Accelerated Reader Level 3, Rewards Voyager Level 4, Voyager Passport Level 1, Leader In Me Level 4, FastBridge Level 4, 95 Core Level 1, HMH Level 2*

Intended Outcomes: If teachers effectively collaborate through weekly PLC meetings that focus on all components of the Teaching and Learning Cycle for ELA Tier I 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 2024-2025 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
- RBG3 coach will provide training and instructional modeling for small group instruction
- 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 (Tier I Teaching and Learning Cycle, 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

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, Voyager Passport, RLeader In Me, FastBridge, ESGI)
- Student/Class Celebrations (Prizes, Certificates)

Challenges to Tackle:
- Create common meeting blocks of time for RTI and PLC meetings: Administration will calendar one common day per week for PLC meetings and one common RTI meeting day every six weeks
- Teachers utilizing the new Curriculum Hub online pathway: Administration and RBG3 Strategist will monitor PLC meetings expecting the use of Curr. Hub for planning and lesson design
- Teachers will continue to utilize the new CCSD Tier I curriculum resources (HMH, 95 Core, Exact Path, FastBridge): Administration will provide Tier I walks, conduct classroom observations, monitor PLC meetings, and lesson plan reviews

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, 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, Small group counseling sessions, Hazel Health Sessions, Three Square, clothing donations, food donations, 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: Hazel Health Sessions, Small group counseling sessions, Three Square, clothing donations, food donations, 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, 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, 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	*Observation Data, Staff Survey*	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 2025, as measured by ongoing	**STIP Connection:** (Goal 2) All students have access to effective educators

professional development and PLC observations.

Improvement Strategy: Provide teachers with professional learning emphasizing effective team collaboration, understanding the 4 key big idea PLC questions, learning the Teaching and Learning Cycle, specifically… Assess-Analyze-Respond, , 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, backward plan creating targeted assessments, better understand how to analyze students data, respond effectively with targeted,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 2025 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
- Teaching and Learning Cycle Resources
- 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:
- EL Weighted Funding 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 Reviewed	CCSD Districtwide Survey	CCSD Districtwide Survey	CCSD Districtwide Survey
	Areas of Strength: High teacher retention within the school year to year, 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, Building positive teacher and student relationships, and continuing to strengthen a sense of school community.		
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 aggressive type behaviors have been observed throughout K-5 grades. Behavior data indicated a 51% increase in major behavior events from the 22-23 school year.		
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. Inconsistent understanding of effective behavior interventions and restorative practices.		

Part B

Connectedness	
School Goal: Create a school culture of leadership that communicates worth and potential to all students, reducing the number of major behavior incidents reported in Infinite Campus from 340 to 300 by May, 2025.	**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: 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.

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 and have a positive impact on the school community.

Action Steps:
- 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, 4DX Model of Goal Setting, and the Leader In Framework Paradigms
- Restructuring of Staff Lighthouse Team and Student Lighthouse Team
- Leadership coaching days through Leader In Me regional coaching
- Restructure of student school wide incentive plan "Blazer Bucks"
- Implementation of school wide morning Leader In Me SEL block with focus on restorative practices and student/teacher relationships
- Monthly Student Leadership Assemblies
- Staff PD on defining what "Aggressive Behavior" is
- Provide teacher supports through bi-monthly "Behavior PLC's"
- Implement Counselor classes targeting student self regulation strategies

Resources Needed:
- Training materials from Leader In Me
- Lighthouse Team Coordinators
- Student Leadership Binders & Lighthouse Action Team Binders
- "Blazer Bucks"
- SEL schedules and guidelines
- I.C. Behavior Reporting Guides
- School Wide Scoreboard

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
- Aligning staff understanding of appropriate behavioral strategies and data tracking to implement with targeted students

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

English Learners:
- EL Weighted Funding 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.
- Weighted funding will be used to purchase student licenses for online Lexia programming to provide additional opportunities 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
- Utilize RBG3 Specialist to provide opportunities for tiered interventions and acceleration for students.

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.
- Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

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	$5,876,957.00	*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*	*1, 2, 3*
EL Weighted Funding	$1,500.00	Tutoring	1