



Clark County School District

Doris Hancock ES

School Performance Plan: A Roadmap to Success

Addendum for CSI, TSI, TSI/ATSI Schools

This addendum to the 2022-2023 School Performance Plan (SPP) Roadmap supports CSI, TSI, and TSI/ATSI schools to demonstrate compliance with federal requirements to provide evidence that it has incorporated explicit analysis of accountability indicators as each relate to the school's performance, evidence-based interventions, and identification of resource inequities into its SPP. Please reach out to Sarah Payne for more information.



School Goals and Improvement Plan

The section below includes an explicit identification of the evidence levels for each improvement strategy and resource inequity challenges and supports associated with each goal.

Inquiry Area 1 – Student Success

School Goal	
<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. 	
Improvement Strategies	Evidence Level (1, 2, 3, 4)
<i>Provide tutoring after school and provide small group intervention during the school day.</i>	<i>MAP Growth Assessments EBI 2, Corrective Reading EBI 1 and Reading Mastery EBI 3, ST Math EBI 1</i>
Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?	
English Learners: <ul style="list-style-type: none"> ● Challenge: On the 2021-2022 NSPF, there is a 24.5 percentage point achievement gap in ELA between students who are Current and Former English Learners (32.1% proficient) and students who are White/Caucasian (56.6% proficient). ● Support: <i>EL weighted funds are used to provide class size reduction teachers to better support differentiated Tier 1 instruction. After-school tutoring is provided 2-4 days per week. A group will be established for newcomers. All EL students are invited with a priority of students who scored below a level 4.5 on the WIDA and WIDA Screener. Title III funds provide Imagine Learning to support newcomers and students at the lowest levels on the WIDA screener.</i> 	
Foster/Homeless: N/A Fewer than 25 students enrolled <ul style="list-style-type: none"> ● Challenge: ● Support: 	
Free and Reduced Lunch: <ul style="list-style-type: none"> ● Challenge: On the 2021-2022 NSPF, there is a 12.7 percentage point achievement gap in MATH between students who are Economically Disadvantaged (17.3% proficient) and students who are White/Caucasian (30.0% proficient). On the 2021-2022 NSPF, there is a 30.6 percentage point achievement gap in ELA between students who are Economically Disadvantaged (26.0% proficient) and students who are White/Caucasian (56.6% proficient). ● Support: <i>Title I funds and at-risk weighted funds provide teachers to reduce class sizes to allow teachers to deliver instruction at a high cognitive demand and differentiate instruction to meet varying academic needs in order to increase student proficiency in all academic areas. Title I funds also provide intervention materials, Reading Mastery workbooks to increase reading proficiency across all grade levels. All K-2 teachers and interventionists are using these materials with students who are identified as needing additional instruction and intervention.</i> 	



Extra duty hours are provided for family engagement and additional parent conferences to inform parents of their child's academic progress and needs.

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: On the 2021-2022 NSPF, there is an achievement gap in MATH between students who are Hispanic (20.7% proficient) and students who are Black/African-American (<5% proficient) compared with students who are White/Caucasian (30.0% proficient).
On the 2021-2022 NSPF, there is an achievement gap in ELA between students who are Hispanic (20.7% proficient) and students who are Black/African-American (<5% proficient) compared with students who are White/Caucasian (56.6% proficient).
- Support: An Equity and Diversity Division liaison and Culturally Inclusive Champion will attend Districtwide professional learning and deliver the information to the school staff.

Students with IEPs:

- Challenge: On the 2021-2022 NSPF, there is a 23.4 percentage point achievement gap in MATH between Students with IEPs (6.6% proficient) and students who are White/Caucasian (30% proficient).
On the 2021-2022 NSPF, there is a 43.3 percentage point achievement gap in ELA between Students with IEPs (13.3% proficient) and students who are White/Caucasian (56.6% proficient).
- Support: *IDEA funds are used to hire highly-effective special education staff and specialized instructional materials to support students with meeting IEP goals and with accessing grade level content. Special Education Instructional Facilitator (SEIF) provides direct supports to students in the classroom in academics and behavior.*



Inquiry Area 2 – Adult Learning Culture

School Goal	
<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> ● <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> 	
Improvement Strategies	Evidence Level (1, 2, 3, 4)
<p><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><i>Professional development EBI 4, Analyze data in PLCs EBI 1, Coaching EBI 2</i></p>
<p>Resource Equity Supports: Based on your <i>Data Dive</i> and <i>Root Cause Analysis</i>, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?</p>	
<p>English Learners:</p> <ul style="list-style-type: none"> ● Challenge: On the 2021-2022 NSPF, there is a 24.5 percentage point achievement gap in ELA between students who are Current and Former English Learners (32.1% proficient) and students who are White/Caucasian (56.6% proficient). ● Support: <i>EL weighted funds provide prep buy out for staff training based on teacher need and administrators’ request. All teachers are required to attend the Understanding Language Development (ULD) professional learning.</i> <p>Foster/Homeless: N/A Fewer than 25 students enrolled</p> <ul style="list-style-type: none"> ● Challenge: ● Support: <p>Free and Reduced Lunch:</p> <ul style="list-style-type: none"> ● Challenge: On the 2021-2022 NSPF, there is a 12.7 percentage point achievement gap in MATH between students who are Economically Disadvantaged (17.3% proficient) and students who are White/Caucasian (30.0% proficient). On the 2021-2022 NSPF, there is a 30.6 percentage point achievement gap in ELA between students who are Economically Disadvantaged (26.0% proficient) and students who are White/Caucasian (56.6% proficient). ● Support: Title I funds provide teachers with professional learning at the Ron Clark Academy (RCA). Professional learning on developing high-quality tasks that require students to engage in productive struggle during Tier 1 instruction will be led by administrators and strategists in staff meetings and on staff development days. Teachers who attend RCA professional development will be observed by other teachers in their grade level and provide coaching to those teachers as well. 	



Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: On the 2021-2022 NSPF, there is an achievement gap in MATH between students who are Hispanic (20.7% proficient) and students who are Black/African-American (<5% proficient) compared with students who are White/Caucasian (30.0% proficient).
On the 2021-2022 NSPF, there is an achievement gap in ELA between students who are Hispanic (20.7% proficient) and students who are Black/African-American (<5% proficient) compared with students who are White/Caucasian (56.6% proficient).
- Support: An Equity and Diversity Division liaison and Culturally Inclusive Champion will attend Districtwide professional learning and deliver the information to the school staff. Staff will analyze disaggregated data when available and appropriate.

Students with IEPs:

- Challenge: On the 2021-2022 NSPF, there is a 23.4 percentage point achievement gap in MATH between Students with IEPs (6.6% proficient) and students who are White/Caucasian (30.0% proficient).
On the 2021-2022 NSPF, there is a 43.3 percentage point achievement gap in ELA between Students with IEPs (13.3% proficient) and students who are White/Caucasian (56.6% proficient).
- Support: *Special Education Instructional Facilitator (SEIF) supports teachers through individual meetings to discuss student needs and data collection for academic and behavior progress monitoring. Special educators participate in a PLC meeting every two weeks. Resource teachers attend grade level PLC meetings to understand grade-level expectations and instructional needs for their students.*



Inquiry Area 3 – Connectedness

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.	
Improvement Strategies	Evidence Level (1, 2, 3, 4)
<i>Create a learning environment that is engaging and rigorous so that students choose to come to school regularly.</i>	<i>Creating a Positive School Climate and Culture EBI 3; PBIS EBI 1</i>
Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?	
<p>English Learners: N/A Students who are English learners have a lower chronic absenteeism rate than the White/Caucasian group.</p> <ul style="list-style-type: none"> ● Challenge: ● Support: <p>Foster/Homeless: N/A Fewer than 25 students enrolled.</p> <ul style="list-style-type: none"> ● Challenge: ● Support: <p>Free and Reduced Lunch: N/A 100% Free and Reduced Lunch</p> <ul style="list-style-type: none"> ● Challenge: ● Support: <p>Migrant: N/A</p> <ul style="list-style-type: none"> ● Challenge: ● Support: <p>Racial/Ethnic Groups:</p> <ul style="list-style-type: none"> ● Challenge: On the 2021-2022 NSPF, there is a gap in chronic absenteeism between students who are Black/African-American (52.7%) compared with students who are White/Caucasian (30.9%). ● Support: Counselor and social worker will work with students who are chronically absent and their families to determine specific needs and solutions for absenteeism. <p>Students with IEPs:</p> <ul style="list-style-type: none"> ● Challenge: On the 2021-2022 NSPF, there is a gap in chronic absenteeism between students who have an IEP (38.0%) compared with students who are White/Caucasian (30.9%). ● Support: Special education will work with students who are chronically absent and their families to determine specific needs and solutions for absenteeism. Administration is in communication with the transportation department to ensure students arrive on time and have a full day of instruction. 	