Clark County School District

Heckethorn, Howard E. ES

2025-2026 School Improvement Plan

Classification: 3 Star School

ATSI

Mission Statement

Our community believes in loving the greatness in ourselves and others, leading by example, and learning for a lifetime.

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/howard_e._heckethorn_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Based on 2024-2025 Spring Reading Map data, 93% of K-5 teachers performed in the high-achievement quadrant. The following grade levels exceeded the school-wide goal of 75% proficiency: 1st grade (79%), 2nd grade (77%), and 4th grade (79%). Major behavior referrals dropped by 25%, reported aggressive behaviors dropped by 31%, and number of bully events dropped 47%.

Student Success Areas for Growth

Based on 2024-2025 Reading Spring MAP data, only 34% of K-5 classrooms met the criteria for the High Growth-High Achievement quadrant. In both Math and Reading, two subgroups have showed a negative three year trend in SBAC proficiency (Black... math -1% & reading -4% / IEP... math -9% & reading -1%). In both Math and Reading, grade 3 have showed a negative three year trend in SBAC proficiency compared (math -2% & reading -1%). Racially Motivated Incidents increased 50% from the previous year, 10 to 21 incidents reported.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• There is a 18% achievement gap between EL and non EL students based on Fall projected proficiency as measured by MAP Growth Assessments.	Providing take home literacy/books, targeted small group instruction, district provided ELL curriculum, targeted supports for WIDA assessment, and language supports (sentence stems and discourse) that specifically target academic language within the classroom.

Student Group	Challenge	Solution
Foster/Homeless	• Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics. • Students require social-emotional support that can take away from instructional time. • Students may miss instruction due to absenteeism involving foster/homeless situations. • Students are performing below grade level due to missed instruction. • There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.	Take home literacy/books, Small group counseling sessions, Hazel Health Sessions, Three Square, clothing donations, food donations, targeted small group instruction, and language supports (sentence stems and discourse) that specifically target academic language within the classroom.
Free and Reduced Lunch	• Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics • There is currently no identifiable achievement gap between FRL and not FRL students.	Hazel Health Sessions, Small group counseling sessions, Three Square, clothing donations, food donations, targeted small group instruction, and language supports (sentence stems and discourse) that specifically target academic language within the classroom.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	• 42% of Hispanic/Latino students are projected to be proficient based on Fall MAP growth assessments compared to overall student population of 43.6% projected proficiency.	Providing targeted small group instruction, meaningful and rigorous tier I instruction, provide culturally responsive instruction, and language supports (sentence stems and discourse) that specifically target academic language within the classroom.

Student Group	Challenge	Solution
Students with IEPs	There is an 35% achievement gap between students with IEPs and students without IEPs based on Fall MAP projected proficiency.	Providing targeted small group instruction, meaningful and rigorous tier I instruction, Self-Contained inclusion as appropriate, differentiated inclusive instruction, and language supports (sentence stems and discourse) that specifically target academic language within the classroom.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Low academic proficiency in SBAC Reading. After reviewing data, attending PLC meetings, and classroom observations, there is a need for increased implementation of small group instruction and use of purposeful student data analysis through the PLC process to inform instructional decisions and student academic skill needs.
Critical Root Cause: Lack of targeted student data analysis during grade level PLC collaboration, lack of intentional student engagement and meaningful differentiated instruction, and lack of understanding all components of the Teaching and Learning Cycle for ELA Tier I Instruction.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Grade levels and departments have cohesively created PLC norms and mission statements that all have agreed to follow and work towards. A PLC Action Planning Form has been revised to focus on targeted student achievement gaps that work towards effective differentiated instructional strategies and student engagement.

Adult Learning Culture Areas for Growth

Tailoring instruction through data-driven differentiation and continuously adapting instruction based on student data insights. Completing deeper data dives and targeting standards in need of growth. Creating instructional strategies and designing lessons that scaffold and differentiate learning for all levels of students. Monitor student progress through common assessments using HMH and IAB's.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• There is an 22% achievement gap between English proficient and ELs in math.	EL Weighted Funding will support CSR teachers. The RBG3 strategist will provide literacy PD to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development PD is provided by ELL Division of CCSD to teachers that target language accommodations and scaffolds for language acquisition.

Student Group	Challenge	Solution
Foster/Homeless	- Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics. - Students require social-emotional support that can take away from instructional time. - Students may miss instruction due to absenteeism involving foster/homeless situations. - Students are performing below grade level due to missed instruction.	The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. The Title I HOPE Advocate (counselor) will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress. Through our Leader in Me paradigms, leadership roles are provided to help support the success of effective SEL strategies
Free and Reduced Lunch	Students struggle with the hierarchy of basic needs, which impacts their ability to focus on academics	Through our Leader in Me paradigms, leadership roles are provided to help support the success of effective SEL strategies
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	There is an 13% achievement gap between English proficient and ELs in reading.	The Title I HOPE Advocate (counselor) will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress Through our Leader in Me paradigms, leadership roles are provided to help support the success of effective SEL strategies

Student Group	Challenge	Solution
Students with IEPs	There is an 56% achievement gap between English proficient and ELs in reading.	Special Education teachers will participate in their department Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support A school-wide "Walk to Learn" model will be implemented to utilize co-teaching and push-in strategies to ensure students receive appropriate accommodations and modifications.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers inconsistently access grade level standards and their progressions. They also need support in using grade level assessment data to determine meaningful next steps to support students with varying needs.
Critical Root Cause: Teachers may not know which data points are most actionable or aligned to instructional decisions.

Connectedness

Connectedness Areas of Strength

High teacher retention within the school year to year, 7 Habits of Highly Effective People, the schools mission and paradigm beliefs, daily SEL block, monthly leadership assemblies, Blazer Buck incentive, and academic goal setting. Major behavior referrals dropped by 25%, reported aggressive behaviors dropped by 31%, and number of bully events dropped 47%.

Connectedness Areas for Growth

Continue to develop our teacher and student Lighthouse Teams in order to establish shared leadership roles throughout the school, continue to foster positive teacher and student relationships, and continuing to strengthen inclusive community practices. Racially Motivated Incidents increased 50% from the previous year, 10 to 21 incidents reported.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• There is an 22% achievement gap between English proficient and ELs in math.	EL Weighted Funding will support CSR teachers. The RBG3 strategist will provide literacy PD to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development PD is provided by ELL Division of CCSD to teachers that target language accommodations and scaffolds for language acquisition.

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Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Our MTSS has decreased all behaviors categories except for racially motivated incidents (RMIs). Behavior data indicated a 50% increase in RMIs during the 24-25 school year.
Critical Root Cause: Inconsistent modeling and teaching of Leader In Me philosophies and paradigms that align to the school and classroom mission statements and the 7 Habits of Highly effective people. Inconsistent understanding of effective behavior interventions and restorative practices.

Priority Problem Statements

Problem Statement 1: Low academic proficiency in SBAC Reading. After reviewing data, attending PLC meetings, and classroom observations, there is a need for increased implementation of small group instruction and use of purposeful student data analysis through the PLC process to inform instructional decisions and student academic skill needs.

Critical Root Cause 1: Lack of targeted student data analysis during grade level PLC collaboration, lack of intentional student engagement and meaningful differentiated instruction, and lack of understanding all components of the Teaching and Learning Cycle for ELA Tier I Instruction.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers inconsistently access grade level standards and their progressions. They also need support in using grade level assessment data to determine meaningful next steps to support students with varying needs.

Critical Root Cause 2: Teachers may not know which data points are most actionable or aligned to instructional decisions.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Our MTSS has decreased all behaviors categories except for racially motivated incidents (RMIs). Behavior data indicated a 50% increase in RMIs during the 24-25 school year.

Critical Root Cause 3: Inconsistent modeling and teaching of Leader In Me philosophies and paradigms that align to the school and classroom mission statements and the 7 Habits of Highly effective people. Inconsistent understanding of effective behavior interventions and restorative practices.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Other
    - Teacher SLG's

Adult Learning Culture

- Lesson Plans
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Teacher retention
- Walk-through data
- Other
    - Leader In Me Lighthouse Team/Action Teams

Connectedness

- Behavior
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data
- Other
    - Leader In Me MRA survey data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of K-5 students scoring above the 61st percentile in reading from 51% (Fall 2025) to 53% (Winter 2025) to 55% (Spring 2026) as measured by MAP(r) Growth Assessments.

Aligns with District Goal

Formative Measures: MAP Growth

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Provide teachers with opportunities, support, and professional development to implement effective PLC meetings, RTI practices, small guided reading group practices, rubric based constructed written responses based on text evidence, and systematic targeted intervention of deficit areas within teacher small group instruction and enrichment blocks.				**Status Check**		**EOY Reflection**
				Oct	**Feb**	**June**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	In progress	No review	
1	Provide targeted instruction to students identified as "at-risk" during the grade-level intervention block.	RBG3 Strategist	Weekly, October to May			
2	The RBG3 will collaborate during weekly PLCs and RTI meetings (six week cycle) using the common classroom assessment data, progress monitoring data, MAP data, and Fastbridge data to design instruction targeted to students' needs.	RBG3, SEIF, and Administration	PLC-Weekly, September to May RTI-six week cycle, September-May			
3	RBG3 coach will provide training and instructional modeling for small group instruction	RBG3 and Administration	Weekly, September to May			
4	Professional Learning on (1) differentiation, (2) scaffolding, and (3) collaborative structures.	CCSD Central Services, RBG3, and SEIF	Quarterly-September to May			
5	Students monitor their own learning through goal setting (WIGS), scoreboards, and leadership binders.	Lighthouse Coordinators, Classroom teachers and students	Weekly-September to May			

Position Responsible: Administration

Resources Needed: * RBG3 Coach
* Scheduled PLC Meetings
* PLC Grade Level Data Sheets
* Teacher SLG Goal Forms
* Professional Texts (Common Core Companion, PLC Teacher Clarity, Leader In Me website)
* Student Leadership Binders
* Classroom & Student Score Boards K-5
* Schoolwide Scoreboards
* Instructional Materials (HMH, 95 Core, Lexia, Exact Path, Voyager Passport, Read Naturally, Leader In Me, ESGI)
* Student Celebrations (Prizes, Certificates)

Evidence Level
Level 1: Strong: 95 Core
Level 2: Moderate: HMH
Level 4: Demonstrate Rationale: Leader In Me

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Low academic proficiency in SBAC Reading. After reviewing data, attending PLC meetings, and classroom observations, there is a need for increased implementation of small group instruction and use of purposeful student data analysis through the PLC process to inform instructional decisions and student academic skill needs. **Critical Root Cause**: Lack of targeted student data analysis during grade level PLC collaboration, lack of intentional student engagement and meaningful differentiated instruction, and lack of understanding all components of the Teaching and Learning Cycle for ELA Tier I Instruction.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of the teachers will actively participate and implement the PLC Action Planning Form and understand how to analyze teacher and grade level assessment data by May 2026, as measured by ongoing professional development and PLC observations.

Aligns with District Goal

Formative Measures: Observations

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Coaching teachers through the PLC process emphasizing effective collaboration, establishing the use of quantitative data collection, and continue to utilize the Teaching and Learning Cycle- Assess-Analyze-Respond.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
1	Teacher professional development	RBG3, Administration	Quarterly-September to May	In progress	No review	
2	PLC Action Planning Document	RBG3, Administration	Weekly-September to May			

Position Responsible: Administration

Resources Needed: * The Common Core Companion
* The Teacher Clarity Playbook
* Teaching and Learning Cycle Resources
* PLC Action Planning Form
* PLC Student Data Tracking Form

Evidence Level
Level 2: Moderate: PLC, Data Analysis

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers inconsistently access grade level standards and their progressions. They also need support in using grade level assessment data to determine meaningful next steps to support students with varying needs.   **Critical Root Cause**: Teachers may not know which data points are most actionable or aligned to instructional decisions.

Inquiry Area 3: Connectedness

SMART Goal 1: Create a school culture of leadership that communicates worth and potential to all students, reducing the number of Racially Motivated incidents for all students reported in Infinite Campus from 21 total events to 17 (20% reduction) by May, 2026.

Aligns with District Goal

Formative Measures: FocusED and Infinite Campus

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Provide teachers with professional learning emphasizing the Core Paradigms of Leader In Me and how they connect with the schools mission statement and create opportunities for students and staff to collaborate through Student and Teacher Lighthouse Teams.				**Status Check**		**EOY Reflection**
				Oct	**Feb**	**June**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**			
1	Staff will attend Leader In Me and training boosters to develop strategies that incorporate inclusive climate and culture behaviors including: 7 Habits of Highly Effective People, 4DX Model of Goal Setting, and the Leader In Framework Paradigms.	LIM Coordinators, Administration	Weekly-September to May			
2	Continue to utilize Staff Lighthouse Team and Student Lighthouse Team to create leadership opportunities.	LIM Coordinators, Administration	Weekly- September to May			
3	Leadership coaching days through Leader In Me regional coaching	LIM Coordinators, Administration	Semi-annually			
4	Continue student school wide incentive plan "Blazer Bucks"	Administration	Monthly-August to May			
5	Implementation of school wide morning Leader In Me SEL block with focus on respect and kindness and strengthening student/teacher relationships	School staff	Daily-August to May			
6	Implement Counselor classes targeting respect and kindness strategies	School counselor	Weekly-August to May			
7	Monthly Student Leadership Assemblies	LIM Action Team and Administration	Monthly-September to May			
8	School wide "Lead With Our Heart" campaign centered on two values that must live at the heart of every classroom: Kindness and Respect	All Staff	Daily-August to May			

	In progress	No review	
Position Responsible: Administration **Resources Needed:** * Training materials from Leader In Me * Lighthouse Team Coordinators * Student Lighthouse Team * Student Leadership Binders & Lighthouse Action Team Binders * "Blazer Bucks" * Monthly Leadership Assemblies * SEL schedules, guidelines, and resources * I.C. Behavior Reporting Guides * School Wide Scoreboard * Teacher PD for effective restorative practices **Evidence Level** Level 4: Demonstrate Rationale: Leader In Me **Problem Statements/Critical Root Cause:** Connectedness 1			

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Our MTSS has decreased all behaviors categories except for racially motivated incidents (RMIs). Behavior data indicated a 50% increase in RMIs during the 24-25 school year.   **Critical Root Cause**: Inconsistent modeling and teaching of Leader In Me philosophies and paradigms that align to the school and classroom mission statements and the 7 Habits of Highly effective people. Inconsistent understanding of effective behavior interventions and restorative practices.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$5,580,392.00	General education teachers, support staff positions, support staff extra pay, Leader In Me (resources and trainings), general supplies	1, 2, 3
At-Risk Weighted Allocation	$138,855.00	Teachers	1, 2, 3
EL Weighted Allocation	$62,277.00	Teachers	1, 2, 3
General Carry Forward	$115,921.00	Teachers	1, 2, 3
At-Risk Weighted Carry Forward	$1,247.00	Teachers	1, 2, 3
EL Weighted Carry Forward	$2,593.00	Teachers	1, 2, 3

School Continuous Improvement (CI) Team

Team Role	Name	Position
SOT Member	Derek Zipp	Parent
SOT Member	Amber Hymer	Parent
SOT Member	Brittany Dure	Parent
SOT Member	Shannon Colding	Parent
SOT Member	Denise Kelskey	Paraprofessional
SOT Member	Kathryn Herbert	Teacher
SOT Member	Brittany Brickey	Teacher
Member	Brittney Reichert	Parent
Member	Diane Leavitt	Paraprofessional
Member	Mandy Quartaro	Teacher
Member	Judith Pelto	Counselor
Member	Ashley Diggs	RBG3
CI Team Lead	Christine Self	Assistant Principal
CI Team Lead	Mike Houle	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
[SOT Meetings](#)	Ongoing Monthly: August 2025 to May 2026	Discussions focused around the schools Strategic Budget and School Improvement Plan (staffing, progress towards school goals, and budget allocations)