



Clark County School District  
**Sandra Thompson ES**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*Sandra 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 Shawn Halland, Principal, for more information.*

**Principal:** Shawn Halland  
**School Website:** <https://www.thompson-ccsd.net/>  
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**Phone:** 702-799-3430

**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
<b>School</b>	609	0.8%	4.8%	26.9%	25.8%	31.4%	1.5%	8.9%	14.78%	2.96%	100%
<b>District*</b>	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
<b>State*</b>	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										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
<b>2018</b>	<b>School</b>	57.46%	45	43.83%	64.92%	49	64.26%	31.4%	19%	43.75%
	<b>District</b>	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
<b>2019</b>	<b>School</b>	56.8%	54	44.2%	64%	63	67.8%	35.8%	0	30
	<b>District</b>	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
<b>2020</b>	<b>School</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	30%	70%
	<b>District</b>	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
<b>School</b>	N/A	N/A	N/A
<b>District</b>	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
<b>School</b>	412	398	400
<b>District*</b>	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
Shawn Halland	<b>Principal</b>
Nicole Noble	<b>Assistant Principal</b>
Amanda Gift	<b>Teacher</b>
Alison Lund	<b>Teacher</b>
Hollie Morgan	<b>Teacher</b>
Teri Albert	<b>Teacher</b>
Katherine Sugden	<b>Teacher</b>
Amanda Jones	<b>Teacher</b>
Danielle Alvarez	<b>Paraprofessional</b>
Tammy Condon (SOT); Kirsten Hunsaker (SOT); Maria Carver (SOT)	<b>Parents</b>



## 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
Virtual Meet and Greet	8/6/21	400	Students and parents were eager to return to in-person learning
SOT Meeting	8/26/21	7	Information shared and questions answered
SOT Meeting	9/23/21	7	Information shared and questions answered



## 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
<b>Data Reviewed</b>	MAP Growth data; SBAC data Phonics First data	Panorama Results, MLT referrals, Student Survey	Teacher observations, lesson plan review
<b>Problem Statement</b>	Students are not making adequate growth in math and reading as shown in MAP Growth and SBAC assessment results.		
<b>Critical Root Causes</b>	<ul style="list-style-type: none"> <li>Teachers lacked the strategies and skills to effectively scaffold when providing rigorous instruction.</li> <li>There was a lack of high cognitive demand placed on students.</li> <li>There was not a clear and consistent foundational skills program used in grades K-3.</li> <li>Teachers were not proficient in using data from MAP Growth to inform and adjust their instruction to meet individual student needs.</li> </ul>		

#### Part B

Student Success	
<b>School Goal:</b> 50% of students in grades 3-5 will make adequate growth (AGP) in English Language Arts and 45% of students in grades 3-5 will make adequate growth (AGP) in Math as measured by the Spring 2022 state summative assessment.	<b>Aligned to Nevada's STIP Goal:</b> Goal 3 All students experience continued academic growth
<b>Improvement Strategy:</b> Implementation of evidence-based programs focused on reading and math foundational skills	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1	



**Intended Outcomes:** 50% of students in grades K-5 will meet projected growth targets in reading and math as measured by the spring 2022 MAP Growth assessment.

**Action Steps:**

- K-3 Implementation of *Phonics First*
- K-5 revision and refinement of PLC structure and process (data meeting protocol)
- Teachers will participate in ongoing collaborative professional development that focuses on lesson analysis and the application of skills and strategies that increase the cognitive demand required to meet the rigor of the NVACS while appropriately scaffolding instruction for all learners
- Selected students will receive additional instruction daily focusing on scaffolding deficit skills. Students meeting/exceeding standards will receive enrichment opportunities. Selected students will receive computer-based instructional support to address foundational skill gaps
- Teachers will analyze assessments within grade level to ensure there is a direct alignment between standards, instruction, and assessment. Teachers will adjust assessments if needed.
- Collaborate with grade level to ensure each teacher is teaching at the same cognitive demands as the assessment is assessing

**Resources Needed:**

- ULD (Understanding Language Development, 4-part PD series for licensed staff)
- Phonics First program)
- Coaching and support for implementation
- PLC time on a weekly basis
- CTT's (2)
- RBG3 Strategist

**Challenges to Tackle:**

- Time for strategist to provide training, coaching, and support during the instructional day
- Ensuring the fidelity of program implementation
- Structuring consistent professional development and support for varied teacher needs
- Developing teacher capacities for analyzing and using data to impact student learning

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

English Learners:

- Academic engagement tasks to utilize structured discourse
- Tier 2 supports as needed



<p>Foster/Homeless:</p> <ul style="list-style-type: none"> <li>● Wrap-around services</li> </ul> <p>Free and Reduced Lunch:</p> <ul style="list-style-type: none"> <li>● Academic tasks provide for active engagement in learning activities</li> <li>● Structured discourse utilizing academic vocabulary</li> <li>● Tier 2 supports as needed</li> </ul> <p>Migrant:</p> <ul style="list-style-type: none"> <li>● <i>Wrap-around services</i></li> </ul> <p>Racial/Ethnic Minorities:</p> <ul style="list-style-type: none"> <li>● <i>Materials at Home</i></li> <li>● <i>Wrap-around services</i></li> <li>● <i>Academic tasks provide for active engagement in learning activities</i></li> <li>● <i>Structured discourse utilizing academic vocabulary</i></li> <li>● Tier 2 supports as needed</li> </ul> <p>Students with IEPs:</p> <ul style="list-style-type: none"> <li>● <i>Identify differentiated and structured supports</i></li> </ul>
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## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	PLC Agendas; Staff Survey; NISL Contextual Analysis tool	Professional development agendas; Observations	School Calendar and Schedules; Master Instructional Schedule
<b>Problem Statement</b>	Teacher teams are not consistently using a data-driven professional learning community structure during their team meetings.		
<b>Critical Root Causes</b>	<ul style="list-style-type: none"> <li>● Lack of teacher knowledge regarding the PLC process</li> <li>● Lack of training focusing on weekly data meetings</li> <li>● Lack of time devoted to PLC structures</li> </ul>		



## Part B

Adult Learning Culture	
<b>School Goal:</b> By the end of the 2021-2022 school year, <b>85%</b> of PLC meetings will follow the school's established PLC structure to analyze data and plan instruction.	<b>STIP Connection:</b> Goal 6 All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
<b>Improvement Strategy:</b> Provide professional development, coaching, and feedback to the Instructional Leadership Team and all grade level teams.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
<b>Intended Outcomes:</b> PLC meetings will follow a consistent structure using established protocols. As a result, student learning will increase.	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● Provide professional development on an effective PLC framework</li><li>● Provide professional development on data-driven team meetings</li><li>● Facilitate effective PLC meetings</li><li>● Develop and implement a consistent meeting framework (agenda, protocols)</li><li>● Provide ongoing coaching and support for PLC teams</li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Prep buy-outs</li><li>● Substitutes so teachers can attend PLC training</li><li>● PLC resources</li><li>● Driven by Data 2.0 and Leverage Leadership 2.0 books for ILT</li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Finding an adequate amount of time to teams so they can conduct effective meetings</li><li>● Lack of consistent real-time feedback and coaching from admin during the PLC meetings</li><li>● Some staff may not have an adequate level of knowledge regarding PLC structures and processes</li><li>● Keeping PLC process focused and targeted when reviewing subgroups and individual students</li><li>● Some staff may not buy-in to this initiative</li></ul>	
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>	



English Learners:

- Targeted Tier 1 and Tier 2 instruction
- Language supports provided as determined during the PLC process

Foster/Homeless:

- Targeted Tier 1 and Tier 2 instruction
- MLT support provided as determined during the PLC process

Free and Reduced Lunch:

- Targeted Tier 1 and Tier 2 instruction
- MLT support provided as determined during the PLC process

Migrant:

- Targeted Tier 1 and Tier 2 instruction
- MLT support provided as determined during the PLC process

Racial/Ethnic Minorities:

- Targeted Tier 1 and Tier 2 instruction
- MLT support provided as determined during the PLC process

Students with IEPs:

- Use the PLC process to drill down and identify specific deficits for students
- Use the PLC process to address identified deficits



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Panorama, Student Survey</i>	<i>Staff Survey</i>	<i>Parent Survey and Feedback Meetings</i>
<b>Problem Statement</b>	<i>Based on fall 2021 Panorama survey results for students in grades 3-5, 39% of students do not feel respected, 29% of students do not feel they belong, and 40% do not feel that anyone at school understands them as a person.</i>		
<b>Critical Root Causes</b>	School staff has not been provided the necessary professional development that would enable staff to meet the needs of culturally diverse learners so that all student groups feel a sense of belonging and connectedness.		

### Part B

Connectedness	
<b>School Goal:</b> By the end of the 2021-2022 school year, 75% or more of students surveyed using the Panorama survey will report a sense of belonging to the school as a strength or high strength	<b>STIP Connection:</b> Goal 6 All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
<b>Improvement Strategy:</b> Staff will engage in professional learning related to cultivating an environment in which adult and student relationships are positive and respectful.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4	
<b>Intended Outcomes:</b> An increased number of students will report that they feel a sense of belonging to the school, feel that teachers care about them and their learning, and feel respected.	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>Analyze and revise school and classroom policies and procedures to ensure policies do not contribute to students feeling disconnected from the school</li> <li>Engage in professional learning on improving teacher-student relationships</li> </ul>	



**Resources Needed:**

- Professional learning materials related to improving student belonging and connectedness
- Panorama teacher resources and training materials
- Time for teacher teams to meet and engage in professional learning
- School counselor
- Student support team (MLT)

**Challenges to Tackle:**

- Staff perception on their role in addressing the challenge of student belonging
- Identification of practical and available resources
- Monitoring practices to determine implementation success

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

English Learners:

Provide culturally responsive teaching and learning structures

Foster/Homeless:

Provide culturally responsive teaching and learning structures

Free and Reduced Lunch:

Provide culturally responsive teaching and learning structures

Migrant:

Provide culturally responsive teaching and learning structures

Racial/Ethnic Minorities:

Provide culturally responsive teaching and learning structures

Students with IEPs:

Provide culturally responsive teaching and learning structures



## 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)
<i>General Fund</i>	\$3,683,631	<i>Staffing, supplies, planning, and prep buyouts, extra duty</i>	<i>Student Success Adult Learning Culture Connectedness</i>
<i>At Risk</i>	\$111,284	<i>Staffing, supplies, planning, and prep buyouts, extra duty</i>	<i>Student Success Adult Learning Culture Connectedness</i>
<i>English Learners</i>	\$22,772	<i>Staffing, supplies, and planning</i>	<i>Student Success Adult Learning Culture Connectedness</i>