



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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Phone: 702-799-4740

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10-25-22



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/2022/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) <i>(required)</i>
Debra Huckins	Other School Leader(s)/Administrator(s) <i>(required)</i>
Tracy Czech Jennifer Maher	Teacher(s) <i>(required)</i>
Evelyn Leyva	Paraprofessional(s) <i>(required)</i>
Kari Burns Krysty Gaytan Ebony Hall	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 Meeting	October 20, 2022	We discussed student data on SBAC and MAPS to determine our strengths and areas of need. We made gains in reading and math, but demonstrated a decline in our SBAC science scores from the previous year.
SOT Meeting	November 17, 2022	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 want to change our third goal from a writing goal to a social emotional goal. This change was based on our observations of our student needs.
Staff Development Days	September 12, 2022 November 8, 2022	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 want to change our third goal from a writing goal to a social emotional goal. This change was based on our observations of our student needs.
Learning Improvement Team Meetings	November 9, 2022 October 6, 2022	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 want to change our third goal from a writing goal to a social emotional goal. This change was based on our observations of our student needs.





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
	<i>Areas of Strength:</i> Math and ELA		
	<i>Areas for Growth:</i> Science		
Problem Statement	We have not communicated consistent 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	
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 2022-2023 school year.	Aligned to Nevada’s STIP Goal: All students experience continued academic growth
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.

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 visual goal setting display to monitor 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
	<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 and Reach for Reading.		
	<i>Areas for Growth:</i> Amplify Science is a new curriculum this year, and our teachers are developing their expertise using this new curriculum.		
Problem Statement	With the changes in our schoolwide curriculum choices, our teachers are learning the lesson development and structure of the 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 2023, 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, Reach for Reading, and Amplify Science curriculum. Monitor the use of our curriculum programs through classroom observations and walk throughs	
Resources Needed: Professional development on enVisions, Reach for Reading, and Amplify Science	
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?	
<p>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.</p> <p>Foster/Homeless: Counseling, tutoring</p> <p>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</p>	



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
	<i>Survey data, Office Referral, Panorama</i>	<i>District wide survey</i>	<i>Survey data (district and school)</i>
Data Reviewed	<i>Areas of Strength: Our district survey revealed that over 90% of our students agree or strongly agree that our school does a good job to prevent bullying.</i>		
	<i>Areas for Growth: Student survey results reveal an increase in the number of students who disagree with the statement that this school does a good job to prevent bullying.</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: By May of 2023, 100% of students will be provided with instruction, and access, to resources to support their social emotional development and needs.</p>	<p>STIP Connection: <i>All students experience continued academic growth.</i></p>
<p>Improvement Strategy: Implement a writing program schoolwide, specifically the Being a Writer program</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): data analysis of the writing program (2)</p>	
<p>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.</p>	
<p>Action Steps: PD will be provided on the programs of Kelso’s Choices, Panorama and Hazel Heath. Monitoring of classroom implementation of these programs, and monitoring of survey results from Panorama and referrals to Hazel Heath.</p>	
<p>Resources Needed: Student survey on student feelings about their social emotional health.</p>	
<p>Challenges to Tackle: Continued training and time to provide needed supports</p>	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>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.</p> <p>Foster/Homeless: Counseling, tutoring</p>	



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

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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	\$4,772,780.28	Licensed Personnel, Support Staff Personnel, Administrators, Instructional Supplies	Goals 1, 2, and 3
Title III budget	\$7,194.00	Professional learning books	Goals 1
Smart Start Funds	\$10,000	Instructional Supplies	Goals 1, 2 and 3
Title I	\$110,840.00	Learning Strategist, CTT	Goals 1, 2, and 3
At-Risk	\$112,042.29	Instructional supplies, Extra Duty Collaboration Hours	Goals 1, 2, and 3
EL Budget	\$365,403.66	Tutoring beyond the school day, Incentives for licensed and support staff, Instructional supplies, professional development	Goals 1, 2, and 3
ESSER III	\$85,084.00	Instructional Aides, extra-duty support staff hours.	Goals 1, 2, and 3