

# **Clark County School District**

## **Hinman, Edna F. ES**

### **2025-2026 School Improvement Plan**

Title I, CSI, AB219



# Mission Statement

We are committed to providing collaborative learning, embracing diversity, and maximizing the potential of each individual to prepare our students for college and readiness.

## Vision

At Hinman, College is not just a dream...it is our plan.

## Demographics & Performance Information

### Nevada Report Card

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 [https://nevadareportcard.nv.gov/DI/nv/clark/edna f. hinman elementary school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/edna%20f.%20hinman%20elementary%20school/nspf/)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

*Our MAP data indicated an increase in our student growth MGP in Math for multiple grade levels. Our 2024-25 MAP growth data showed an increase in kindergarten from 26th to 53rd, Second grade from 41st to 57th, and Fourth grade from 39th to 47th achievement from Fall to Spring. CCSD's growth goal is to be above 50% percentile, Hinman Elementary scored a median growth percentile of 57%.*

### Student Success Areas for Growth

*Our MAP scores indicate our first grade and third grade classes scored the lowest in MAP Math. Our first grade students did not show growth from Fall to Spring for the 2024-25 school year. First grade scored in the 47th percentile in the Fall benchmark, and decreased to the 44th percentile in the Spring MAP Math assessment. Our third grade classes scored in the 44th percentile in the Fall MAP Math Assessment, and showed 0 percent growth in the Spring.*

### Student Success Equity Resource Supports

| Student Group | Challenge                                                                                                                                                                                                                  | Solution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <p>In addition to the schoolwide goal and considered <a href="#">equity supports</a>, we have adopted the following Student Success Action Plan in alignment to Assembly Bill (AB) 219<br/><i>AB 219 Data Reviewed</i></p> | <p>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.</p> <p><b>AB 219 Student Success Improvement <a href="#">Strategy</a>:</b><br/><i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i>, HMH Into Reading, LETRS (Language Essentials for Teachers of Reading and Spelling), and 95 Core Phonics<br/><b>AB 219 <a href="#">Evidence Level</a> :</b> 1, 2, 3, 1<br/><b>AB 219 Student Success Action</b></p> |

## English Learners

*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% in 2023-24 to 8% by 2024-25, as measured by SBAC Math.
- **ELA Summative Assessment**
  - Increase the percent of ELL's **proficient** in Reading from 13.6% in 2022-23 to 21% 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 41.9% in 2023-24 to 50% by 2024-25, as measured by the WIDA ACCESS and reported on the NSPF.

- **Action Step [1]:** Daily instruction utilizing Tier I HMH Into Reading, small groups pulled for Tier II HMH Into Reading and Tier II 95 Phonics Core Program for 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:** Tier II Students will be monitored monthly using FastBridge and Tier III will be progress monitored weekly.
  - **Person Responsible:** Lauren Wojak, RBG3 strategist
- **Action Step [2]:** Implement after school tutoring for ELs to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development. Our native Spanish speaking tutor further bridges instruction for newcomer ELs.
  - **Monitoring Plan:** Tier II Students will be monitored monthly using FastBridge and Tier III will be progress monitored weekly.
  - **Person Responsible:** Lauren Wojak, RBG3 strategist

### AB 219 Student Success Professional Learning

- **Professional Learning [1] for the strategist:** 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.
- **Professional Learning [1] for the teachers:** The RBG3 strategist will engage staff in LETRS professional learning every Thursday morning for one hour to develop capacity in teaching the science of reading.

|                                 |                                                                                                                                                                     |                                                                                                                                                                                                     |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foster/Homeless</b>          | Our shared housing students often suffer from school anxiety and poor attendance due to the stresses of their living situation.                                     | School counselor will pull small groups bi-monthly to ensure these students feel secure at school and regularly attend school.                                                                      |
| <b>Free and Reduced Lunch</b>   | Students face challenges related to the hierarchy of basic needs which can affect their ability to fully engage in academic learning.                               | After school clubs and athletics will be provided 4 days a week at school by Hinman staff.                                                                                                          |
| <b>Racial/Ethnic Minorities</b> | Data indicates that our students are experiencing academic performance gaps. These disparities highlight the need for equitable access to high quality instruction. | Hinman will utilize the strategist to provide Tiered interventions for our students. The school purchased Exact Path to provided tiered interventions and acceleration minutes for our students.    |
| <b>Students with IEPs</b>       | Hinman has 26% of our school population receiving IEP services. Due to the need for support, students may have gaps in foundational knowledge.                      | 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. |

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Students are 1-2 years behind academically due to the lack of phonological awareness and comprehension.

**Critical Root Cause:** Teachers are not meeting with Tier 2 and Tier 3 students to provide small group instruction at their instructional level.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

*Teachers are open to using the Teaching and Learning Cycle to increase instructional planning to support their students' instructional needs. Hinman has designated a PLC room for staff to meet and collaborate twice a week, using Tier I instructional materials, to continue instructional planning. The Hinman administration conducted instructional walks using Focal Point observation tools and determined that 88.5% of teachers implemented Tier I instruction for the 2024-25 school year.*

## Adult Learning Culture Areas for Growth

*Continue to provide opportunities for teachers to review and discuss Tier 1 data to improve student academic growth and outcomes. All students should receive high-quality Tier 1 instruction. Hinman will continue to provide PD with our HMH instructional coach for our Special Education Teachers. Hinman will ensure all teachers have access to the Tier I materials for students.*

## Adult Learning Culture Equity Resource Supports

| Student Group    | Challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Solution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| English Learners | <p><b>In addition to the schoolwide goal and considered <a href="#">equity supports</a>, we have adopted the following Adult Learning Culture Action Plan in alignment to AB 219</b></p> <p><b><i>AB 219 Data Reviewed</i></b></p> <ul style="list-style-type: none"> <li>• <i>Classroom Observations</i></li> <li>• <i>Instructional Design and Delivery</i></li> </ul> <p><b>AB 219 Adult Learning Culture Root Causes:</b> As evidenced by observation data, the problem is teachers were not trained and were therefore not implementing phonics lessons to support the automaticity of reading. A root cause of low performance of ELLs in developing language proficiency and content achievement is due to a need for teachers to learn the science of reading and collaborate on best practices. EL 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.</p> <p><b>AB 219 Adult Learning Culture <a href="#">Goals</a>:</b></p> <ul style="list-style-type: none"> <li>• <b>Instructional Design and Delivery</b> <ul style="list-style-type: none"> <li>◦ Increase the number of teachers who implement regular, structured, Tiered supports for ELs as outlined in the school's MTSS plan from 9/25 teachers at the end of the first semester to 12/25 teachers at the end of the second semester, 2024-2025, as measured by observations of implementation of Walk to Reading, including 95 Group PLL.</li> </ul> </li> </ul> | <p>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.</p> <p><b>AB 219 Adult Learning Culture Improvement <a href="#">Strategy</a>:</b> Teachers will work with administration and RBG3 strategist during PLC and use the PLC document and vertical alignment standards to inform scaffolding for ELs' to increase mastery of standard.</p> <p><b>AB 219 <a href="#">Evidence Level</a></b><br/>(1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Hinman's teachers will engage in biweekly PLCs. (2)</i></p> <p><b>AB 219 Adult Learning Culture Action</b></p> <ul style="list-style-type: none"> <li>• <b>Action Step [1]:</b> Teachers will use FastBridge CBM data and Phonics Screener for Intervention (PSI) in order to make data informed instructional decisions including flexible grouping decisions in Walk to Read for individual ELs. Teachers' capacity will be built utilizing Science of reading LETRS professional learning. <ul style="list-style-type: none"> <li>◦ <b>Monitoring Plan:</b> FastBridge CBM data weekly and PSI every 9 weeks, unless there is a need to accelerate an EL based on his or her performance.</li> <li>◦ <b>Person Responsible: Wojak, Matthews, Boyce, Eckstine</b></li> </ul> </li> </ul> <p><b>AB 219 Adult Learning Culture Professional Learning</b></p> <p><b>Professional Learning [1] for teachers and strategist:</b> RBG3 Strategist will engage in training to deliver PL. RBG3 will train staff in Science of Reading PL: LETRS weekly, one-hour sessions.</p> |



| Student Group            | Challenge                                                                                                                                                                                                                       | Solution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Foster/Homeless          | Hinman currently does not have any students identified as 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   | Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement. | Hinman Teachers will provide after-school clubs to help our students feel like they belong and encourage them to make friends. The counselor will look at the data from the panorama survey to see if these clubs are successful. <b>AB 219 Adult Learning Culture Improvement Strategy:</b> Teachers will work with administration and RBG3 strategist during PLC and use the PLC document and vertical alignment standards to inform scaffolding for ELs' to increase mastery of standard. |
| Racial/Ethnic Minorities | Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.                                                                                                             | After school support will be provided by staff to encourage our students' vocabulary meet grade level standards. Exact Path will be utilized so teachers can see their academic growth.                                                                                                                                                                                                                                                                                                      |
| Students with IEPs       | Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.   | The Special Education Facilitator will provide PD for our Special Education teachers on our Tier 1 instruction and interventions. They will tailor their instruction to meet the individual needs of each student. The facilitator will assist teachers in unwrapping the standards and modify lessons to meet the individual needs of their students.                                                                                                                                       |

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** PLC teams are not leading their PLC meetings in a complete data cycle therefore, lacking purposeful planning in order to meet the needs of all

learners.

**Critical Root Cause:** PLC teams lack fidelity in ELA Tier II instruction, Core 95 PLL, and leading effective PLC meetings.

# Connectedness

## Connectedness Areas of Strength

A school-wide PBIS system has been developed to address the following:

- 1. School expectations (HALLS, FLUSH, GARDEN, Be Respectful, Be Responsible, Be Kind)
- 2. Behavior Matrix (Tier I, Tier II, Tier III)
- 3. Calm down room (Zen Den)
- 4. Student Recognition/Incentives ( Husky Hutt, Husky of the Month, Attendance)

## Connectedness Areas for Growth

According to the CCSD District Survey students feel safe; however, they feel threatened to be hurt by other students. According to the TFI 3.0 Survey, ours staff are unaware our PBIS implementation and how it supports our school improvement goals.

## Connectedness Equity Resource Supports

| Student Group | Challenge                                                                                                                                                                                                                                                                                                                                    | Solution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <p>In addition to the schoolwide goal and considered <a href="#">equity supports</a>, we have adopted the following Connectedness Action Plan in alignment to AB 219</p> <p><i>AB 219 Data Reviewed</i></p> <p><i>Chronic Absenteeism</i></p> <p><b>AB 219 Connectedness Root Causes:</b> As evidenced by focusED the problem is chronic</p> | <p>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 Harmony and SEL lessons to build their classroom community.</p> <p><b>AB 219 Connectedness Improvement <a href="#">Strategy</a>:</b> Hinman ES is implementing a bi-weekly attendance roster pull to identify ELL students who are consistently attending school.</p> <p><b>AB 219 <a href="#">Evidence Level</a></b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Hinman ES will continue implementing the attendance roster pull and Positive Behavior Interventions and Supports (PBIS)(1).</p> <p><b>AB 219 Connectedness Action</b></p> <ul style="list-style-type: none"><li>• <b>Action Step [1]:</b> Hinman ES will continue</li></ul> |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>English Learners</b></p> | <p>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.</p> <p><b>AB 219 Connectedness Goals:</b></p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism/Behavior <ul style="list-style-type: none"> <li>◦ Reduce the percent of ELL students <b>chronically absent</b> from 15.4% in 2023-24 to 10% by 2024-25, as measured by focusEd chronic absenteeism data.</li> </ul> </li> </ul> | <p>implementing a bi-weekly attendance PBIS incentive. ELL students will be acknowledged if they are present for 2 weeks with no early check-outs.</p> <ul style="list-style-type: none"> <li>◦ <b>Monitoring Plan:</b> We will be using focusEd to monitor our ELL students by monitoring the students who are absent for 3 days. Parents will be contacted by the counselor and/or interpreter to determine supports needed. Teachers will be involved in recognition of ELs with good attendance.</li> <li>◦ <b>Person Responsible: Mrs. Hickey, Ms. Eckstine</b></li> </ul> <p><b>AB 219 Connectedness Professional Learning</b></p> <ul style="list-style-type: none"> <li>• <b>Professional Learning [1]:</b> Teachers receive PL on the need to consistently reinforce and remind ELL students of the importance of attending school daily.</li> </ul> |
| <p><b>Foster/Homeless</b></p>  | <p>At this time we do not have any foster/homeless students. If we do receive any we have a plan in place to support them.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| Student Group                   | Challenge                                                                                                                                                                                                                                                    | Solution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Free and Reduced Lunch</b>   | Students who receive free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as their academic achievement.                      | The teachers will make positive phone calls to homes to make a connection with families. The teachers will meet outside before and after school on the black top to greet families and make sure all students get home. For discipline matters, 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 utilize Stanford Harmony and SEL lessons to foster a strong classroom community. |
| <b>Racial/Ethnic Minorities</b> | Data indicate that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction. | 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 Harmony and SEL lessons to build their classroom community. The teachers will meet with families during conference time to help families understand their child(ren) MAP data and what their goals are.                                                                                                                      |
| <b>Students with IEPs</b>       | Due to the need for individualized support, students may have gaps in foundational knowledge.                                                                                                                                                                | All teachers will use Harmony and SEL lessons to build their classroom community. Teachers will communicate with families via Class Dojo to share positives and milestones that their child(ren). Teachers will utilize Core 95 lessons to support the needs of their students who have an IEP.                                                                                                                                                                                                                                                     |

### Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Students lack the ability to effectively communicate with staff members and students to solve conflicts.

**Critical Root Cause:** Based on the TFI 3.0 survey, our school community lacks an understanding of our school-wide behavioral expectations.

# Priority Problem Statements

**Problem Statement 1:** Students are 1-2 years behind academically due to the lack of phonological awareness and comprehension.

**Critical Root Cause 1:** Teachers are not meeting with Tier 2 and Tier 3 students to provide small group instruction at their instructional level.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** PLC teams are not leading their PLC meetings in a complete data cycle therefore, lacking purposeful planning in order to meet the needs of all learners.

**Critical Root Cause 2:** PLC teams lack fidelity in ELA Tier II instruction, Core 95 PLL, and leading effective PLC meetings.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Students lack the ability to effectively communicate with staff members and students to solve conflicts.

**Critical Root Cause 3:** Based on the TFI 3.0 survey, our school community lacks an understanding of our school-wide behavioral expectations.

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Student Success

- Curriculum Based Measures
- Early reading assessment results
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
  - Panorama, Focused, and IC data
  - Review of Core 95, HMH Into Reading

## Adult Learning Culture

- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Walk-through data

## Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data
- Other
  - SOT Meetings, FocusED, IC, Panorama, TFI 3.0 Survey

# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** Increase the percentage of students meeting/exceeding growth projections in Reading from 33% (Spring 2024) to 41% (Spring 2025), as measured by MAP Growth Assessments.

**Formative Measures:** Use our Title 1 funds to provide PLC teaching and learning cycle to analyze our data and provide high quality tier 1 instruction.

**Aligns with District Goal**

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |  |  | Reviews  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |                                       |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |                                       |              |  |                |
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| <b>Improvement Strategy 1:</b> Taking time with students to set goals before MAP testing to set proficiency goals. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>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.</td><td>Classroom Teachers</td><td>3 times a year (fall, winter, spring)</td></tr></table> <p><b>Position Responsible:</b> Classroom Teacher</p> <p><b>Resources Needed:</b> MAP Data<br/>Teaching and Learning Expectations for Tier II Instruction<br/>Student assessment and progress monitoring data<br/>Monitoring tool data</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b><br/>2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b><br/>Level 1: Strong: 95 Core Phonics</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p> |           |  |  | Action # | Actions for Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Person(s) Responsible | Timeline                              | 1 | 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. | Classroom Teachers | 3 times a year (fall, winter, spring) | Status Check |  | EOY Reflection |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |  |  | Action # | Actions for Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Person(s) Responsible | Timeline                              |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |                                       |              |  |                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |  |  | 1        | 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. | Classroom Teachers    | 3 times a year (fall, winter, spring) |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |                                       |              |  |                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |  |  | Oct      | Feb                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | June                  |                                       |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |                                       |              |  |                |
| No review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | No review |  |  |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |                                       |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |                                       |              |  |                |

## SMART Goal 1 Problem Statements:



|                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student Success</b>                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> Students are 1-2 years behind academically due to the lack of phonological awareness and comprehension. <b>Critical Root Cause:</b> Teachers are not meeting with Tier 2 and Tier 3 students to provide small group instruction at their instructional level. |

## Inquiry Area 2: Adult Learning Culture

**SMART Goal 1:** 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.

### Aligns with District Goal

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |  |  | Reviews  |                                                                                                                                                                                                                                                                                                                                                          |                                |                    |   |                                                                                                                                                                                                                                                                                                                                                          |                                |                    |              |  |                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--|--|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------|--------------|--|----------------|
| <b>Improvement Strategy 1:</b> Building leadership capacity within the leadership team through professional development using the PLC+ structure to improve data cycles. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>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 students.</td><td>Classroom Teachers, Leadership</td><td>Weekly on Tuesdays</td></tr></table> <p><b>Position Responsible:</b> Classroom teacher, Leadership</p> <p><b>Resources Needed:</b> PLC+ Playbook<br/>Norms and Room 66 for all meetings<br/>Google Calendar invites for accountability<br/>Additional Resources:<br/>Teaching and Learning Expectations for PLCs (Plan and Analyze)<br/>Student assessment and progress monitoring data<br/>Monitoring tool data<br/>District personnel for Saturday institutes</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b><br/>2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b><br/>Level 1: Strong: Build a committed staff and provide professional development, Multi-Tiered Systems of Support (MTSS), 95 Phonics Core Program<br/>Level 3: Promising: Analyze data in PLCs</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p> |           |  |  | Action # | Actions for Implementation                                                                                                                                                                                                                                                                                                                               | Person(s) Responsible          | Timeline           | 1 | 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 students. | Classroom Teachers, Leadership | Weekly on Tuesdays | Status Check |  | EOY Reflection |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |  |  | Action # | Actions for Implementation                                                                                                                                                                                                                                                                                                                               | Person(s) Responsible          | Timeline           |   |                                                                                                                                                                                                                                                                                                                                                          |                                |                    |              |  |                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |  |  | 1        | 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 students. | Classroom Teachers, Leadership | Weekly on Tuesdays |   |                                                                                                                                                                                                                                                                                                                                                          |                                |                    |              |  |                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |  |  | Oct      | Feb                                                                                                                                                                                                                                                                                                                                                      | June                           |                    |   |                                                                                                                                                                                                                                                                                                                                                          |                                |                    |              |  |                |
| No review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | No review |  |  |          |                                                                                                                                                                                                                                                                                                                                                          |                                |                    |   |                                                                                                                                                                                                                                                                                                                                                          |                                |                    |              |  |                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |  |  |          |                                                                                                                                                                                                                                                                                                                                                          |                                |                    |   |                                                                                                                                                                                                                                                                                                                                                          |                                |                    |              |  |                |

### SMART Goal 1 Problem Statements:

### Adult Learning Culture

**Problem Statement 1:** PLC teams are not leading their PLC meetings in a complete data cycle therefore, lacking purposeful planning in order to meet the needs of all learners.  
**Critical Root Cause:** PLC teams lack fidelity in ELA Tier II instruction, Core 95 PLL, and leading effective PLC meetings.

### Inquiry Area 3: Connectedness

**SMART Goal 1:** In the 2024-25 school year we decreased our IC referrals from 330 to 116. However, our IC referrals reflected 92 of 116 were Tier I and Tier II behaviors. In the 2025-26 school year Hinman will reduce Tier I referrals by 50%

**Formative Measures:** Panorama Surveys, PD by counselor on de-escalation skills and small group lessons with counselor

**Aligns with District Goal**

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                              |                                                                             | Reviews      |           |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------|--------------|-----------|----------------|
| <b>Improvement Strategy 1:</b> We would like to continue to decrease the number of office referrals by providing Multi-Tiered Systems of Support (MTSS) for behavior.                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                              |                                                                             | Status Check |           | EOY Reflection |
|                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                              |                                                                             | Oct          | Feb       | June           |
|                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                              |                                                                             | No review    | No review |                |
| Action #                                                                                                                                                                                                                                                                                                                                                                          | Actions for Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Person(s) Responsible        | Timeline                                                                    |              |           |                |
| 1                                                                                                                                                                                                                                                                                                                                                                                 | 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) | Counselor and Administration | Staff Development Day, Class room lessons, Panorama surveys 3 times a year. |              |           |                |
| <b>Position Responsible:</b> Counselor and Administration<br><b>Resources Needed:</b> Avid books<br>Minor vs Major Powerpoint<br>How to fill out an IC referral<br><br><b>Schoolwide and Targeted Assistance Title I Elements:</b><br>2.4, 2.5, 2.6, 4.1, 4.2<br><b>Evidence Level</b><br>Level 1: Strong: MTSS<br><b>Problem Statements/Critical Root Cause:</b> Connectedness 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                              |                                                                             |              |           |                |

### SMART Goal 1 Problem Statements:

| Connectedness                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Students lack the ability to effectively communicate with staff members and students to solve conflicts. <b>Critical Root Cause:</b> Based on the TFI 3.0 survey, our school community lacks an understanding of our school-wide behavioral expectations. |

# Schoolwide and Targeted Assistance Title I Elements

## 1.1: Comprehensive Needs Assessment

The administration team meets with the leadership team and with grade level teams to discuss Map Data, RTI, student goal setting.

## 2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The administration meets with teachers during staff meetings, SOT, and Title I parents meetings to discuss school and student performance. During these meetings, feedback is provide by staff and parents to make data driven decisions.

## 2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

## 2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

## 2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

## 2.5: Increased learning time and well-rounded education

Title I funds were utilized to purchase a teaching position to reduce class size in 5th grade. Funds were also utilized to provide teacher prep buyouts for weekly PLC meetings. Funds were used for teacher collaboration for LETRS professional development.

## 2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

## 3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

#### **4.1: Develop and distribute Parent Involvement and Family Engagement Policy**

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

#### **4.2: Offer flexible number of parent involvement meetings**

Refer to the Community Outreach Activities table for parent involvement opportunities.

#### **5.1: Determine which students will be served by following local policy**

N/A

All students will be served by local policy.

# Plan Notes

| Funding Source                 | Amount         | Purpose(s) for which funds are used                 | Applicable Goal(s)                  |
|--------------------------------|----------------|-----------------------------------------------------|-------------------------------------|
| General Funds Allocation       | \$3,160,997.02 | Staff Salaries                                      | 2.4, 2.5, 2.6, 4.1, 4.2 (Inquiry 1) |
| At-Risk Weighted Allocation    | \$252,037.02   | General Supplies, staffing                          | 2.4, 2.5, 2.6, 4.1, 4.2 (Inquiry 1) |
| EL Weighted Allocation         | \$96,615.36    | Split funded staff positions                        | 2.4, 2.5, 2.6, 4.1, 4.2 (Inquiry 1) |
| General Carry Forward          | \$609,361.52   | Pay for a Licensed position (Interventionist)       | 2.4, 2.5, 2.6, 4.1, 4.2 (Inquiry 1) |
| At-Risk Weighted Carry Forward | \$481,031.92   | General Supplies                                    | 2.4, 2.5, 2.6, 4.1, 4.2 (Inquiry 1) |
| EL Weighted Carry Forward      | \$ 1003.55     | EL, Programs                                        | 2.4, 2.5, 2.6, 4.1, 4.2 (Inquiry 1) |
| Title IA                       | \$193,452.00   | Funding for class size reduction, PLC, and LETRS PD | 2.4, 2.5, 2.6, 4.1, 4.2 (Inquiry 1) |

# Continuous Improvement Team

| Team Role    | Name              | Position  |
|--------------|-------------------|-----------|
| CI Team Lead | Gretchen Matthews | Teacher   |
| Required     | David Copenbarger | Principal |



# Community Outreach Activities

| Activity    | Date     | Lesson Learned         |
|-------------|----------|------------------------|
| SOT Meeting | May 2025 | End of Year Reflection |