



Clark County School District

Hinman ES

2024-2025 School Performance Plan: A Roadmap to Success

Hinman 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: David M. Copenbarger

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Phone: 702-799-8990

School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 6/14/24.



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/edna_f_hinman_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
David M. Copenbarger	Principal(s) <i>(required)</i>
Christine Dessormeau	Other School Leader(s)/Administrator(s) <i>(required)</i>
Gretchen Byers, Kristen Johnson, Karen Balke, Cindy Abel, Virginia Walker, Sherman Andrus, Sheryl Slakey, Lisa Hansen, Jennifer Boyce	Teacher(s) <i>(required)</i>
Lisa Haas, Samantha Edmunds	Paraprofessional(s) <i>(required)</i>
<i>Meghan Stevenson</i>	Parent(s) <i>(required)</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		2023-24 Budget, staffing, enrollment
Title 1 Parent Engagement Night	10/21/2023	Title 1 funding source, staffing, annual budget
SOT	9/23/2023	SOT functions, member rolls, SOT norms
SOT	5/17/2023	Staffing, community events, fundraising, school budget, Title 1 budget, Assessments, Student Discipline, Summer Acceleration



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	MAP data, SBAC data, PSI data	Panorama, Focused, and IC data	Review of Core 95, HMH Into Reading
	Areas of Strength: Our MAP data indicated an increase in our student growth MGP in Math and ELA for multiple grade levels.		
	Areas for Growth: Our MAP scores indicate our 4th grade class scored the lowest in MAP Reading. In 4th grade 81% of our students did not reach proficiency by the end of the 2023-24 school year.		
Problem Statement	Students are 1-2 years behind academically due to the lack of phonological awareness and comprehension.		
Critical Root Causes	Teachers are not meeting with Tier 2 and Tier 3 students to provide small group instruction at their instructional level.		

Part B

Student Success	
School Goal: Increase the percent of students meeting/exceeding growth projections in Reading from 33% (Spring 2024) to 41% (Spring 2025) as measured by MAP Growth Assessments.	<p>Aligned to Nevada’s STIP Goal: 5</p> <p>Aligned to Nevada’s STIP Goal: 3</p>



Improvement Strategy: Taking time with students to set goals before MAP testing to set proficiency goals.

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

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *95 Core Phonics (1)*

Intended Outcomes: Students will be able to get immediate feedback if they met their MAP goal.

Action Steps:

- After observation walks and PLC meetings we know that our students do not own their data. Teachers will give immediate feedback to students if they meet their goal.
- Plan PD and check-ins with each student to set small term goals and MAP proficiency goals before testing.
- Making sure our families know what dates we are testing to ensure their students are present and prepared.
- Staff take the time to set a MAP goal and the students know what that goal is.
- Staff and students take practice assessments to build stamina so that they do not rush during the assessment.

Resources Needed:

- *MAP Data*
- Teaching and Learning Expectations for Tier II Instruction
- Student assessment and progress monitoring data
- Monitoring tool data

Challenges to Tackle:

- *Ensure teachers are held accountable to implement what they have learned from PD.*
- *Staff trained in how to set a goal set with their students and communicate with families in a timely manner.*
- *Administration and the Leadership Team will observe teachers implementing goal setting conferences.*

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

English Learners: RBG3 will pull all ELL students 4 times a week in a Tier III group to ensure their academic vocabulary will meet grade level content.

In addition to the schoolwide goal and considered [equity supports](#), we have adopted the following Student Success Action Plan in alignment to Assembly Bill (AB) 219

AB 219 Data Reviewed

English Language Learner (ELL) English Language Arts (ELA) Proficiency: 5.8%



ELL Mathematics Proficiency: 5.8%

ELL WIDA Met AGP: 28.5%

AB 219 Student Success Root Causes: As evidenced by WIDA data, SBAC data, and classroom observations, the problem is ELLs are performing in the bottom 30th percentile in the state. A root cause of low performance of ELLs in language proficiency and content achievement is due to teachers not understanding how to disaggregate the ELL data. Teachers need to understand the students data to target their learning needs in reading and speaking according to the WIDA data.

AB 219 Student Success Goals:

- **Mathematics Summative Assessment:**
 - Increase the percent of ELL's **proficient** in Math from 5.8% in 2023-23 to 15.8% by 2023-24, as measured by SBAC Math.
- **ELA Summative Assessment**
 - Increase the percent of ELL's **proficient** in Reading from 5.8% in 2022-23 to 15.8% by 2023-24, as measured by SBAC ELA.
- **Language Summative Assessment**
 - Increase the percent of ELL's **meeting Adequate Growth Percentile (AGP)** in Language from 28.5% in 2022-23 to 33.5% by 2023-24, as measured by the WIDA ACCESS and reported on the NSPF.

AB 219 Student Success Improvement Strategy: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School and 95 Core Phonics*

AB 219 Evidence Level : 1, 1

AB 219 Student Success Action

- **Action Step [1]:** Small groups will be pulled daily for Tier II ELL and Tier III ELL students focused on vocabulary, speaking, and comprehension skills utilizing *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School and 95 Core Phonics*.
 - **Monitoring Plan:** Students will be monitored monthly using FastBridge.
 - **Person Responsible:** Wojak

AB 219 Student Success Professional Learning

- **Professional Learning [1]** The RBG3 strategist will engage in professional learning to learn how to incorporate *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School and 95 Core Phonics*.

Foster/Homeless: School counselors will pull small groups once a month to ensure these students understand their next goal.

Free and Reduced Lunch: After school tutoring will be provided 4 days a week at school by Andson Tutoring.

Migrant: N/A

Racial/Ethnic Minorities: After school support will be provided by staff to encourage our students' vocabulary to meet grade level standards.



Identified students will use Imagine Learning to support vocabulary development.

Students with IEPs: The Special Education Facilitator will provide PD for our Special Education teachers on our Tier 1 instruction and interventions. They will adapt their instruction to meet their individual needs.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Instructional Walks, PLC meetings, PD for Into Reading, Core 95, and analyzing data.	<p><i>Strength: System and structures are in place to support student and teacher learning through PLC meetings</i></p> <p><i>Growth: Using the same academic language during the PLC meetings, mini PD's and all staff is accountable.</i></p>	<p><i>Admin secures time for the leadership team as well as grade level teams to participate in PLC weekly.</i></p> <p><i>Admin will secure PD for teachers to participate in High Quality Tier 1 Instruction and follow the MTSS systems.</i></p> <p><i>Grade levels will meet with leadership teams to develop and analyze data and grading to show student growth.</i></p>
			<p><i>Areas of Strength: Teachers are open to receiving instructional feedback from our Leadership team.</i></p>
			<p><i>Areas for Growth: Continue to provide opportunities for teachers to review and discuss Tier 1 data to improve student academic growth and outcomes.</i></p>
Problem Statement	<p><i>PLC teams are not leading their PLC meetings in a complete data cycle therefore, lacking purposeful planning in</i></p>		



	<i>order to meet the needs of all learners.</i>
Critical Root Causes	<i>PLC teams lack the experience in ELA Tier 1 instruction, Core 95 Phonics, and leading effective PLC meetings.</i>

Part B

Adult Learning Culture	
School Goal: <i>By the end of the school year 2025, 90% of the teacher-led PLC meetings will follow the school-wide data meeting structure to maintain data across all grade levels as measured by PLC observations.</i>	STIP Connection: 2 Aligned to Nevada's STIP Goal: 2
Improvement Strategy: <i>Building leadership capacity within the leadership team through professional development using the PLC+ structure to improve data cycles.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs (3); Build a committed staff and provide professional development (1); Multi-Tiered Systems of Support (MTSS) (1); 95 Phonics Core Program (1)</i>	
Intended Outcomes: School wide academic vocabulary and data meetings will discuss Tier 1 and Tier 2 structures to support our students to grow towards proficiency.	
Action Steps: <ul style="list-style-type: none"> ● Through region meetings and PLC+ collaboration we will create and provide a school wide data collection PLC form. ● Meet with the leadership team to provide professional development to understand the cycles of an effective PLC meeting. ● Leadership team will be accountable throughout each meeting to ensure all staff sets goals for their student 	
Resources Needed: <ul style="list-style-type: none"> ● <i>PLC+ Playbook</i> ● <i>Norms and Room 66 for all meetings</i> ● <i>Google Calendar invites for accountability</i> Additional Resources: <ul style="list-style-type: none"> ● Teaching and Learning Expectations for PLCs (Plan and Analyze) 	



- Student assessment and progress monitoring data
- Monitoring tool data
- District personnel for Saturday institutes

Challenges to Tackle:

- Time - school-wide designated PLC time making sure that there is only one grade level meeting at a time.
- Training teachers how to unwrap the standards and to know the WHY it is important for student mastery.
- When each grade level does their own form there is no consistency for our school when talking vertical alignment.
- Teachers were not trained on how to analyze their data.

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

English Learners: RBG3 will pull all ELL students 4 times a week in a Tier III group to ensure their academic vocabulary will meet grade level content. RBG3 will make a master calendar of dates she meets with the students and when she will meet with the teachers.

In addition to the schoolwide goal and considered [equity supports](#), we have adopted the following Adult Learning Culture Action Plan in alignment to AB 219

AB 219 Data Reviewed

PLC data and collaboration

AB 219 Adult Learning Culture Root Causes: As evidenced by professional learning and collaboration data, the problem is teachers don't look at formative assessment data regularly. A root cause of low performance of ELLs in language proficiency and content achievement is due to a need for teachers to learn how to collaborate to inform instructional decisions and a dedicated time to engage with each other collaboratively. Students need to build academic and social vocabulary, as well as the understanding of the different levels of academic vocabulary to foster reading comprehension and speaking skills.

AB 219 Adult Learning Culture [Goals](#):

- **Professional Learning and Collaboration**
 - Increase the number of teachers, by grade level, using **common formative and summative assessment data** to inform instruction and monitor students' learning from 17/24 at the end of semester 1 to 24/24 at the end of semester 2, as measured by Guest Grade Book and our PLC form.

AB 219 Adult Learning Culture Improvement [Strategy](#): Teachers will work with administration and RBG3 strategist during PLC and use the PLC document and Pacing guides to inform their next steps for mastery of standard.

AB 219 [Evidence Level](#) (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *School district initiatives are being followed by implementing PLC+. Moreover, Region 3 leadership have observed and determined that the quality of Hinman's weekly PLCs are proficient in*



supporting teacher development and support to further drive effective classroom instruction for ELLs and all students.

AB 219 Adult Learning Culture Action

- **Action Step [1]:** Teachers will use the number of formative assessments they have in the gradebook to the number of weeks in semester one then use the HMH pacing guide to reference how many summative assessments they should have. (December 15, 2023 will be the end of semester one and semester two is May 20, 2024.)
 - **Monitoring Plan:** Every nine weeks administration checks the grade books for formative and summative assessments using the HMH pacing guides.
 - **Person Responsible:** Mrs. Dessormeau and Ms. Haas

AB 219 Adult Learning Culture Professional Learning

Professional Learning [1] for teachers and administrators: *Administrators have engaged in district PL on PLCs with School Assistant Superintendents. Administrators are facilitating teachers' PLCs which include PLC+ model every Wednesday.*

Foster/Homeless: School counselors will pull small groups once a month to ensure these students understand their next goal. She will create a survey for students and parents to request assistance. She will communicate with staff on individual Panorama results to keep consistency throughout our school.

Free and Reduced Lunch: After school tutoring will be provided 4 days a week at school by Andson Tutoring. Andson tutoring will consistently communicate student growth and needs with teachers.

Migrant: N/A

Racial/Ethnic Minorities: After school support will be provided by staff to encourage our students' vocabulary meet grade level standards. ExactPath will be utilized so teachers can see their academic growth.

Students with IEPs: The Special Education Facilitator will provide PD for our Special Education teachers on our Tier 1 instruction and interventions. They will adapt their instruction to meet their individual needs. The facilitator will assist teachers in unwrapping the standards and modify lessons to meet the individual needs of their students.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Panorama Life Survey	CCSD District Survey	CCSD District Survey and SOT Meetings
	<i>Areas of Strength: Teachers genuinely care about students and want them to succeed</i>		
	<i>Areas for Growth: According to the CCSD District Survey students feel safe; however, they feel threatened to be hurt by other students.</i>		
Problem Statement	<i>Students lack the ability to effectively communicate with staff members and students to solve conflicts.</i>		
Critical Root Causes	<i>The school counselor needs to better support and provide conflict resolution strategies to students.</i>		

Part B

Connectedness	
<p>School Goal: Decrease the number of student behavior referrals in grade 3-5 from 330 in the 2023-24 school year in IC to 230 referrals in the 2024-25 school year using FocusEd data.</p>	<p>STIP Connection: 6</p>
<p>Improvement Strategy: We would like to continue to decrease the number of office referrals by providing Multi-Tiered Systems of Support (MTSS) for behavior.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>MTSS - 1</i></p>	
<p>Intended Outcomes: Our Infinite Campus referrals will decrease by training teachers on identifying the difference between Level 1, Level 2, and Level 3 infractions.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> • Training staff during PD and teachable moments when a referral should be done to the office. 	



- Training staff the difference between minor vs. major incidents
- Training new staff on how the Hinman staff deals with difficult students (purple folder)
- Training staff to do restorative justice circles and classroom meetings which will help students feel safe while on campus.
- Utilize the MTSS and PBIS strategies
- Training staff and students on the word bullying so that students feel safe at school (Bully vs Bother)

Resources Needed:

- Avid books
- Minor vs Major Powerpoint
- How to fill out an IC referral

Challenges to Tackle:

- Time
- Student bringing neighborhood conflicts to school
- Teachers taking the time to build a classroom community
- Teachers not only using Dojo to communicate with parents (make phone calls, in person conferences)

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

English Learners: Teachers will utilize Class Dojo and phone calls for all Level 1 infractions. The school counselor will support all Level 2 infractions. School administration will support Level 3 infractions. All teachers will use Stanford Harmony and SEL lessons to build their classroom community.

In addition to the schoolwide goal and considered [equity supports](#), we have adopted the following Connectedness Action Plan in alignment to AB 219

AB 219 Data Reviewed

Chronic Absenteeism

AB 219 Connectedness Root Causes: As evidenced by focusED the problem is chronic absenteeism. A root cause of the low performance of ELLs in language proficiency and content achievement is due to students not consistently attending school. ELL Students need to consistently attend school to gain academic vocabulary to master grade level standards.

AB 219 Connectedness [Goals](#):

- Chronic Absenteeism/Behavior
 - Reduce the percent of ELL students **chronically absent** from 36% in 2022-23 to 20% by 2023-24, as measured by focusEd chronic absenteeism data.



AB 219 Connectedness Improvement [Strategy](#): Hinman ES is implementing a bi-weekly attendance roster pull to identify ELL students who are consistently attending school.

AB 219 [Evidence Level](#) (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Hinman ES has been implementing the attendance roster pull with a decrease of chronic absenteeism by 14%.*

AB 219 Connectedness Action

- **Action Step [1]:** Hinman ES has implemented a bi-weekly attendance incentive. ELL students can earn a charm if they are present for 2 weeks with no early check-outs. As students earn charms their incentives increase as the year progresses.
 - **Monitoring Plan:** We will be using focusEd to monitor our ELL students by monitoring the students who were absent last 3 days.
 - **Person Responsible:** Mrs. Slakey

AB 219 Connectedness Professional Learning

- **Professional Learning [1]:** Teachers receive PL on the need to consistently reinforce and remind ELL students of the importance of attending school daily.

Foster/Homeless: Teachers will utilize Class Dojo and phone calls for all Level 1 infractions. The school counselor will support all Level 2 infractions. School administration will support Level 3 infractions. All teachers will use Stanford Harmony and SEL lessons to build their classroom community.

Free and Reduced Lunch: Teachers will utilize Class Dojo and phone calls for all Level 1 infractions. The school counselor will support all Level 2 infractions. School administration will support Level 3 infractions. All teachers will use Stanford Harmony and SEL lessons to build their classroom community.

Migrant: N/A

Racial/Ethnic Minorities: Teachers will utilize Class Dojo and phone calls for all Level 1 infractions. The school counselor will support all Level 2 infractions. School administration will support Level 3 infractions. All teachers will use Stanford Harmony and SEL lessons to build their classroom community.

Students with IEPs: Teachers will utilize Class Dojo and phone calls for all Level 1 infractions. The school counselor will support all Level 2 infractions. School administration will support Level 3 infractions. All teachers will use Stanford Harmony and SEL lessons to build their classroom community.



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 - General Fund	\$3,899,019.29	AP, Staffing, Curriculum	Area 1/2/3
General Fund - RBG3	\$115,120.05	RBG2 Strategist	Area 1/2/23
Title I	\$190,380.00	1 CTT, .5 Counselor, Teacher, Title One Liaison, extra duty pay, Curriculum, Technology, Instructional Supplies,	Area 1/2/3
English Learners	\$91,416.86	Imagine Learning software for language development, subs for teachers to participate in instructional rounds to observe high-quality instruction for English learners	Area 1/2/3
EL Weighted Funding	\$24,780.00	Implement a Reading Skills Center for English learners to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.	Student Success
<i>Title I 1003(a)</i>	District Award \$6,373,983.44	District contract with the 95 Percent Group LLC, ThinkCERCA, and McGraw Hill to provide professional services to	Student Success, Adult Learning Culture



		designated schools. Funding also provides substitutes, prep buy-out, licensed and support staff extra duty pay, out of district travel, training supplies, books, flexible seating.	
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