

Clark County School District

Heckethorn, Howard E. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 3 Star School

TSI



District Approval Date: July 13, 2026

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 2025-2026 Spring Reading Map data, 96% of K-5 teachers performed in the high-achievement quadrants. The following grade levels exceeded the school-wide Spring goal of 55% proficiency at or above the 61st percentile: Kindergarten (65%), 1st grade (57%), and 2nd grade (60%).

Student Success Areas for Growth

Based on 2025-2026 Reading Spring MAP data, only 48% of K-5 classrooms met the criteria for the High Growth-High Achievement quadrants. (Will update upon receiving current SBAC data 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%).) Total major behavior events increased 20% from the previous year, 252 to 314 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	41% of Hispanic/Latino students are projected to be proficient based on Fall MAP growth assessments compared to overall student population of 43% 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 37% 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 intentional student engagement and meaningful differentiated instruction, and inconsistent use of ELA and Mathematics Tier I Instruction materials.

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, will update when i-Ready data is available) to 53% (Winter 2026) to 55% (Spring 2027) as measured by District Interim Assessments.

Formative Measures: i-Ready assessments and individual learning paths.

Aligns with District Goal

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 acceleration blocks.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Provide targeted instruction to students identified as "at-risk" during the grade-level intervention block.	Classroom teacher	Weekly, August to May				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
2	The RBG3 will collaborate during weekly PLCs and RTI meetings (six week cycle) using the common classroom assessment data, progress monitoring data, i-Ready 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 effective implementation of HMH curriculum.	HMH coach	Quarterly-August to May	
5	Students monitor their own learning through goal setting (WIGS), scoreboards, and leadership portfolios.	Lighthouse Coordinators, Classroom teachers and students	Weekly-August to May	
6	Implement Tier 3 95 RAP program for IEP students	Resource/SLD Room staff	Weekly August to May	
7	All students will complete weekly units in their individual i-Ready pathway.	Classroom teachers	Weekly August to May	

Position Responsible: Administration

Resources Needed: * RBG3 Coach

*HMH Coach

* Scheduled PLC Meetings

* PLC Grade Level Data Sheets

* Professional Texts (Common Core Companion, PLC Teacher Clarity, Leader In Me website)

* Student Leadership Portfolios

* Classroom & Student Score Boards K-5

* Schoolwide Scoreboards

* Instructional Materials (HMH, 95 Core, 95 RAP, i-Ready Pathway, Leader In Me, ESGI)

* Student Celebrations (Prizes, Certificates)

Evidence Level

Level 1: Strong: 95 Core, 95 RAP

Level 2: Moderate: HMH, i-Ready

Level 3: Promising:

Level 4: Demonstrate Rationale: Leader In Me

Problem Statements/Critical Root Cause: Student Success 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

Grade levels have created strategic instructional practices based on pre/post test data during PLC collaboration. A PLC Action Planning Form was used 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. Use HMH curriculum assessments and PLC data analysis to monitor student progress on all grade-level standards, adjust instruction based on identified needs, and increase student mastery through targeted, standards-based instruction.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is an 25% 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 26% 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 54% achievement gap between students with an IEP and students with no IEP in reading at or above the 61st percentile.	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 Implement and progress monitoring students using 95 RAP, Tier 3 Intervention.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Student performance data indicates a need to strengthen Tier I instruction to ensure all students have access to rigorous, standards-based learning.

Critical Root Cause: Inconsistent implementation of the HMH curriculum and evidence-based instructional strategies has resulted in varying levels of rigor, standards alignment, and student engagement across classrooms, limiting students' opportunities to consistently master grade-level standards through 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 2027, as measured by ongoing professional development and PLC observations.

Formative Measures: Observations

Aligns with District Goal

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
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Teacher professional development	HMH Coach, RBG3, Administration	Quarterly-August to May				
2	PLC Action Planning Document	RBG3, Administration	Weekly-August to May				
Position Responsible: Administration Resources Needed: * The Common Core Companion * HMH and Envisions Resources * Curriculum Hub * Lesson Plans * 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							

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. Racially Motivated Incidents decreased by 71%, compared to the goal of a 20% reduction.

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.

Implement the Regulated Classroom framework schoolwide to build students' self-regulation skills, increase engagement and connectedness, and create supportive learning environments that promote academic achievement and positive behavior.

Connectedness 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.	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.
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

Student Group	Challenge	Solution
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	41% of Hispanic/Latino students are projected to be proficient based on Fall MAP growth assessments compared to overall student population of 43% projected proficiency.	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
Students with IEPs	There is an 37% achievement gap between students with IEPs and students without IEPs based on Fall MAP projected proficiency.	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

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Our overall behavior incidents increased by 20% during the 2025-26 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.

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 major behavior incidents reported for all students reported in Infinite Campus from 314 to 282 incidents (10% reduction) by May, 2027.

Formative Measures: FocusED and Infinite Campus

Aligns with District Goal

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. In addition, teachers and students will implement the Regulated Classroom framework schoolwide to build students' self-regulation skills, increase engagement and connectedness, and create supportive learning environments that promote academic achievement and positive behavior.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
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-August to May				
2	Continue to utilize Staff Lighthouse Team and Student Lighthouse Team to create leadership opportunities.	LIM Coordinators, Administration	Weekly- August 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	Staff and students will learn, understand, and model The Regulated Classroom Framework.	RBG3, SIEF, Classroom teachers, Administration	Weekly-August to May				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
7	Bi-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	

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"

* Bi-Monthly Leadership Assemblies

* SEL schedules, guidelines, and resources

* I.C. Behavior Reporting Guides

* School Wide Scoreboard

* Teacher PD for regulation practices

Evidence Level

Level 4: Demonstrate Rationale: Leader In Me, The Regulated Classroom

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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 intentional student engagement and meaningful differentiated instruction, and inconsistent use of ELA and Mathematics Tier I Instruction materials.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Student performance data indicates a need to strengthen Tier I instruction to ensure all students have access to rigorous, standards-based learning.

Critical Root Cause 2: Inconsistent implementation of the HMH curriculum and evidence-based instructional strategies has resulted in varying levels of rigor, standards alignment, and student engagement across classrooms, limiting students' opportunities to consistently master grade-level standards through Tier I instruction.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Our overall behavior incidents increased by 20% during the 2025-26 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)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other

Adult Learning Culture

- Lesson Plans
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Teacher retention
- Walk-through data
- Other

Connectedness

- Behavior
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$5,990,219.00	General education teachers, support staff positions, support staff extra pay, Leader In Me (resources and trainings), general supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	\$127,775.00	Teachers	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	\$43,214.00	Teachers	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	\$165,825.00	Teachers	Student Success, Adult Learning Culture, Connectedness
FY26 Title I, Section 1003(a)	\$5,454,702.03	Licensed and support staff extra duty pay, i-Ready Pathways for students (supports and resources)	Student Success, Adult Learning Culture

School Continuous Improvement (CI) Team

Team Role	Name	Position
Member	Alyssa Cannon	Teacher
Member	Melissa Belt	Teacher
Member	Jennifer Kuewa	Teacher
Member	Mandy Quartaro	Teacher
Member	Denise Reed	Teacher
Member	Mimi Shroads	Teacher
Member	Jodi Maren	Teacher
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	Diane Leavitt	Paraprofessional
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 2026-May 2027	Discussions focused around the schools Strategic Budget and School Improvement Plan (staffing, progress towards school goals, and budget allocations)