



Clark County School District

Doris Hancock ES

School Performance Plan: A Roadmap to Success

Doris Hancock ES has established its School Performance Plan for the 2022-2023 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: Sarah Payne

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10/27/22



School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/doris_hancock_elementary_school/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

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
Sarah Payne	Principal(s) <i>(required)</i>
Sandra Zurbriggen	Other School Leader(s)/Administrator(s) <i>(required)</i>
Uri Garcia, Paula Melo, Hannah Aguilera, Katsuyo Banks-Tamanaha, Veronica Dannaker, Cathy Scott, Sara Dolson, Sloan Navarro, Rachel Marx, Tina Redsull, Kelly Cano, Antwahn Taylor, Ashlyn Carney, Nathaly Landa	Teacher(s) <i>(required)</i>
Silvia Duyanen	Paraprofessional(s) <i>(required)</i>
Yibrana Orozco, Tamyra Roberts, Sylvia Wilkerson	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
School Organizational Team (SOT) Meeting	10/17/22	Parents agreed with the goals and steps in place. Specifically, after-school tutoring and a focus on increasing attendance.

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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
	MAP Data, SBAC Data, NSPF Report	Panorama and Parent Survey Results	Data from Instructional Rounds 9/19/22, 10/11/22, & 10/12/22
Data Reviewed	<p><i>Areas of Strength: Hancock ES has maintained a very low staff turnover rate. Students also achieved significant growth on the Nevada State Performance Framework (NSPF) specifically in the Growth and Closing Opportunity Gaps Indicators. The 2021-22 school median for Math MGP is 59% and ELA MGP is 54% (an increase from 32% for Math MGP and 37% for ELA MGP in 2018-19). The 2021-22 school rate for Met Math AGP Target is 43.3% and Met ELA AGP Target is 52.8% (an increase from 16% for Met Math AGP Target and 34.6% for Met ELA AGP Target). The percentage of prior non-proficient students who met math AGP target increased from 7.5% in 2018-19 to 35.6% in 2021-22 and the percentage of prior non-proficient students who met reading AGP target increased from 22.6% in 2018-19 to 45.4% in 2021-22.</i></p>		
	<p><i>Areas for Growth: Increase the percentage of students not at risk and increase the percentage of students achieving proficiency.</i></p>		
Problem Statement	<p><i>There is a significant percentage of students (59% in ELA and 64% in Math) schoolwide who are at risk (at or below the 40%) as identified on the Fall MAP assessment.</i></p>		
Critical Root Causes	<p><i>Small-group instruction was not consistently provided or attended.</i></p>		



Part B

Student Success	
<p>School Goal:</p> <ul style="list-style-type: none"> ● Increase the percent of students scoring above the 40th percentile in ELA from 41% (fall) to 46% (winter) to 51% (spring) by May of 2023 as measured by the MAP Growth Assessment. ● Increase the percent of students scoring above the 40th percentile in Math from 36% (fall) to 41% (winter) to 46% (spring) by May of 2023 as measured by the MAP Growth Assessment. 	<p>Aligned to Nevada’s STIP Goal: <i>Goal 3</i> <i>All students experience continued academic growth.</i></p>
<p>Improvement Strategy: <i>Provide tutoring after school and provide small group intervention during the school day.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>MAP Growth Assessments EBI 2, Corrective Reading EBI 1 and Reading Mastery EBI 3, ST Math EBI 1</i></p>	
<p>Intended Outcomes: <i>Students receiving tutoring after school and in small groups during the school day will meet individual goals in Aimsweb Plus.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Identify students in need of additional support</i> ● <i>Create leveled groups to support students</i> ● <i>Provide intervention using Corrective Reading and Reading Mastery</i> ● <i>Provide fluency practice for math - 5 minutes per day</i> ● <i>Provide professional development for ST Math</i> ● <i>Use ST Math to develop students’ math concepts</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>MAP Growth Assessments</i> ● <i>Corrective Reading</i> ● <i>Reading Mastery</i> ● <i>ST Math EBI 1</i> ● <i>Time for professional development</i> ● <i>Funding for professional development and tutoring and CTTs</i> 	



Challenges to Tackle:

- *Enough people to provide tutoring and additional instruction/intervention - provide extra-duty pay*

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

English Learners: Provide communication about tutoring in Spanish, Class Dojo translations

Foster/Homeless: School social worker and counselor provide additional services on an individualized basis

Free and Reduced Lunch: 100% FRL - improvement strategy applies to all students

Migrant: N/A

Racial/Ethnic Minorities: Looking at data of ethnic student groups to identify achievement gaps

Students with IEPs: Helping special education staff understand expectations of grade level standards through PLCs



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Data collected from walkthroughs</i>	<i>Leadership team input regarding how to review walkthrough data</i>	<i>PLC Meetings Leadership team Meetings Master Schedule Weekly staff meetings New teacher trainings</i>
	<i>Areas of Strength: During the majority of walkthroughs, teachers were observed utilizing Tier 1 materials that were grade-level appropriate and aligned to standards.</i>		
	<i>Areas for Growth: Increase the percentage of time during Tier 1 students are engaged in productive struggle with tasks aligned to standards.</i>		
Problem Statement	<p><i>There is a large percentage of time that students were not engaged in productive struggle as identified through walkthroughs.</i></p> <ul style="list-style-type: none"> ● <i>Engaging in productive struggle from 44 % in September</i> ● <i>Engaging with tasks aligned to standards from 28% in September</i> ● <i>Engaging with materials aligned to standards from 68 % in September</i> 		
Critical Root Causes	<i>Teachers have not had enough professional development on designing Tier 1 tasks that will require students to engage in productive struggle with materials that are aligned to the standards.</i>		

Part B

Adult Learning Culture	
<p>School Goal:</p> <ul style="list-style-type: none"> ● <i>Increase the percentage of times that students are observed engaging in productive struggle during Tier 1 from 44% in September to an average of 64% by the end of the year, as measured by instructional rounds.</i> 	<p>STIP Connection:</p> <p><i>Goal 2 All students have access to effective educators</i></p>



<ul style="list-style-type: none">● <i>Increase the percentage of times that students are observed engaging with tasks aligned to standards during Tier 1 from 28% in September to an average of 48% by the end of the year, as measured by instructional rounds.</i>● <i>Increase the percentage of times that students are observed engaging with materials aligned to standards during Tier 1 from 68% in September to an average of 88% by the end of the year, as measured by instructional rounds.</i>	
<p>Improvement Strategy: <i>Regularly review walkthrough data and lesson plans, discuss strategies during PLC. Provide coaching to teachers to increase effectiveness in designing lessons that require students to engage in productive struggle with tasks and materials that are aligned to standards.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional development EBI 1, Analyze data in PLCs EBI 3, Coaching EBI 2</i></p>	
<p>Intended Outcomes:</p> <ul style="list-style-type: none">● <i>Increase the percentage of times that students are observed engaging in productive struggle with tasks and materials that are aligned to standards during Tier 1 instruction.</i>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Complete initial walkthroughs for baseline data collection</i>● <i>Meet with teachers during PLCs</i>● <i>Review walkthrough data monthly during PLC</i>● <i>Facilitate walkthrough data-analysis discussions and provide strategies to improve</i>● <i>Provide professional development on Tier 1 target-task alignment with an emphasis on productive-struggle</i>● <i>Assign strategists to teachers for coaching as determined by walkthrough data</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Time for walkthroughs for data collection</i>● <i>Strategist(s)</i>● <i>PLC meetings</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Time for strategist(s) to meet with teachers for effective coaching cycles to occur.</i>	



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

English Learners: Provide sentence stems to students to support them in productive struggle.

Foster/Homeless: School social worker and counselor provide additional services on an individualized basis

Free and Reduced Lunch: 100% FRL - improvement strategy applies to all students

Migrant: School social worker and counselor provide additional services on an individualized basis

Racial/Ethnic Minorities: Looking at data of ethnic student groups to identify achievement gaps

Students with IEPs: Helping special education staff understand expectations of grade level standards through PLCs



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	CCSD Survey Data for Past 3 Years <i>Panorama and Parent Survey Results Nevada School Performance Framework (NSPF) 21-22</i>	CCSD Survey Data for Past 3 Years	CCSD Survey Data for Past 3 Years
	<i>Areas of Strength: 59.1% of our students were not chronically absent.</i>		
	<i>Areas for Growth: 40.9% of our students were chronically absent.</i>		
Problem Statement	The chronic absenteeism rate for Hancock ES was 40.9%, meaning that 40.9% of our students were absent more than 10% of the days they were enrolled.		
Critical Root Causes	<i>Many students have had difficulty adjusting to in person learning. In addition, COVID protocols had students out for multiple days due to illness and/or exposure.</i>		

Part B

Connectedness	
<p>School Goal: Reduce the percent of students who are chronically absent from 40.9% in the 21-22 school year to 30% in the 22-23 school year as measured by the NSPF.</p>	<p>STIP Connection: <i>Goal 6</i> <i>All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i></p>
<p>Improvement Strategy: <i>Create a learning environment that is engaging and rigorous so that students choose to come to school regularly.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a Positive School Climate and Culture EBI 3; PBIS EBI 1</i></p>	

**Intended Outcomes:**

- Increase the amount of time that students attend school and receive instruction

Action Steps:

- *Identify students struggling with attendance*
- *Follow MTSS/PBIS systems to encourage students to attend school*
- *Call and reach out to families struggling with attendance and get resources in order to remove barriers*
- *Develop a committee to implement Ron Clark House System to create a sense of belonging*
- *Utilize Ron Clark Professional Development to increase the engagement and rigor of Tier I instruction*

Resources Needed:

- *Communities in Schools Liaison and/or Reinvent Schools Americorps Member to call parents of absent students and encourage them to attend school*
- *Funding for Ron Clark Professional Development*
- *Cohort of staff to help roll-out shift to house system*

Challenges to Tackle:

- *Time, funding for initiatives, possible staffing issues*

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

English Learners: Bilingual staff members will reach out to parents when students are absent and encourage them to come to school. Staff will send information home in the families' home language whenever possible. Mental Health Professionals provide additional services on an individualized basis.

Foster/Homeless: School social worker and counselor provide additional services on an individualized basis. Mental Health Professionals provide additional services on an individualized basis.

Free and Reduced Lunch: 100% FRL - improvement strategy applies to all students

Migrant: N/A

Racial/Ethnic Minorities: Looking at data of ethnic student groups to identify gaps in attendance

Students with IEPs: Special education staff will reach out to parents when students are absent and encourage them to come to school.



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)
General Funds	\$3,902,370.06	<i>Teaching staff, mental health professionals, facilities, supplies, incentive to retain support staff</i>	<i>Student Success Adult Learning Culture Connectedness</i>
At-Risk Weighted Funds	\$119,609.74	<i>Class size reduction teacher, intervention materials, ST math, incentive for staff identified as effective or highly effective</i>	<i>Student Success Connectedness</i>
EL Weighted Funds	\$209,859.70	<i>Class size reduction teacher, after-school tutoring, prep buy out for staff training, incentive for staff identified as effective or highly effective</i>	<i>Student Success Adult Learning Culture Connectedness</i>
Title I	\$267,120.00	<i>Three class size reduction teachers, family involvement, technology supplies, intervention materials</i>	<i>Student Success Adult Learning Culture Connectedness</i>
Title III	\$6336.00	<i>Imagine Learning; tutoring</i>	<i>Student Success</i>
ESSER III	\$90,424.00	<i>Class size reduction teacher</i>	<i>Student Success Adult Learning Culture Connectedness</i>