



Clark County School District

Mabel Hoggard Magnet ES

2021-2022 School Performance Plan: A Roadmap to Success

Mabel Hoggard Magnet 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 Stacey Scott-Cherry 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	455	0.2%	6.6%	53.4%	21.1%	11.6%	0.2%	6.8%	9.2%	25.9%	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										
Academic Year	School/ District	Math			ELA		Science		ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	52.24%	50.5	45.88%	69.39%	59	72.19%	50.6%	18.1%	63.73%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	53.4%	58	51.4%	62.7%	48	59.5%	34%	20.4%	57.1%
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.6%	53.9%
	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	410	416	424
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
Stacey Scott-Cherry	Principal(s) <i>(required)</i>
Debra Huckins	Other School Leader(s)/Administrator(s) <i>(required)</i>
Kimberly Law Michelle Taylor	Teacher(s) <i>(required)</i>
Da Vonna Coleman	Paraprofessional(s) <i>(required)</i>
Juyoung Leigh Kim Sharon Potter Erin Thompson	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



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
Parent Meeting	10-7-2021	8	We discussed student achievement data and parent survey results
<i>*Add rows as needed</i>			



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
Problem Statement	We have not communicated clear and explicit expectations for teacher and student performance, or created a system for consistent monitoring and follow up on growth and development.		
Critical Root Causes	We have not communicated our learning targets and expectations for students in the area of reading and math. A monitoring system has not been clearly developed for tracking and monitoring our learning targets.		

Part B

Student Success	
<p>School Goal: Our students will demonstrate a minimum of a 5% increase in our SBAC scores in the areas of reading, math and science during the 2021-2022 school year.</p>	<p>Aligned to Nevada’s STIP Goal: All students experience continued academic growth</p>
<p>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. All students will participate in the Lifeline Panorama Survey in December to help measure our students’ social emotional learning needs.</p>	



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.

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.

Resources Needed:

We will need MAP reports and a bulletin board to display student performance related to goal achievement on the MAP assessment.

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.

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 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
Problem Statement	With the changes in our schoolwide curriculum choices, our teachers are learning the lesson development and structure of new curriculum.		
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.		

Part B

Adult Learning Culture	
School Goal: By May of 2022, 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 enVisions and Reach for Reading and Being a Writer.	
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 enVisions and Reach for Reading curriculum. Monitor the use of our curriculum programs through observations and walk throughs
Resources Needed: Professional development on enVisions and Reach for Reading
Challenges to Tackle: Support for teacher as they learn how to use new curriculum
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	<i>Survey data, Office Referral, Panorama</i>	<i>District wide survey</i>	<i>Survey data (district and school)</i>
Problem Statement	Student survey data from 2020 indicated that 17% of respondents stated “Challenging myself won’t make me any smarter.” and 11% of students stated, “There are some things I am not capable of learning.”		
Critical Root Causes	Writing is a challenging task for most students. Our school does not utilize a school wide writing program with students. As a result, students are demonstrating difficulty in their written expression, which may be reflected in the survey responses above.		

Part B

Connectedness	
School Goal: By May of 2022, our teachers will implement a school wide writing program with students.	STIP Connection: <i>All students experience continued academic growth.</i>
Improvement Strategy: Implement a writing program schoolwide, specifically the Being a Writer program	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): data analysis of the writing program (2)	
Intended Outcomes: Student survey results will show that students feel that they have access to strong curriculum programs	
Action Steps:	



PD on Being a Writer, Monitoring of classroom implementation of the program, Monitoring of student written expression

Resources Needed:

Student survey on student feelings about curriculum program.

Challenges to Tackle:

Continued training and 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	\$4,315,434.00	Licensed Personnel, Strategists, Instructional Supplies	Goals 1, 2, and 3
Title III budget	\$8,382.00	Curriculum Program - Being a Writer	Goals 3
Smart Start Funds	\$10,000	Instructional Supplies	Goals 1, 2 and 3
Title I	\$105,210.00	Learning Strategist, CTT	Goals 1, 2, and 3
At-Risk	\$65,770.00	Extra Duty Collaboration Hours	Goals 1, 2, and 3
EL Budget	\$180,553.00	Tutoring beyond the school day	Goals 1, 2, and 3
ESSER III	\$85,084.00	Instructional Aides, extra-duty support staff hours.	Goals 1, 2, and 3