Clark County School District

Tyrone Thompson Elementary School

2021-2022 School Performance Plan:
A Roadmap to Success

Tyrone Thompson Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Mr. Robert Hinchliffe for more information.

Principal: Robert Hinchliffe
School Website: https://www.tyronethompsones.com/
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School Designations: ❏ Title I ❏ CSI ❏ TSI ❏ TSI/ATSI

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see *Every Student Succeeds Act (ESSA)*, and for detailed information about the School and District rating system, see the *School Rating Overview*.

Enrollment Data											
	Total	**Am In/ AK Native**	**Asian**	**Hispanic**	**Black**	**White**	**Pacific Islander**	**Two or More Races**	**IEP**	**EL**	**FRL**
School	588	0.85%	14.80%	27.55%	7.99%	31.80%	1.53%	15.48%	13.61%	6.29%	N/A
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
		Math			**ELA**			**Science**	**ELPA**	
Academic Year	**School/ District**	**Proficiency**	**Growth (MGP)**	**Growth (AGP)**	**Proficiency**	**Growth (MGP)**	**Growth (AGP)**	**Proficiency**	**Proficiency**	**Growth (AGP)**
2018	**School**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	**School**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	**School**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov
**Source: NDE Data File

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	N/A	N/A	N/A
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

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)** *(required)*
None	**Other School Leader(s)/Administrator(s)** *(required)*
Sarah Dlouhy [Thompson, Tyrone ES] Tracey Joffe [Thompson, Tyrone ES] Angelica Brown [Thompson, Tyrone ES] Shawna Quenneville	**Teacher(s)** *(required)*
Gina Antill [Thompson, Tyrone ES]	**Paraprofessional(s)** *(required)*
Tabitha Hugdahl	**Parent(s)** *(required)*

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Meet and Greet	Aug 5, 2021	1000	Community is excited to be a part of the school.
House of Tenacity Night	September 30, 2021	500	Individual groups love being a part of a team competing against other "houses".
House of Positivity Night	Nov 9, 2021	200	Daylight Savings Time can affect community events, but the "house" was still happy to engage in school activities.

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 44%, ELA 66%*	*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*
Problem Statement	*Opening a new school during the pandemic did not assist in the creation of a team or cohesiveness. Therefore, students and teachers are learning the environment, expectations, vocabulary, strategies, and processes expected by administration in a new school.*		
Critical Root Causes	***Root Causes:*** *Lack of cohesiveness with a new staff and people learning to be a grade level team.* *Lack of understanding the school vision and expectations for instruction from administration regarding math due to being a new school and new teams.*		

Part B

Student Success	
School Goal: Increase the percent of all students proficient in math from 44% to 54% by 202, as measured by state summative assessments (SBAC).	*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.*
Improvement Strategy: The main strategy we are using is professional development. We have book talks, PLCs, observation and feedback, as use of data. **Evidence Level** 1	

Intended Outcomes: *The intended outcomes are for staff to use professional development and data to improve their knowledge of teaching math.*

Action Steps:
- *Professional Development during Staff Development Days*
- *Use of parts of enVisions*
- *Book talks (namely "Guided Math Amped")*
- *Use of Map and Star Math and their continuums*

Resources Needed: *Insert during Event 5*
- **STAR Math**
- **MAP**
- **Envisions**
- **Guided Math Amped Books**

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. 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.

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.

Foster/Homeless: 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.

Free and Reduced Lunch: 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.

Migrant: N/A

Racial/Ethnic Minorities: 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.

Students with IEPs: 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.

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*Previous Classroom Observations from the pandemic year of 2020-2021*	*Constant discussions with all teachers about what they see or what they believe we can do to make us, as a team, better.*	*RTI / data format is solid* *Admin visiting classrooms daily* *Relationships and school functions are valuable to all parties.*
Problem Statement	*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, the problem is now that we have to take last year's positives and grow from them while mending the gaps with students and instruction as a school as a whole.*		
Critical Root Causes	*Pandemic* *Lack of instructional leadership and accountability from previous schools/admin*		

	Lack of quality PD in previous years for teachers joining the new school *Lack of subs in order to streamline processes through data walks or discussions.*

Part B

Adult Learning Culture	
School Goal: *90% of licensed staff will attend PD conferences (RCA/GYTO) and/or will participate in a year-long cycle of PD with data expectations in order to grow as teachers and a team.*	**STIP Connection:** *Goal 2: Access to Quality Professional Learning*

Improvement Strategy: 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. **Evidence Level** 3 - promising - 7 educators have attended RCA, currently 13 are signed up to go the rest of the year, and nearly 20 will attend the GYTO conference in July located in Las Vegas.
Intended Outcomes: *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.*
Action Steps: ● *Showcase teachers / strategies through PD that promote these ideals.* ● *Send teachers to RCA/GYTO conferences as able using general funds.* ● *Provide prep-buyouts for any teachers who wish to observe their colleagues.* ● *Provide feedback regarding the ideals after formal/informal observations.* ● *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? 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.

English Learners: 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.

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Free and Reduced Lunch:
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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	*Panorama / Student Surveys*	*Anecdotal Notes, Observations, Discussions*	*Parent Surveys*
Problem Statement	*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.*		
Critical Root Causes	*Pandemic - Distance Learning*		

Part B

Connectedness	
School Goal: *Due to the fact that only 30.43% students believe "my intelligence is something that I cannot change very much" we will decrease this number to 10% or less by year 2022.*	**STIP Connection:** *Inclusivity #6 - work on social emotional and academic achievement*
Improvement Strategy: *We will focus on including Growth Mindset skills in our "House" system as well as promoting them in the classroom.* **Evidence Level** 2 - Moderate - Teachers are including this now and we have the "House" system rolling well, which promotes a growth mindset.	
Intended Outcomes: *Students will learn that their ability to learn is not "fixed" and they can all have "growth" through the "Power of Yet."*	

Action Steps:
- *PD on Growth Mindset*
- *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.*
- *Create "Houses" and build teams.*

Resources Needed:
- *Class Dojo*
- *Supplies for "House" gatherings and building community*
- *Time*

Challenges to Tackle:
- *Time*
- *Lack of buy-in from staff in the early stages*
- *Finding ways to incorporate "house points" into the flow of learning in the classroom.*

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.

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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