



Clark County School District

Tyrone Thompson Elementary School

School Performance Plan: A Roadmap to Success

Tyrone Thompson Elementary School 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: Robert Hinchliffe

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

Email: hinchrw@nv.ccsd.net

Phone: 702-799-2510

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 8/26/22.



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/thompson_tyrone_es/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
Robert Hinchliffe	Principal(s) <i>(required)</i>
Shawna Quenneville	Other School Leader(s)/Administrator(s) <i>(required)</i>
Tonya Dalton Angelica Brown [Thompson, Tyrone ES]	Teacher(s) <i>(required)</i>
Gina Antill [Thompson, Tyrone ES]	Paraprofessional(s) <i>(required)</i>
<i>Stephanie Rosenthal</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
Thompson 101 Night	8/23/22	Parents like our school.
House Nights	Various	Kids like the House system and our school.
SOT Meeting	10/19/22	Reviewed the data and plan and the SOT was in agreement.



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	ISBAC data: Math 58%, ELA 69%	Panorama: Sense of Belonging is 70% (above CCSD average) and is in the 90th percentile.	100% of Students have access to text via "textbook fund" from opening a new school, via the new library, via myon.org
	Areas of Strength: Reading (69% proficiency overall on SBAC)		
	Areas for Growth: Math (5th = 37% proficiency), Growth Mindset (30% say their mindset is fixed and they cannot learn)		
Problem Statement	Turnover of staff and coming out of the pandemic did not help. This is technically our 2nd year together and we had 34 staff changes. Expectations stay the same remain high regardless of staff members on campus		
Critical Root Causes	<p>Root Causes: Lack of cohesiveness with a new staff and people learning to be a grade level team.</p> <p>Lack of understanding the school vision and expectations for instruction from administration regarding math due to being a new school and new teams.</p>		

Part B

Student Success	
<p>School Goal: Increase the percent of all students proficient in math from 58% to 68% by 2023, as measured by state summative assessments (SBAC).</p>	<p>Aligned to Nevada's STIP Goal: Goal 1: Transparency. In order to improve, we need to access data in many forms, analyze it, reflect, and grow from it as a team. That requires transparency.</p>
<p>Improvement Strategy: The main strategy we are using is professional development. We have book talks focused on Visible Learning in</p>	



Math, Worksheets Don't Build Dendrites, PLCs, observation and feedback, as use of MAP and Star data.

Evidence Level 1

Intended Outcomes: *The intended outcomes are for staff to use professional development focused on differentiation, math talks, rigor (ensuring all kids learn) math is intended to raise the proficiency on the Math data. and data to improve their knowledge of teaching math.*

Action Steps:

- *Professional Development during Staff Development Days discussing high rigor, differentiation, and math talks.*
- *Consistent use of enVisions*
- *Book talks (Visible Learning in Math, Worksheet Don't Build Dendrites)*
- *Use of Map and Star Math and their continuums*

Resources Needed:

- **STAR Math**
- **MAP**
- **Envisions**

Challenges to Tackle:

- *Buy in to expectations of administration from staff*
- *Buy in to teams and grade level PLCs*
- *Buy in to enVisions*
- *Buy in to the transparency of data (MAP and STAR)*

Equity Supports. What, specifically, will we do to support the following student groups around this goal? Professional development, as stated above, affects all learners. Through the use of data and professional development, we will meet the needs of all students using strategies for differentiation. One expectation of the administration is to “not slow the high kids down”. Teachers are trained to pull groups for interventions, but not trained to differentiate for high students. We are working on this as well through PD. Grade levels PLCs are differentiated based upon need and “team experience” with each other.

English Learners: Through the use of data and professional development, we will meet the needs of all students. One expectation of the administration is to “not slow the high kids down”. Teachers are trained to pull groups for interventions, but not trained to differentiate for high students. We are working on this as well through PD. Weighted funds employ educational personnel who provide services for at-risk and EL students. Teachers will use data to differentiate based upon academic levels which includes language acquisition. Accountable talk is also used in all classrooms as a way to encourage all students to participate and use the skills.

Foster/Homeless: We only have two students in this category and we have specific support for these students, which includes building



relationships and proving behavior plans.

Free and Reduced Lunch: Professional development, as stated above, affects all learners. Through the use of data and professional development, we will meet the needs of all students using strategies for differentiation. One expectation of the administration is to “not slow the high kids down”. Teachers are trained to pull groups for interventions, but not trained to differentiate for high students. We are working on this as well through PD. Grade levels PLCS are differentiated based upon need and “team experience” with each other.

Migrant: N/A

Racial/Ethnic Minorities: Professional development, as stated above, affects all learners. Through the use of data and professional development, we will meet the needs of all students using strategies for differentiation. One expectation of the administration is to “not slow the high kids down”. Teachers are trained to pull groups for interventions, but not trained to differentiate for high students. We are working on this as well through PD. Grade levels PLCS are differentiated based upon need and “team experience” with each other.

Students with IEPs: Professional development, as stated above, affects all learners. Through the use of data and professional development, we will meet the needs of all students using strategies for differentiation. One expectation of the administration is to “not slow the high kids down”. Teachers are trained to pull groups for interventions, but not trained to differentiate for high students. We are working on this as well through PD. Grade levels PLCS are differentiated based upon need and “team experience” with each other.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Previous Classroom Observations from the pandemic year of 2020-2021</i>	<i>Constant discussions with all teachers about what they see or what they believe we can do to make us, as a team, better.</i>	<i>RTI / data format is solid Admin visiting classrooms daily Relationships and school functions are valuable to all parties.</i>



	<p><i>Areas of Strength: We upgraded in many areas, personnel wise, and have better cohesion in all areas with regards to staff.</i></p> <p><i>Areas for Growth: Hopefully everyone will not be quarantined this year and we will have subs / better teacher attendance this year.</i></p>
Problem Statement	<p><i>Opening a new school during the pandemic created challenges for instruction, as well as assisting teachers/staff. Further, it widened the gap in terms of classroom expectations for teaching as teachers were in survival mode. This year, we had many staff assignment changes which we will need to get through as we build cohesion amongst grade levels / departments.</i></p>
Critical Root Causes	<p><i>Lack of subs in order to streamline processes through data walks or discussions!</i></p>

Part B

Adult Learning Culture	
<p>School Goal: <i>90% of licensed staff will attend PD conferences (RCA/GYTO) to grow in the area of student engagement. All staff will participate in a year-long cycle of PD with data expectations wrapped around MAP and STAR data in order to grow as teachers and a team by May 2023.</i></p>	<p>STIP Connection: <i>Goal 2: Access to Quality Professional Learning</i></p>
<p>Improvement Strategy: <i>using funds to get teachers to nationally renowned conferences that combine culture/climate with rigor is a high priority. We want to have the #1 environment in CCSD, as well as be #1 in growth. The RCA/GYTO conferences will help us achieve this goal.</i></p> <p>Evidence Level 3 - promising - 16 educators have attended RCA, currently 14 are signed up to go the rest of the year.</p>	
<p>Intended Outcomes: <i>If we promote the use of rigorous ideas that align with promoting a positive climate for staff and students. The outcome will be to have the #1 climate for staff and students as well as be #1 in growth on MAP assessments.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Showcase teachers / strategies through video shares that promote these ideas.</i> ● <i>Send teachers to RCA/GYTO conferences as able using general funds.</i> ● <i>Provide prep-buyouts for any teachers who wish to observe their colleagues. We are also having classroom walks for three days in September.</i> ● <i>Provide feedback regarding the ideas after formal/informal observations.</i> 	



- *Build upon successes and create a positive team who reflects and grows.*

Resources Needed:

- *General Funds*
- *Subs*
- *Time*

Challenges to Tackle:

- Lack of Subs
- Lack of Time
- Some staff members not engaging in the process to a high degree

Equity Supports. What, specifically, will we do to support the following student groups around this goal? Professional development, as stated above, affects all learners. Through the use of data and professional development, we will meet the needs of all students using strategies for differentiation. One expectation of the administration is to “not slow the high kids down”. Teachers are trained to pull groups for interventions, but not trained to differentiate for high students. We are working on this as well through PD. Grade levels PLCs are differentiated based upon need and “team experience” with each other.

English Learners: Through the use of data and professional development, we will meet the needs of all students. One expectation of the administration is to “not slow the high kids down”. Teachers are trained to pull groups for interventions, but not trained to differentiate for high students. We are working on this as well through PD. Weighted funds employ educational personnel who provide services for at-risk and EL students. Teachers will use data to differentiate based upon academic levels which includes language acquisition. Accountable talk is also used in all classrooms as a way to encourage all students to participate and use the skills.

Foster/Homeless: Climate and Culture affect all staff and students. By making students love school and learning, you affect their ability to engage in the tasks and promote positivity toward school. Engagement strategies that are rigorous, yet can pull students into the process are what we seek, which help all learners. Further, we are working to differentiate for all learners (both low and the HIGH kids) so that all students, regardless of background, are growing. This will be measured with MAP and STAR in December and April, as well as SBACS in May. Weighted funds employ educational personnel who provide services for at-risk and EL students.

Free and Reduced Lunch:

Climate and Culture affect all staff and students. By making students love school and learning, you affect their ability to engage in the tasks and promote positivity toward school. Engagement strategies that are rigorous, yet can pull students into the process are what we seek, which help all learners. Further, we are working to differentiate for all learners (both low and the HIGH kids) so that all students, regardless of background, are growing. This will be measured with MAP and STAR in December and April, as well as SBACS in May. Weighted funds employ



educational personnel who provide services for at-risk and EL students.

Migrant: N/A

Racial/Ethnic Minorities: Climate and Culture affect all staff and students. By making students love school and learning, you affect their ability to engage in the tasks and promote positivity toward school. Engagement strategies that are rigorous, yet can pull students into the process are what we seek, which help all learners. Further, we are working to differentiate for all learners (both low and the HIGH kids) so that all students, regardless of background, are growing. This will be measured with MAP and STAR in December and April, as well as SBACS in May. Weighted funds employ educational personnel who provide services for at-risk and EL students.

Students with IEPs: Climate and Culture affect all staff and students. By making students love school and learning, you affect their ability to engage in the tasks and promote positivity toward school. Engagement strategies that are rigorous, yet can pull students into the process are what we seek, which help all learners. Further, we are working to differentiate for all learners (both low and the HIGH kids) so that all students, regardless of background, are growing. This will be measured with MAP and STAR in December and April, as well as SBACS in May.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Panorama / Student Surveys</i>	<i>Anecdotal Notes, Observations, Discussions</i>	<i>Parent Surveys</i>
	<i>Areas of Strength: 96.09% feel connected and welcome at my school based upon the ccsd survey results.</i>		
	<i>Areas for Growth: Continuing to ensure that students new to Thompson feel like part of the school.</i>		
Problem Statement	<i>Due to opening in a pandemic, surveying students and parents at that time makes it difficult to accept the efficacy of the results, as they were coming to a school they had no connectedness or trust in while the world was crumbling. The problem is that we have not had time to implement growth mindset strategies into classrooms to assist students to overcome adversity and learn from their mistakes.</i>		
Critical Root	<i>Due to the continuing growth of the SW, our transiency rate is growing quickly which could lead to a lack of connectedness with</i>		



Causes	<i>new people.</i>
---------------	--------------------

Part B

Connectedness	
School Goal: <i>Due to the fact that only 35% students believe “my intelligence is something that I cannot change very much” we will decrease this number to 10% or less by year 2023.</i>	STIP Connection: <i>Inclusivity #6 - work on social emotional and academic achievement</i>
Improvement Strategy: <i>We will focus on including Growth Mindset skills in our “House” system as well as promoting them in the classroom.</i>	
Evidence Level 2 - Moderate - Teachers are including this now and we have the “House” system rolling well, which promotes a growth mindset.	
Intended Outcomes: <i>Students will learn that their ability to learn is not “fixed” and they can all have “growth” through the “Power of Yet.”</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>PD on Growth Mindset</i> ● <i>Implementation of the “House” system and the “Thompson 10” which are ways to earn “house points” through the completion of positive human actions that promote a “growth mindset” in students, all intertwining into having them understand they can all grow as learners.</i> ● <i>Create “Houses” and build teams.</i> 	
Resources Needed: <ul style="list-style-type: none"> ● <i>Class Dojo</i> ● <i>Supplies for “House” gatherings and building community</i> ● <i>Time</i> 	
Challenges to Tackle: <ul style="list-style-type: none"> ● <i>Time</i> ● <i>Lack of buy-in from staff in the early stages</i> ● <i>Finding ways to incorporate “house points” into the flow of learning in the classroom.</i> 	
Equity Supports. What, specifically, will we do to support the following student groups around this goal? All students need to understand they can all learn and that they need to have a “Growth Mindset” in today’s world. They need to be able to overcome adversity, learn from their mistakes, conquer dips, be reflective, etc. These traits help all humans, regardless of their background.	
English Learners: All students need to understand they can all learn and that they need to have a “Growth Mindset” in today’s world. They	



need to be able to overcome adversity, learn from their mistakes, conquer dips, be reflective, etc. These traits help all humans, regardless of their background. Weighted funds employ educational personnel who provide services for at-risk and EL students.

Foster/Homeless: All students need to understand they can all learn and that they need to have a “Growth Mindset” in today’s world. They need to be able to overcome adversity, learn from their mistakes, conquer dips, be reflective, etc. These traits help all humans, regardless of their background. Weighted funds employ educational personnel who provide services for at-risk and EL students.

Free and Reduced Lunch: All students need to understand they can all learn and that they need to have a “Growth Mindset” in today’s world. They need to be able to overcome adversity, learn from their mistakes, conquer dips, be reflective, etc. These traits help all humans, regardless of their background. Weighted funds employ educational personnel who provide services for at-risk and EL students.

Migrant: N/A

Racial/Ethnic Minorities: All students need to understand they can all learn and that they need to have a “Growth Mindset” in today’s world. They need to be able to overcome adversity, learn from their mistakes, conquer dips, be reflective, etc. These traits help all humans, regardless of their background. Weighted funds employ educational personnel who provide services for at-risk and EL students.

Students with IEPs: All students need to understand they can all learn and that they need to have a “Growth Mindset” in today’s world. They need to be able to overcome adversity, learn from their mistakes, conquer dips, be reflective, etc. These traits help all humans, regardless of their background.

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 Fund	\$3,614,248.00	To fund the school programs and buy resources so the teachers / staff can do their job effectively.	Inquiry Area 1,2,3
Weighted Funds	\$135,585.00	Counselor	Inquiry Area 1,2,3
ESSER III (2022-2024)	\$119,438.00	Teachers for class size reductions and retention incentives	Inquiry Area 1,2,3

