



Clark County School District

Halle Hewetson Elementary

2021-2022 School Performance Plan: A Roadmap to Success

***Halle Hewetson Elementary School** 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 Mr. Mark E. Connors, Principal, for more information.*

Principal: Mr. Mark E. Connors

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Phone: 702-799-7896

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	643	0.1%	0.5%	81.8%	11%	3.4%	0.3%	2.9%	11.31%	43.44%	%
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	31.5%	57*	31.4*	37.4%	51*	43.4*	12.4%	10.3%	47.2%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	29.6%	41.5*	26.6*	34.7%	44*	40.6*	14.9%	14.6%	53.8*
	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	14.1%	51.4%
	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	402	414	413
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
Mark E. Connors - Principal	Principal(s) (required)
Cecilia Bojorquez – Asst. Principal	Other School Leader(s)/Administrator(s) (required)
Bryan Hickey – Specialist; Ally Ryoppy – Intermediate Gen Ed; Tanya Goodwin – ELL Strategist; Mabel Tang – Primary Gen Ed	Teacher(s) (required)
Juliana Young – Library Assistant	Paraprofessional(s) (required)
Tameka Jimenez – Parent; Elizabeth Carranza – Parent; Priscilla Aguayo - Parent	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 outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
SOT Meeting	August 17, 2021 @ 2:30 P.M.	11	4 years of student achievement data showed that student proficiency percentages have been holding in the 30 percent range consistently for both ELA and Math – Data also showed that Chronic Absenteeism is a concern.
SOT Meeting	September 14, 2021 @ 2:30 P.M.	9	<p>A review of Historical SBAC Claims Data (4 years) showed that students have consistently performed 'Below Standard' on test items within Math Claim 1 (Concepts and Procedures)</p> <p>A review of Historical SBAC Claims Data (4 years) showed that students have consistently performed 'Below Standard' on test items within ELA Claims 1& 2 (Comprehend Literary and Informational Text / Produce effective writing for a wide range of purposes and audiences)</p>
Continuous Improvement Process Team Meetings	August 24, 2021 @ 2:30 P.M.	8	A review of Historical SBAC Claims Data (4 years) showed that students have consistently performed 'Below



			<p>Standard' on test items within Math Claim 1 (Concepts and Procedures)</p> <p>A review of Historical SBAC Claims Data (4 years) showed that students have consistently performed 'Below Standard' on test items within ELA Claims 1& 2 (Comprehend Literary and Informational Text / Produce effective writing for a wide range of purposes and audiences)</p>
Continuous Improvement Process Team Meetings	September 21, 2021 @ 2:30 P.M.	9	<p>Review of Outreach Survey Data revealed that Chronic Absenteeism and the overall learning culture at Hewetson is a concern.</p> <p>A review of Fall 2021 MAPS data showed that a high percentage of students were performing below the 41st percentile threshold.</p>



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	<i>SBAC Data – Previous 3 years WIDA Results – Previous 3 years 2021 Fall Map Data</i>	<i>Panorama Survey Data</i>	<i>Review site-based curriculum resources including, but not limited to the following – Envisions – Ready Gen – Freckle – Smarty Ants – Achieve 3000 – SBAC Interim Assessment Blocks (grade 3 - 5)</i>
Problem Statement	<i>There is a concern in both ELA and Mathematics overall. A historical review (2016-2017; 2017-2018; 2018-2019; 2020-2021) of SBAC achievement data showed an overall achievement gap in both ELA and Math between Halle Hewetson and the Clark County School District's performance.</i>		
Critical Root Causes	Tier I instruction lacks consistency. Instruction, grading, and assessments are not aligned to the rigor of the NVACS and SBAC. Teacher grade level assignments routinely changed from year to year. These changes lead to a lack of grade level continuity.		



Part B

Student Success	
<ul style="list-style-type: none">● School Goal:● Increase the percent of all students meeting Adequate Growth Percentile (AGP) in ELA from 28.3% to 42.4% by 2022, as measured by state summative assessments, and reported on the NSPF.● Increase the percent of all students meeting Adequate Growth Percentile (AGP) in Math from 3% to 10% by 2022, as measured by state summative assessments, and reported on the NSPF.	<p>Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.</p>
<p>Improvement Strategy: Utilize the observation coaching cycle to develop teacher pedagogical knowledge for implementing effective tier 1 instruction aligned with the NVAC standards.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2</p>	
<p>Intended Outcomes: All teachers will be able to adequately deliver tier 1 instructional aligned to the NVAC Standards. All teachers will embed teaching points into instruction, align teaching points to the NVAC standards, and articulate clear measurable success criteria.</p>	

**Action Steps:**

- Provide teachers professional development focused on data analysis, unwrapping NVAC standards, and progress monitoring for both ELA and math.
- Provide professional development for all teachers focused on using and understanding the data dashboards within the site based programs.
- Provide teachers professional development focused on utilizing the balanced assessment system to facilitate instructional adjustments based upon student understanding.
- Implement a targeted Lesson Plan Study initiative to provide an intentional collaborative study of instructional planning.

Resources Needed:

- Common Core Companion resource guides
- Common Formative Assessment Resources
- Substitute Teachers to support the Lesson Plan Study initiative
- QTEL Professional Development Facilitator

Challenges to Tackle:

- Fragmented school improvement efforts; accountability systems lack follow through
- Limited time blocks for providing professional development
- Securing a QTEL Professional Development Facilitator

Improvement Strategy: Utilize the observation coaching cycle to develop teacher pedagogical knowledge for implementing effective tier 1 instruction aligned with the NVAC standards.

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

Intended Outcomes: All teachers will adequately deliver tier 1 instruction aligned to the NVAC Standards. All teachers will embed teaching points into daily instruction, align teaching points to the NVAC standards, and articulate clear measurable success criteria.

Action Steps:

- Development of an instructional observation cycle calendar
- Provide professional development utilizing QTEL strategies to ensure ALL students have access to the Tier I instruction.
- Provide teachers with professional development on understanding the NVAC standards

Resources Needed:

- *Certified QTEL Trainer to provide professional development*



- Common Core Companion resource guides to assist teachers with unwrapping the NVAC Standards.
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Challenges to Tackle:

- Fragmented school improvement efforts; accountability systems lack follow through
- Limited time blocks for providing professional development
- Securing a QTEL Professional Development Facilitator

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

English Learners: Implementation of QTEL Strategies into daily instruction.

Foster/Homeless: Utilize our CIS, Social Worker, and Counselor to assist families in need of supports – 3 Square / Clothing / Counseling Resources

Free and Reduced Lunch: All students receive a free lunch each day.

Migrant: N/A

Racial/Ethnic Minorities: Ensure that Cultural Competency strategies are utilized in the classrooms

Students with IEPs: Monitor Progress monitoring of progress towards meeting IEP goals.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Observational Data / Instructional Walks	District Wide Survey Results	District Wide survey results, teacher survey results, Professional Development Feedback Data
Problem	Tier I instruction aligned to the full extent of the Nevada Academic Content Standards is inconsistent.		



Statement	
Critical Root Causes	Tier I instruction lacks consistency. Instruction, grading, and assessments are not aligned to the rigor of the NVACS and SBAC. Teacher grade level assignments routinely changed from year to year. These changes lead to a lack of grade level continuity.

Part B

Adult Learning Culture	
School Goal: 100% of our teaching staff will provide effective Tier I instruction aligned to the Nevada Academic Content Standards.	STIP Connection: Goal 2: All students have access to effective educators.
Improvement Strategy: Utilize the observation coaching cycle to develop teacher pedagogical knowledge for implementing effective tier 1 instruction aligned with the NVAC standards.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
Intended Outcomes: All teachers will be able to adequately deliver tier 1 instructional aligned to the NVAC Standards. All teachers will embed teaching points into instruction, align teaching points to the NVAC standards, and articulate clear measurable success criteria.	
Action Steps: <ul style="list-style-type: none">• Teacher professional development via CCSD ELMS• Teacher professional development on campus using the Common Core Companion• PLC outline development• PLC Agendas	
Resources Needed: <ul style="list-style-type: none">• <i>Common Core Companion Resource Books</i>	
Challenges to Tackle: <ul style="list-style-type: none">• Teacher resistance to professional learning and change	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners: The professional learning opportunities will help our teachers to provide quality differentiated instruction to meet the needs of all of our students	



Foster/Homeless: The 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: The professional learning opportunities will help our teachers to provide quality differentiated instruction to meet the needs of all of our students

Migrant: The professional learning opportunities will help our teachers to provide quality differentiated instruction to meet the needs of all of our students

Racial/Ethnic Minorities: The professional learning opportunities will help our teachers to provide quality differentiated instruction to meet the needs of all of our students

Students with IEPs: The 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	Panorama Survey	Staff Connectedness Survey	Family Connectedness Survey – Parent Meeting Attendance Rosters
Problem Statement	Community Engagement with the school is very limited.		
Critical Root Causes	<i>Limited opportunities for parents/families to participate</i>		

Part B

Connectedness	
School Goal: Increase the percentage of family engagement opportunities and attendance. Decrease Student Chronic Absenteeism	STIP Connection: STIP Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated
Improvement Strategy: Utilize resources available to promote Parent Meetings and Site Based Functions.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4	
Intended Outcomes: <i>Increase the percentage of families attending Parent Meetings and site based functions.</i>	
Action Steps: <ul style="list-style-type: none"> • <i>Calendar events will be announced via ParentLink, Website, and Class Dojo</i> • <i>Translation services will be available for all scheduled meetings.</i> • <i>Survey parents to see what their needs are and provide opportunities to address those needs in an in-person format.</i> 	
Resources Needed: <ul style="list-style-type: none"> • <i>Translators</i> • <i>Survey</i> 	



Challenges to Tackle: Convincing parents/families that their attendance is 'worth their time'.

- *Building Trust within the learning community*

Improvement Strategy: Create a site-based attendance incentive initiative to decrease the percentage of chronic absenteeism.

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

Intended Outcomes: Decrease student chronic absenteeism from 31% to 15%

Action Steps:

- Survey students regarding possible incentives
- Family Engagement Team will develop a site-based plan and share with students and families.
- Monitor and report grade level daily attendance data weekly.

Resources Needed:

- *Survey*
- Attendance Incentive site-based plan

Challenges to Tackle:

- Student / Family 'buy in' to the initiative

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

English Learners: Students will feel like they are in a safe and effective learning environment.

Foster/Homeless: Students will feel like they are in a safe and effective learning environment.

Free and Reduced Lunch: Students will feel like they are in a safe and effective learning environment.

Migrant: N/A

Racial/Ethnic Minorities: Students will feel like they are in a safe and effective learning environment.

Students with IEPs: Students will feel like 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)
Title III	\$22,374.00	Tutoring	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.
Title III	\$22,374.00	QTEL PD	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.
Strategic Budget	\$800,957 (Gen Supplies)	Common Core Companion Books	School Goal: 100% of our teaching staff will provide effective Tier I instruction aligned to the Nevada Academic Content Standards. STIP Connection: Goal 2: All students have access to effective educators.
ELL Funding	\$987,210	SSA Strategist	School Goal: 100% of our teaching staff will provide effective Tier I instruction aligned to the Nevada Academic Content Standards. STIP Connection: Goal 2: All students have access to effective educators.