



Clark County School District

Hinman ES

2022-2023 School Performance Plan: A Roadmap to Success

Hinman ES has established its School Performance Plan for the 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: David M. Copenbarger

School Website: <https://www.ednafhinmanelementary.com/>

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Phone: 702-799-8990

School Designations: ☒ Title I ☐ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on 10/27/2022.



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/edna_f_hinman_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
David M. Copenbarger	Principal(s) <i>(required)</i>
Christine Dessormeau	Other School Leader(s)/Administrator(s) <i>(required)</i>
Dina Hambly, Elle Connors, Karen Balke, Carla Scott, Sheryl Slakey, Ashley Brigham, Bonnie Palbaum, Tiffany Newton, Jennifer Boyce	Teacher(s) <i>(required)</i>
Lisa Haas, Samantha Edmunds	Paraprofessional(s) <i>(required)</i>
<i>Sabrina Hancock</i>	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
SOT	9/14/2022	2022-23 Budget, staffing, enrollment
Title 1 Parent Engagement Night	10/03/2022	Title 1 funding source, staffing, annual budget
SOT	10/19/2022	SOT functions, member rolls, SOT norms
SOT	11/16/2022	Staffing, community events, fundraising,



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
Data Reviewed	Map data, SBAC data, WIDA data	Focused and IC data	Review of Ready Gen and Envisions
	Areas of Strength: Our SBAC data indicated a significant increase in our student growth MGP in Math and ELA		
	Areas for Growth: Our WIDA scores indicate our EL student proficiency decreased significantly from the 2021-22 school year.		
Problem Statement	Students are 1-2 years behind academically and lack a growth mindset in order to persevere through rigorous content.		
Critical Root Causes	Growth mindset is not being explicitly taught to students.		

Part B

Student Success	
School Goal: Increase the percent of students meeting/exceeding growth projections in (math) from 26% (Spring 2024) to 60% (Spring 2024) as measured by MAP Growth Assessments.	Aligned to Nevada's STIP Goal: 5
Improvement Strategy: Taking time with students to set goals before MAP testing to set proficiency goals.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4	



Intended Outcomes: *Students will be able to persevere through difficult tasks with trying 1-2 independent strategies in order to improve student achievement.*

Action Steps:

- After observation walks and PLC meetings we know that our students do not own their data.
- Plan PD and check-ins with each student to set small term goals and MAP proficiency goal before testing.
- Families make sure their students are here for testing and staff to take the time to set a goal and the students to know what that goal is.

Resources Needed:

- *MAP Data*

Challenges to Tackle:

- *Time*

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

English Learners: Utilize highly aligned curriculum, rich in academic vocabulary that focuses on the rigor of the standards. Ensure equity in how the students access the curriculum and differentiate instruction when needed.

Foster/Homeless: Utilize highly aligned curriculum, rich in academic vocabulary that focuses on the rigor of the standards. Ensure equity in how the students access the curriculum and differentiate instruction when needed.

Free and Reduced Lunch: Utilize highly aligned curriculum, rich in academic vocabulary that focuses on the rigor of the standards. Ensure equity in how the students access the curriculum and differentiate instruction when needed.

Migrant:

Racial/Ethnic Minorities: Utilize highly aligned curriculum, rich in academic vocabulary that focuses on the rigor of the standards. Ensure equity in how the students access the curriculum and differentiate instruction when needed.

Students with IEPs: Utilize highly aligned curriculum, rich in academic vocabulary that focuses on the rigor of the standards. Ensure equity in how the students access the curriculum and differentiate instruction when needed.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture



	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Instructional Walks	<i>Strength: System and structures are in place to support student and teacher learning through PLC meetings</i> <i>Growth: Monitor PLC meetings</i>	<i>Admin secures time for the leadership team as well as PLC teams to participate in instructional walks.</i> <i>Grade level scheduled PLC times and calendaring dates for administering and analyzing summative assessment data</i> <i>RTI data share meetings</i> <i>School wide 109</i>
	<i>Areas of Strength: Teachers are open to receiving instructional feedback from our Leadership team</i>		
	<i>Areas for Growth: Continue to provide opportunities for teachers to review and discuss instructional walk data to improve student outcomes</i>		
Problem Statement	<i>PLC teams are not engaging in a complete data cycle therefore, lacking purposeful planning in order to meet the needs of all learners</i>		
Critical Root Causes	<i>PLC teams lack the knowledge, experience, resources, and time to effectively participate in data cycles (plan, teach, assess, analyze, reteach).</i>		

Part B

Adult Learning Culture	
School Goal: By the end of the school year 70% of the PLC meetings will follow the school wide data meeting structure to maintain data across all grade levels.	STIP Connection: 2
Improvement Strategy: Building leadership capacity within the leadership team through professional development using the PLC+ structure to improve data cycles.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
Intended Outcomes: School wide vocabulary and data meetings can discuss Tier 1 and Tier 2 structures to support our students to grow	



towards proficiency.

Action Steps:

- *Through region meetings and PLC+ collaboration we will create and provide a school wide data collection PLC form.*
- Meet with the leadership team to develop and edit with collaboration data form.
- When each grade level does their own form there is no consistency for our school when talking vertical alignment for each standard and mastery.

Resources Needed:

- *PLC + Playbook*

Challenges to Tackle:

- *Time - during designated PLC time*
- *Training teachers how to unwrap the standards and to know the WHY it is important for student mastery.*

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

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Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Google Form	Google Form	Google Form
	<i>Areas of Strength: Teachers genuinely care about students and want them to succeed</i>		
	<i>Areas for Growth: Teachers need to develop lessons that engage students learning through Tier 1 instruction</i>		
Problem Statement	<i>Students lack a growth mindset because of higher academic demands therefore they are not engaged in the instruction.</i>		
Critical Root Causes	<i>Teachers are not purposefully planning for engagement strategies in their lessons.</i>		

Part B

Connectedness	
School Goal: Decrease the number of office referrals from classroom teachers from 227 to 113 or 50% by Spring of 2023 as measured by Infinite campus data lab or focused	STIP Connection: 6
Improvement Strategy: We would like to continue to decrease the number of office referrals	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
Intended Outcomes: During Status Check 1 we have decreased by 50%.	
Action Steps: <i>Having two administrators and a team of staff who help and encourage students have made a difference in the amount of referrals.</i> <i>Train the staff on what is a minor vs major incident that needs to be reported in IC.</i> <i>Time in staff meetings to train the staff to do restorative justice circles and classroom meetings which will help students feel</i>	



safe while on campus.

Resources Needed:

- *Avid books*
- *Playworks*

Challenges to Tackle:

- *Time*
- *Student bringing neighborhood conflicts to school*

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

English Learners: Utilize highly aligned curriculum, rich in academic vocabulary that focuses on the rigor of the standards. Ensure equity in how the students access the curriculum and differentiate instruction when needed. Utilize engagement strategies as well as PBIS to incentivize the students.

Foster/Homeless: Utilize highly aligned curriculum, rich in academic vocabulary that focuses on the rigor of the standards. Ensure equity in how the students access the curriculum and differentiate instruction when needed. Utilize engagement strategies as well as PBIS to incentivize the students.

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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 Budget	\$4,681,326.00	Staffing, Book study, A-Net, AP, Staffing	Area 1/2/3
Title	\$166,830.00	2 CTT, .5 counselor, Teacher, Title One Liaison, STAR, extra duty	Area 1/2/3
Esser	\$65,504.00	.5 Special Education Facilitator	Area 1/2/3