Clark County School District

Mabel Hoggard Magnet ES

School Performance Plan: A Roadmap to Success

Mabel Hoggard Magnet ES 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: Stacey Scott-Cherry [Hoggard ES]
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School Designations: ☐ Title I   ☐ MRI   ☐ CSI   ☐ TSI   ☐ ATSI

Our SPP was last updated on 6/23/2023

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/mabel_hoggard_mathematics_and_science_magnet_elementary_school/2023/nspf/.

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
Stacey Scott-Cherry	**Principal(s)** *(required)*
Debra Huckins	**Other School Leader(s)/Administrator(s)** *(required)*
Patrick Gutowski Tracy Czech Christopher Ho Melanie Kriz Candace Kruse-Makowski Jennifer Maher Michelle Taylor Jill Sullivan Brittany Granil Genevieve Bray	**Teacher(s)** *(required)*
Kari Burns	**Paraprofessional(s)** *(required)*
Karen Cranston Kenia Tiznado Jamie Schwantes	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*

	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add rows as needed	

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 Meetings	August 31, 2023 September 14, 2023 October 19, 2023 October 26, 2023 November 16, 2023 January 18, 2024 February 15, 2024	We discussed student data on SBAC, MAPS, and the NSPF to determine our strengths and areas of need. On the SBAC, we made gains in math (+7%), reading (+8%) and science (+9%) from the previous year. We also made a 9 point gain on our index scores on the NSPF, however our school only maintained our 3 star status rating. Our index score increased from 56.5 in 21/22 to 65.5 in 22/23. A close review of our index scores reveal that we missed earning a 4 star status by 1.5 points on the index. We noticed our scores decreased in the area of Opportunity Gaps in both ELA (-1) and Math (-6). Our score decreased by a half of a point in chronic absenteeism. However, our school demonstrated increases in 5 areas on the index. We discussed our SPP goals and what needed to be continued, and what needed to be changed. We want to maintain our goal of an increase of 5% on the SBAC scores in all areas, as well as maintain our goal of professional development on our curricular tools. We also want to maintain our 3rd goal of providing social emotional support to students. During these meetings we discussed the tool of Exact Path, which is a tool that would provide every student with a unique and differentiated learning path based on their baseline assessment data. This tool is directly aligned with our goal of increasing our statewide assessment scores by a minimum of 5% in the areas of Reading, Math and Science. We also discussed the tool of Edulastic that would be used next year. This tool will provide teachers with an assessment bank of standards based questions that teachers could use to build common assessments, as well as for reassessment purposes. We discussed the new Reading Curriculum of HMA that will be centrally purchased for all schools next year as well.

	March 21, 2024 April 18, 2024 May 16, 2024	During our January 18th SOT meeting, we discussed our current schoolwide MAP data, as well as the proposed expenditures we will make from our Strategic Budget. We discussed the alignment of our Strategic Budget with our SPP. Our Winter MAP data shows a 10% increase in Math and a 4% increase in Reading from Fall to Winter scores. During this SOT meeting, we discussed our budget, and the value of maintaining all of the support from our Instructional Assistants and CTT's from the budget to support the attainment of our achievement goals. During our SOT meetings from February through May we continuously discussed our Strategic budget and the goals outlined in our SPP. We discussed shifting our school wide Friday celebrations from a focus on AR point attainment, to Exact Path skill level attainment. In the Fall we will discuss our MAP scores from the 2023 - 2024 school year from Fall to Spring, and we will also be able to discuss our SBAC scores, and the level achievement made toward our first SPP goal of increasing our scores by 5% in each content area.
Staff Development Days	September 11, 2023 October 9, 2023 January 22, 2024 April 1, 2024	We discussed our goals and what needed to be continued, and what needed to be changed. We want to maintain our goal of an increase of 5% on the SBAC scores in all areas, as well as maintain our goal of professional development on our curricular tools. During the January 22nd Staff Development Day, we discussed the Winter MAP data, as a school, and by grade level, and we reviewed the progress we are making toward our goals with respect to our AR and Exact Path progress. During the April Staff Development Day we discussed our AR and Exact Path progress. We also discussed the shift to LETRS training for the upcoming school year. We also provided opportunities for teachers to meet in grade levels for PLC discussions. We discussed how we can use the funds in our strategic budget to support instruction.
Learning Improvement Team Meetings	May 5, 2023	We held monthly Learning Improvement Team meetings with teachers. Discussions around testing, data, curriculum, and assessments are a standing agenda item during every LIT meeting held during this school year. We will share timely information regarding district wide changes to curriculum and assessment tools that we would be

	September 1, 2023 October 6, 2023 October 26, 2026 January 30, 2024 February 13, 2024 March 19, 2024 April 9, 2024	implementing with students for the upcoming year. During these meetings we discussed the tool of Exact Path, which is a tool that would provide every student with a unique and differentiated learning path based on their baseline assessment data. This tool is directly aligned with our goal of increasing our statewide assessment scores by a minimum of 5% in the areas of Reading, Math and Science. We also discussed the tool of Edulastic that would be used next year. This tool will provide teachers with an assessment bank of standards based questions that teachers could use to build common assessments, as well as for reassessment purposes. We discussed the new Reading Curriculum of HMA that was centrally purchased for all schools to use this year. We discussed future professional development opportunities for Kagan engagement structures as well as the other tools that would be available for the upcoming school year. At the beginning of this school year, we discussed our goals and what needed to be continued, and what needed to be changed. We want to maintain our goal of an increase of 5% on the SBAC scores in all areas, as well as maintaining our goal of professional development on our curricular tools. We will also continue our third goal of providing opportunities for students to improve their social emotional health. During our January 30, 2024 staff meeting, we discussed how we would use the funds from our 2024-2025 school budget to staff our school and support the goals listed in our SPP. During our February, March, and April meetings we discussed current data and revisited our SPP goals. During these meetings we discussed making the shift from celebrating success with AR to celebrating success with Exact Path.

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	School Rating Report, MAP data SBAC Data, ORF and STAR reading data, SBAC Projection Data	Panorama survey results, Student Survey data	Classroom observation data, enVisions 2020, Reach for Reading
	Areas of Strength: Our 23/24 Fall MAP data reveals that at the 61st percentile or higher, 45% of our students are proficient in Math, and 48% of our students are proficient in Reading. These numbers are slightly lower than our fall MAP scores from 22/23, which were 48% and 46% respectively. From Fall of 22/23 to Fall of 23/24, an increase in proficiency from all tests taken was noted in our White population (59% - 68%) and in our Hispanic population (40% - 41%). Our Winter MAP scores revealed overall gains in both areas of Reading and Math. Our overall gain from Fall to Winter in Reading was 4% and our overall gain from Fall to Winter in Math was 10%. In Math, by grade level from Kindergarten to 5th grade, our students' scores were in the following percentiles; 71st, 81st, 69th, 59th, 55th, and 55th. In Reading, our students' scores were in the following percentiles; 58th, 64th, 73rd, 63rd, 64th, and 59th. Our Spring MAP scores revealed an overall gain from Winter to Spring in the area of Math and decline from Winter to Spring in the area of Reading. Our overall gain in Math was 8% (54% - 62%) and our decline in Reading was 3% (53% - 50%). In Math, by grade level from Kindergarten to 5th grade, our students' scores at the 60th percentile or higher, were in the following percentiles: 53%, 65%, 62%, 55%, 59%, and 39%. In Reading, our students' scores at the 60th percentile or higher, were in the following percentiles; 53%, 65%, 62%, 55%, 59%, and 39%.		

	Areas for Growth: Our Fall MAP scores reveal a decline in the performance of our African American students from 22/23 to 23/24 from 42% to 39%, and a decline in our Asian students from 22/23 to 23/24 from 96% to 84%. From Fall of 22/23 to Fall of 23/24, our student performance on MAP decreased at the 61% percentile or above in Reading by 2%, and in Math by 3%. According to our Winter MAP scores, we demonstrated our highest level of growth with our first grade students in the area of Math. Our first grade students increased their performance on the MAP test from the 62nd percentile to the 81st percentile. In addition, our teachers continue to meet weekly during PLC meetings to discuss data and plan for future instruction. According to our Spring MAP scores, we demonstrated the highest level of growth in the area of Math. The grade level with the highest growth was 4th grade, from 48% to 59% of students demonstrating proficiency at the 60th percentile or higher on this test.
Problem Statement	We have communicated consistent expectations for teacher and student performance. We also provided parents with information regarding their student's performance on formative and summative assessments. We can improve on sending parents hard copies of progress reports and information on their academic growth throughout the year. Some of the communication sent to parents regarding their child's academic standing was sent through email. It may have been an incorrect assumption that parents went through Infinite Campus to obtain up to day information on their child's progress in school. As a school, we can be more proactive and aggressive with providing communication to parents regarding their child's academic standing. The use of the Tier I observation tool was not implemented effectively last year to collect and share data with teachers regarding our schoolwide implementation of our established schoolwide targets for student performance.
Critical Root Causes	We have communicated our learning targets and expectations for curriculum implementation of HMA, enVisions, Core 95, and Exact Path. A monitoring system is in the process of being developed for tracking and monitoring the implementation of our curriculum tools of HMA, enVisions and Exact Path. In addition, the expectations for PLC meetings have just recently been communicated and developed.

Part B

Student Success	
School Goal: Our students will demonstrate an increase in proficiency from 47% to 52% in math during the 2023-2024 school year as measured by SBAC. Our students will demonstrate an increase in proficiency from 55% to 60%	**Aligned to Nevada's STIP Goal:** All students experience continued academic growth

in reading during the 2023-2024 school year as measured by SBAC.

Our students will demonstrate an increase in proficiency from 28% to 33% in science during the 2023-2034 school year as measured by SBAC

Improvement Strategy: The administrator will communicate clear targets or expectations for teacher performance and student performance and create a system for consistent monitoring and follow-up on growth and development. The administrator will provide teachers and students with high quality, CCSD approved curriculum in reading and math to help accomplish the school goal. The administrator will also share the ongoing status of the established targets with teachers, students, and parents during every Staff, LIT, and SOT meeting throughout the year. Our school will implement the newly adopted programs of HMA for reading support, as well as Exact Path and Edulastic to support the attainment of this goal.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:*
enVisions (3), MAP Accelerator (3), Lexia (3), easy CBM (3)

Intended Outcomes:
If 75% of students demonstrate mastery over our identified learning targets, there will be a minimum of a 5% increase on our state assessments.

Targets Include:
Exact Path - Every student will receive 45 minutes of participation on Exact Path every week with the goal of earning a "trophy" in reading and math every week
HMH - Full implementation of ELA for reading instruction for Tier I support
Core 95 Phonics - Implementation during Tier I instruction and Tier II support with identified students
Edulastic - Utilization of assessment bank for common assessments analyzed during PLC meetings

Accelerated Reading - Students are expected to earn a specified number of points in each grade level by the end of the year:
K - 5; 1st - 50; 2nd - 50; 3rd - 60; 4th - 80; 5th - 80

Action Steps:
Administration will work with classroom teachers to analyze MAP assessment data and identify individual student goals for growth on the MAP

assessment. All students will be aware of their current standing on the MAP assessment from the first administration, and they will be aware of their MAP goal for the second and third administration on this assessment.

Administration will also work with teachers to ensure that the implementation of the district's new PLC model, along with the tools of HMA, Exact Path, Core 95 Phonics, and Edulastic are being used with students to support classroom instruction. Teachers will be responsible for implementing the components of an effective lesson from all of our new curriculum programs and tools.

Resources Needed:
We will need MAP reports and a visual goal setting display to monitor student performance related to goal achievement on the MAP assessment.

We will also need effective professional development on the use of the newly adopted instructional tools of HMA, Exact Path, Core 95 Phonics and Edulastic. We will need a year-long professional development calendar to monitor the training and implementation for all of these new tools.

Challenges to Tackle:
Investing the time to ensure that all teachers and students understand the purpose and relevance of making progress on the MAP assessment after each administration.

Our challenge will be providing the time to implement all of the new tools effectively.

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

English Learners: Imagine Learning, tutoring, cooperative learning, anchor charts, academic stems, ALCA strategies, bilingual communication for parents, STEM education, provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners, provide incentives for hiring and retaining teachers and other licensed professionals, tutoring opportunities. These students will have access to the tools of HMA, Core 95 Phonics, Exact Path, and Edulastic.

Foster/Homeless: Counseling, tutoring

Free and Reduced Lunch: backpacks and supplies, tutoring, breakfast after the bell, STEM education, employ educational personnel who provide services for at-risk students, purchase of technology. These students will have access to the tools of HMA, Core 95 Phonics, Exact Path, and Edulastic.

Migrant: N/A

Racial/Ethnic Minorities: Exposure to text with multicultural representation, validation of cultural assets during lessons & class discourse. These students will have access to the tools of HMA, Core 95 Phonics, Exact Path, and Edulastic.

Students with IEPs: Collaborative meetings between Gen Ed and Special Education Teachers; Students are exposed to General Education Curriculum, flexible grouping strategies. These students will have access to the tools of HMA, Core 95 Phonics, Exact Path, and Edulastic.

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	Survey data	Master Schedule
	Areas of Strength: We are using district approved curriculum for reading, math and science. Our teachers have received training on the use of EnVisions 2020, Amplify Science and Reach for Reading.		

	For the 2023 - 2024 school year, teachers will switch from Reach for Reading to HMA for ELA instruction. Our teachers will also use Edulastic, Core 95 Phonics, and Exact Path to improve student learning. Our teachers will continue to use Amplify for science instruction and enVisions 2020 for math instruction.
	Areas for Growth: Amplify Science is a new curriculum this year, and our teachers are developing their expertise using this new curriculum. Teachers received PD on the use of Amplify science during the 22 - 23 school year. Classroom observations revealed that teachers did utilize Amplify Science during science instruction. Teachers participated in PD on Reach for Reading and also enVisions 2020 during PLC meetings from distinct personnel during the 23/24 school year. Continued support for teachers will be provided based on schoolwide needs. For the 2024 - 2025 school year teachers will receive PD on the use of the new Social Studies curriculum. Teachers will also participate in a 2 year PD plan on LETRS to learn about the science of reading.
Problem Statement	With the changes in our district and schoolwide curriculum choices, our teachers will be learning the lesson development and structure of the new curriculum for reading, along with the additional tools of HMA, Exact Path, Edulastic, and Core 95 Phonics.
Critical Root Causes	Over the last 3 years, our curriculum has changed several times. This lack of consistency has created inconsistent instructional delivery and inconsistent learning targets for our students. I anticipate that the implementation of these district approved curriculum tools will result in higher student performance on state assessments.

Part B

Adult Learning Culture	
School Goal: By May of 2024, 100% of our teachers will be trained on the implementation of our schoolwide curriculum programs for students.	**STIP Connection:** All students have access to effective educators.

Improvement Strategy: Provide effective and on-going professional development on the utilization of our curriculum programs of HMA, Edulastic, Exact Path, and Core 95 Phonics.

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

Intended Outcomes: All teachers will provide students with high quality instruction using consistent district approved curriculum

Action Steps:
> Provide teachers with on-going professional development on all of our new curriculum and instructional tools. Monitor the use of our curriculum programs through classroom observations and walkthroughs. Teachers will be responsible for implementing the components of an effective lesson from all of our new curriculum programs and tools.

Resources Needed:
> Professional development on all of our new curriculum and curriculum tools

Challenges to Tackle:
> Support for teachers as they learn how to use the new curriculum by providing a clear professional development calendar.

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

English Learners:
Imagine Learning, tutoring, cooperative learning, anchor charts, academic stems, ALCA strategies, bilingual communication for parents, STEM education, provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners, provide incentives for hiring and retaining teachers and other licensed professionals, tutoring opportunities.

Foster/Homeless: Counseling, tutoring

Free and Reduced Lunch: backpacks and supplies, tutoring, breakfast after the bell, STEM education, employ educational personnel who provide services for at-risk students, purchase of technology

Migrant: N/A

Racial/Ethnic Minorities: Exposure to text with multicultural representation, validation of cultural assets during lessons & class discourse

Students with IEPs: Collaborative meetings between Gen Ed and Special Education Teachers; Students are exposed to General Education

Curriculum, flexible grouping strategies

Inquiry Area 3 - Connectedness
Part A

	Connectedness		
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*Survey data, Office Referral, Panorama*	*District wide survey*	*Survey data (district and school)*
	Areas of Strength: Our 2023 student survey data reveals high levels of satisfaction from students regarding their perspective of our school performance, with many questions trending above 90%.		
	Areas for Growth: Our 2023 district survey revealed that 75% of our students agree that our school does a good job to prevent bullying. Student data from this same survey reveals that 33% of our students reported staying home because they feel overwhelmed and anxious. This data reveals a 2.7% decrease in the number of students who feel that our school does a good job to prevent bullying from the 2022 survey.		
Problem Statement	Student survey results, along with office referrals for inappropriate student behavior, reveals a need for schoolwide tier I social emotional training.		
Critical Root Causes	Some of our students struggle with social skills that may have been created from being out of school during covid. These problems with social skills may lead to problems with interpersonal peer relationships, and inappropriate school behavior.		

Part B

Connectedness

School Goal:

By May of 2024, 100% of students will be provided with instruction, and access, to resources to support their social emotional development and needs. This goal will be continued for the 23-24 school year.

Our Counselor continues to support social emotional help for students through small group and classroom lessons. Our Counselor also administers the Panorama survey to students three times a year.

This goal will be continued for the 2024 - 2025 school year.

STIP Connection:
All students experience continued academic growth.

Improvement Strategy: **Our school will implement school wide social/emotional structures and curriculum.**

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* data analysis of the writing program (2), creating a positive culture and climate (3)

Intended Outcomes: Student survey results will show an increase in the number of students that agree or strongly agree that our school does a good job to present bullying.

Action Steps:
> PD will be provided on the programs of Kelso's Choices, Panorama and Hazel Heath. Teachers will incorporate Kelso's Choices into classroom management and environment. Monitoring of classroom implementation of these programs, and monitoring of survey results from Panorama and referrals to Hazel Heath. We used funds from our Strategic Budget to provide our school with an additional counselor to help support this goal.

Resources Needed:
Student survey on student feelings about their social emotional health.

Challenges to Tackle:
Our challenges will be providing continued training to teachers, and providing time in the schedule for providing these needed support programs to students. Hoggard will be participating in the Stay in Schools mentoring program to provide targeted students with needed support.

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

English Learners:
Imagine Learning, tutoring, cooperative learning, anchor charts, academic stems, ALCA strategies, bilingual communication for parents, STEM education, provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners, provide incentives for hiring and retaining teachers and other licensed professionals, tutoring opportunities.

Foster/Homeless: Counseling, tutoring

Free and Reduced Lunch: backpacks and supplies, tutoring, breakfast after the bell, STEM education, employ educational personnel who provide services for at-risk students, purchase of technology
Migrant: N/A

Racial/Ethnic Minorities: Exposure to text with multicultural representation, validation of cultural assets during lessons & class discourse
Students with IEPs: Collaborative meetings between Gen Ed and Special Education Teachers; Students are exposed to General Education Curriculum, flexible grouping strategies

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	$6,206,166 $6,335,834	Licensed Personnel, Support Staff Personnel, Administrators, Instructional Supplies	Goals 1, 2, and 3
Title III budget	$7,194.00 TBD	Professional learning books	Goals 1
Smart Start Funds	$10,000 $10,000	Instructional Supplies	Goals 1, 2 and 3
At-Risk	$371,368 $173,428	Instructional supplies, Extra Duty Collaboration Hours	Goals 1, 2, and 3
EL Budget	$788,368 $667,886	Tutoring beyond the school day, Incentives for licensed and support staff, Instructional supplies, professional development	Goals 1, 2, and 3
ESSER III	$61,780	Instructional Aides, extra-duty support staff hours.	Goals 1, 2, and 3

	ESSER funds will be discontinued for the 2024 - 2025 school year.		