



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: Melissa Giannantonio [Hoggard ES]

School Website: <https://www.mabelhoggard.net/>

Email: Giannms@nv.ccsd.net

Phone: 702-799-4740

School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 02/05/2025



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/2024/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
Melissa Giannantonio	Principal(s) <i>(required)</i>
Debra Huckins and Connie May	Other School Leader(s)/Administrator(s) <i>(required)</i>
Tracy Czech Christopher Ho Melanie Kriz Candace Kruse-Makowski Jennifer Maher Michelle Taylor Jill Sullivan Brittany Granil Genevieve Bray	Teacher(s) <i>(required)</i>
Kari Burns	Paraprofessional(s) <i>(required)</i>
Jamie Schwantes Taviette Allen Nicole Summer Schor Michelle Tarnow	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 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 29, 2024	During this meeting the following information was shared and discussed: building updates, data and testing, staff updates, curriculum and programs, student leaders, SOT Election process and parent involvement suggestions. Here is the link to the SOT minutes for 8/29/24.
	September 19, 2024	During this meeting the following information was shared and discussed: building updates, data and testing, staff updates, curriculum and programs, student leaders, SOT Election process, fundraising and parent involvement suggestions. Here is the link to the SOT minutes for 9/19/24.
	October 17, 2024	During the meeting the following information was shared and discussed: CCSD Code of Conduct, data and testing, Budget information, fundraising, and future dates. Here is the video of the SOT team meeting on 10/17/24.
	November 21, 2024	
	December 19, 2024	
	January 16, 2025	SOT meeting introduces new principal



	February 06, 2025 March 17, 2025 April 17, 2025 May 15, 2025	SOT meeting to review Budget and SPP/ Staff meeting to review Budget and SPP
Staff Development Days	September 16, 2024 November 5, 2024 January 27, 2025 April 28, 2025	Our staff development days are primarily dedicated to LETRS training for all classroom teachers. This training represents a two-year commitment to our ongoing professional learning. In addition to LETRS, staff development days also include meetings for support staff and our safety team. Most of our specialists and elective teachers participate in district-led professional learning opportunities during the staff development days. Work on LETRS training
Learning Improvement Team Meetings	September 6, 2024 October 4, 2024	We hold 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 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. This tool will



	November 1, 2024	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 and Amplify that was centrally purchased for all schools to continue using this year. We discussed future professional development opportunities for lesson integration as well as the other tools that would be available for the upcoming school year.
	December 6, 2024	
	January 16, 2025	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.
	February 7, 2025	
	March 7, 2025	
	April 4, 2025	
	May 2, 2025	



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
	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
Data Reviewed	<p><i>Areas of Strength:</i></p> <p>Our 24/25 Fall MAP data reveals that at the 61st percentile or higher, 51% of our students are proficient in Reading, and 49% of our students are proficient in Math. These numbers are slightly higher than our fall MAP scores from 23/24, which were 48% and 45%, respectively. All classes showed a median score over the 50th %tile, placing them in the High Achievement quadrants.</p>		
	<p><i>Areas for Growth:</i></p> <p>Our Fall 2024 MAP scores declined from Spring 2024. Reading proficiency over the 60th %tile declined from 53% in the spring to 51 % in the fall. Math proficiency over the 60th %tile declined from 85% in the spring to 49% in the fall. The 2024 Science SBAC scores were 15.6 proficient.</p>		
Problem Statement	<p>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-date 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</p>		



	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 the curriculum of HMMH, 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 HMMH, enVisions and Exact Path. In addition, the expectations for PLC meetings have just recently been communicated and developed.

Part B

Student Success	
<p>School Goal: Our students will demonstrate an increase in proficiency of 5% or higher in the areas of reading, math and science during the 2024-2025 school year as measured by SBAC.</p> <p>Specifically, our students will demonstrate an increase in proficiency from 60% to 65% in reading during the 2024-2025 school year as measured by SBAC.</p> <p>Our students will demonstrate an increase in proficiency from 56% to 61% in math during the 2024-2025 school year as measured by SBAC</p> <p>Our students will demonstrate an increase in proficiency from 15.6% to 28% in science during the 2024-2025 school year as measured by SBAC.</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 a 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.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVisions (3), MAP Accelerator (3), Lexia (3), easy CBM (3)</p>	

**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

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 HMH, 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 using the newly adopted instructional tools of HMH, 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:

Our challenge will be providing teachers with support to meet with their grade level to plan effective lessons that are targeted to meet this goal. Teachers will need opportunities to meet with their grade levels to design lessons from our district-approved curriculum. Teachers will need time with administration and peers to ensure we are fully implementing the district-approved curriculum correctly. Our teachers will also be



engaging in LETRS professional development during the 2024-2025 school year as well. Our biggest challenge will be finding the time for professional development and PLC meetings throughout the year to focus on meeting our learning targets. Potential Solution: Careful planning with school calendar.

We will utilize funds from our strategic budget to help overcome the obstacle of providing support to teachers to meet this goal. Teachers will be provided with extra duty pay and two days of prep buyout support to allow them more time to meet with their grade level for PLC meetings and opportunities to work collaboratively on the completion of the LETRS professional development requirements. All of these supports relate directly to the goal of increasing our proficiency scores on the SBAC by 5% in Reading, Math, and Science during the 2024-2025 school year.

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. We also recently hired an ELL instructional assistant to support our ELL student population- and we have purchased Lexia English for Grades K, 1, 2.

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
	Observation	Survey data	Master Schedule
Data Reviewed	<p><i>Areas of Strength:</i> 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.</p> <p>For the 2023 - 2024 school year, teachers began utilizing HMH 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.</p>		
	<p><i>Areas for Growth:</i> Amplify Science is a relatively new curriculum, and our teachers are developing their expertise using this new curriculum.</p> <p>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. We are in the process of creating more PD Amplify professional learning opportunities for teachers.</p> <p>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. Teachers are also participating in a two-year PD plan on LETRS to learn about the science of reading.</p>		
	<p>Problem Statement</p> <p>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.</p>		
Critical Root Causes	<p>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</p>		



	district-approved curriculum tools will result in higher student performance on state assessments.
--	--

Part B

Adult Learning Culture	
<p>School Goal: By May of 2025, 100% of our teachers will receive professional development on the continued implementation of our district-adopted curriculum programs for students. In addition, by May 2025 our identified staff members will complete the first four units of the Science of Reading (LETRS) professional development.</p>	<p>STIP Connection: All students have access to effective educators.</p>
<p>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.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Data Analysis (2)</p>	
<p>Intended Outcomes: All teachers will provide students with high quality instruction using consistent district approved curriculum</p>	
<p>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.</p>	
<p>Resources Needed: Professional development on all of our district adopted curriculum and LETRS</p>	
<p>Challenges to Tackle: Our challenge to meeting this goal will be finding the opportunity to provide teachers with professional development opportunities throughout the school year on curriculum implementation. For the 2024-2025 and the 2025-2026 school years, every professional development day will be dedicated to LETRS Professional Development. We will need to be creative with providing other opportunities for</p>	



professional development for other content areas.

Our solution to overcoming this obstacle will be with creating a master schedule that includes identified times for smaller periods of time for professional development opportunities. These smaller times for professional development will be called “Tuesday Talks”. We included these Tuesday Talk opportunities once a month in our master calendar for the year. We will also utilize funds from our strategic budget as a solution to help overcome the obstacle. Teachers will be provided with extra duty pay and two days of prep buyout support to allow them more time to meet with their grade level for PLC meetings and opportunities to work collaboratively on the completion of the LETRS professional development requirements. All of these supports relate directly to the goal of providing professional development opportunities to teachers.

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

English Learners:

Our school will participate in the Focused Language Study to support newcomers and Lexia English to support EL’s in grades K-5. Our Read by Grade 3 strategist completed the professional development for the Focused Language Study to provide support for our newcomer ELL students. We have also added an ELL instructional assistant for our ELL students. The ELL instructional assistant will help support students with specific needs based on the WIDA assessment.

Foster/Homeless: Counseling, tutoring

Free and Reduced Lunch: backpacks and supplies, tutoring, breakfast after the bell, STEM education, 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>
	<i>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%.</i>		
	<i>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.</i>		
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	
<p>School Goal: Our goal for the 2024 - 2025 school year will continue to be for 100% of our students to receive instruction and access to resources to support their social emotional needs. Our instruction and resources include Hazel Heath, the Panorama Survey, and our character development curriculum of Random Acts of Kindness.</p>	<p>STIP Connection: <i>All students experience continued academic growth.</i></p>



<p>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.</p>	
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.	
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. A solution to the challenge will be adding a second assistant principal to our school to help support the achievement of this goal. Our administrative team, consisting of one principal and two assistant principals, will be able to work and communicate closely with the counselor and teachers to help ensure that the social emotional needs of our students are met. This can be done through holding weekly meetings with our Behavior Intervention Team, and monitoring the data from the Panorama survey, and Hazel Health referrals. We will schedule training opportunities for our counselor to share information with teachers on how to refer students for services and support for their social emotional health needs.	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners: Panorama survey, Hazel Health, Kelso’s Choices, Random Acts of Kindness, Restorative Justice	



Foster/Homeless: Panorama survey, Hazel Health, Kelso’s Choices, Random Acts of Kindness, Restorative Justice

Free and Reduced Lunch: Panorama survey, Hazel Health, Kelso’s Choices, Random Acts of Kindness, Restorative Justice

Racial/Ethnic Minorities: Panorama survey, Hazel Health, Kelso’s Choices, Random Acts of Kindness, Restorative Justice

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	\$6,158,209	Licensed Personnel, Support Staff Personnel, Administrators, Instructional Supplies	Goals 1, 2, and 3
GenF Read By 3	\$126,392	Read by 3 strategist	Goals 1
At-Risk	\$57,790 Carry Forward = \$243,878	Licensed Staff	Goals 1
ELL Budget	\$283,212 Carry Forward = \$243,878	Tutoring beyond the school day, Incentives for licensed and support staff, Instructional supplies, professional development	Goals 1, 2, and 3