Clark County School District

Heckethorn, Howard E. ES

2025-2026 Status Checks

District Approval Date:
February 10, 2026

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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.

Formative Measures: MAP Growth

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.

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: Student Success 1

Status Checks

In progress	In progress	
October	**February**	**June**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
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.	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.

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.

Formative Measures: Observations

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.

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: Adult Learning Culture 1

Status Checks

In progress	In progress	
October	**February**	**June**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
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.	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.

Formative Measures: FocusED and Infinite Campus

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.

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: Connectedness 1

Status Checks

In progress	In progress	
October	**February**	**June**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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.	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.