

Nye County School
Hafen Elementary School
2022-2023 School Performance Plan:
A Roadmap to Success

Hafen Elementary School has established their school improvement roadmap for the 2022-23 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 Dubb Mapp for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory

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	425	1.65%	1.88%	31.76%	2.82%	54.82%	2.08%	5.88%	14.82%	8.23%	100%
District	5577	1.22%	1.04%	32.15%	3.82%	54.13%	0.97%	6.67%	13.39%	7.53%	99.87%
State	486682	0.80%	5.44%	43.6%	12.15%	29.27%	1.47%	7.629%	12.26%	13.77%	79.12%

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)
2017	School	43.4	63.0	44.7	37.0	56.0	53.8	N/A	N/A	15.0
	District	38.6	N/A	N/A	41.3	N/A	N/A	N/A	N/A	42.2
2018	School	39.2	73.5	56.2	50.3	67.0	56.2	10.2	N/A	90.4
	District	35.3	N/A	N/A	43.4	N/A	N/A	16.0	N/A	42.0
2019	School	35.3	57	40.7	40.1	54.0	52.0	21.0	N/A	50.0
	District	33.8	50.0	35.3	38.9	41.0	42.5	14.5	N/A	39.6
2022	School	26.7	44.0	34.4	35.2	43.5	46.0	15.1	N/A	33.3
	District	25.9	40.0	32.6	34.6	41.0	42.3	13.3	N/A	30.1

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	80.0%	77.3%	83.1%

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	400	378	417
District	362	351	334

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
Dubb Mapp	Principal(s) (required)
Jared Peruch, Assistant Principal	Other School Leader(s)/Administrator(s) (required)
Paula Ward, Vanessa Clouser, Sandra Moore, Katie Holzer, Carrie DelaRosa	Teacher(s) (required)
Deeann Velazquez	Paraprofessional(s) (required)
Jonette Corbett	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)

**Add rows as needed*

School Community Outreach

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

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Meet and Greet	August 5, 2023 5:30pm-6:030pm	120	Parents were very excited about the new GATE and Intervention programs offered this year. They are excited to be back in person.
Bingo	September 16th, 2022 5:30pm-7:30pm	210	This event was the first Family Engagement for Hafen Elementary in over a year. It gave Families a safe environment to collect candy.
Halloween Carnival	October 21, 2022 5:00pm-7:00pm	350	Communication between families and the school needs to be stronger.

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	NWEA MAPs, SBACs, WIDA, iReady , CFA scores	PBIS Rewards, SEL-Growth Mindset,	HMH, Envision, NWEA Learning Continuum with NVACS
Problem Statement	<i>According to SBACS 2021 scores, ELA at Hafen is at 36.7% compared to the average of NCSD at 34.2% and the state of Nevada average of 40.3% in. According to SBACS 2021 scores, Math at Hafen is at 24.1% compared to the average of NCSD at 22.8% and the state of Nevada average of 28.7% in.</i>		
Critical Root Causes	Limited access to educational opportunities at a young age (preschool and Pre-K), a need for more access to building background knowledge thus needing more time to promote a stronger vocabulary, and lack of certified teacher to provide tier 1 instruction.		

Part B

Student Success	
School Goal: <i>At least half of our weekly PLC meetings will be primarily focused on HMH and Envision CFA data.</i>	Aligned to Nevada’s CIP Goal: <i>Goal #1 All students experience continued academic growth.</i>
Improvement Strategy: <i>Use the iReady Reading Intervention program with fidelity in all K through 5th grade classes</i>	
Evidence Level <i>3 / Promising – All Nye County elementary schools are using this program</i>	
Intended Outcomes: <i>Students will show measurable gains in all components of the program at the monthly diagnostic checks</i>	
Action Steps:	
<ul style="list-style-type: none"> • <i>All students will be diagnosed monthly relative to their progress on their individual intervention or enrichment plans</i> • <i>Teachers will work with School Interventionist to customize additional scaffolding for the students with the lowest diagnostic scores</i> • <i>Principal will review iReady/Envision data with elementary teachers monthly</i> 	

Resources Needed:

- *District has provided the iReady/Envision/HMH Program Licenses for all our elementary students*
- *District has provided the specific scaffolding programs for School Interventionist for lowest 6 students in the grade level*

Challenges to Tackle: *Insert during Event 5*

Ex.

- *Time for the Interventionist to get to each of the classrooms daily to provide the scaffolding or students with greatest challenges*

Improvement Strategy: *All teachers will be a part of a high quality PLC, and develop CFA to guide instruction. Solution Tree will help facilitate this process throughout the year.*

Evidence Level: *PLCs can target learning through performance-based assessments and performance-based learning*

Intended Outcomes: *Students will increase their achievement in math, and to be able to more effectively cite evidence in text.*

Action Steps:

- *At least weekly, teachers will use Teaching strategies (questioning, predicting, clarifying, and summarizing) in the learning activities that they design and implement for students.*
- *Teachers will share their CFA data in their PLCs and help each other improve instruction.*

Resources Needed:

- *The book by Sharon V. Kramer and Sarah Schuhl (Most of our teachers already have this book)*
- *Monthly meeting with Solution Tree to guide PLC Work*

Challenges to Tackle:

- *Carving out time for teachers each week to incorporate this strategy into learning activities as it competes with all other State and District ELA/Reading imperatives and mandates*

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

English Learners: *EL Interventionist and EL Tutor will provide extra instruction and tutoring to our EL students to support iReady and SIOP strategies*

Foster/Homeless: *Utilize leaders and School Community Worker to provide resources and support for these students*

Free and Reduced Lunch: *Utilize leaders and School Community Worker to provide resources and support for these students*

Migrant: *Utilize leaders and School Migrant Aid Coordinator to provide resources and support for these students*

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist in formative and summative assessments in iReady and Reciprocal Teaching student performance data

Students with IEPs: Utilize leaders and resources from our school and district level Special Education Departments

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>SBACs, NWEA MAPS assessments, formative assessments, quarter grades</i>	<i>Principal PLC involvement, daily classroom walkthroughs, Principal review of MAPS Standards Continuum data</i>	<i>Review of MAPS and SBAC assessments, formal and informal evaluation of teachers, review of Chronic Absenteeism</i>
Problem Statement	<i>We need to be more granular and data oriented to more effectively determine student learning levels</i>		
Critical Root Causes	<i>Historic lack of usable data literacy at the District level and of MTSS protocols</i>		

Part B

Adult Learning Culture	
School Goal: <i>At least half of our weekly PLC meetings will be primarily focused on HMH and Envision CFA data. We will also work on climate and culture of the schools.</i>	STIP Connection: <i>Goal #2 All students experience continued academic growth facilitated by the teacher.</i>
Improvement Strategy: <i>Full RTI implementation in all classes</i>	
Evidence Level:	

Intended Outcomes: *Students will receive effective Tier 1 instruction through identified District ELA/Reading curriculum, and Level II and Level*

III students will receive interventions specifically designed to help them master the essential standards

Action Steps:

- *Weekly intervention will occur in all elementary classes by classroom teacher and School Interventionist*
- *Intervention data will be reviewed weekly in PLCs and more informally between teachers and School Interventionist*
- *In Weekly PLCs, Tier 1 effectiveness will be analyzed and discussed*

Resources Needed:

- *School Interventionist / She was hired in the spring of 2021 and is currently working in the K-5 classes*
- *Special resources and supports for targeted, Tier III students (most of these are already in the classes)*

Challenges to Tackle:

- *Ensuring adequate time for daily interventions with School Interventionist in all K-5 classes*

Improvement Strategy: *SIOP strategies will be implemented in all K-5 classes to help ELL students and all other students learn to read and write more effectively*

Evidence Level 1 Strong – *Although there are no studies that have been conducted to assess ESSA evidence with these strategies, they have been widely accepted and used in recent years to help EL students learn to read and write more effectively*

Intended Outcomes: *EL students will show increased proficiency and growth from the incorporation of these strategies into Reading and Writing learning activities – the most effective indicator will be WIDA growth data*

Action Steps:

- *School EL Coordinator and District EL Coordinator will provide PD to our teachers with specific SIOP strategies at regular intervals throughout the school year*

Resources Needed:

- *School EL Coordinator*
- *SIOP Strategies Packet for all teachers*

Challenges to Tackle:

- *Teachers consistently using these strategies in their designed learning activities*

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

English Learners: *School EL Coordinator and EL Tutor will help and support teachers and students with the implementation of SIOP strategies in the classrooms*

-School EL Coordinator will provide PD to teachers in SIOP strategies

Foster/Homeless: *School leaders and School Community Worker will provide support and assistance to students*

Free and Reduced Lunch: *School leaders and School Community Worker will provide support and assistance to students*

Racial/Ethnic Minorities: *Track formative data to ensure that these students are regularly being exposed to these strategies*

Students with IEPs: *School leaders and school Sped personnel will work with EL Coordinator to ensure that students on IEPs benefit from the implementation of the SIOP strategies as well*

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>-Nevada State SEL Climate Surveys -K-5 Discipline Referral Data</i>	<i>Staff Relations Survey</i>	<i>Parent School Climate Surveys</i>
Problem Statement	<i>We have experienced a significant spike in elementary school student discipline referrals during the first eleven weeks of this school year</i>		
Critical Root Causes	<i>Significant disruption in achievement due to attendant and unfinished learning from 2021-22 school year, as well as in the beginning of this school year. School-wide and class procedures have not been taught and practiced as effectively as they have in past years. Also teachers are doing more scaffolding than ever before, and having a hard time using the district approved resources.</i>		

Part B

Connectedness	
School Goal: <i>Elementary school student discipline referrals will be reduced by 20% by the end of the school year</i>	STIP Connection: <i>Goal #3 All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated</i>

Improvement Strategy: *Fully implement PBIS and Restorative Practice to guide students to correct behaviors*

Evidence Level: *1 – PBIS reward and Infinite Campus data*

Intended Outcomes: *Students will improve their Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible decision-Making as the school year progresses*

Action Steps:

- *Teachers will incorporate learning in one or more of these competency areas in their weekly academic learning activities*

Resources Needed:

- *PBIS Rewards*

Challenges to Tackle:

- *Ensuring that these competencies are regularly addressed in learning activities weekly*
- *Ensuring that they are implemented in a manner that will effectively resonate with their students*

Improvement Strategy: *Incorporating PBIS into all classes at the quarter and semester endpoints*

Evidence Level 1 Strong – *PBIS is a widely used, recognized, and accepted program to motivate and inspire students to behave and act appropriately, as well as to develop positive and healthy attitudes and dispositions*

Intended Outcomes: *There will be a reduction of defiant behavior in classes, as well as inappropriate outbursts and inappropriate physical and verbal interaction among students*

Action Steps:

- *PBIS Supports and Rewards will be reviewed by our PBIS team for the school year*
- *PBIS Certificates and Rewards will be presented in Cyber Assemblies at the end of each semester*
- *PBIS Certificates and Rewards will be presented in the individual classes at the end of quarters 1 and 3*

Resources Needed:

- *Rewards and Certificates for quarter and semester student recognition*
- *\$50.00 per class per semester or recognition rewards and certificates*

Challenges to Tackle:

- *No major challenges are readily apparent*

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

English Learners: *EL Coordinator, EL Tutor, and School Community Worker will all support and assist students with PBIS expectations*

Foster/Homeless: *School leaders and School Community Worker will all support and assist students with PBIS expectations*

Free and Reduced Lunch: *School leaders and School Community Worker will all support and assist students with PBIS expectations*

Migrant: *School leaders and School Community Worker will all support and assist students with PBIS expectations*

Racial/Ethnic Minorities: *Will meet PBIS expectations and be recognized at the same rate as all other students*

Students with IEPs: *School leaders and school Sped personnel will all support and assist students with PBIS expectations*

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)
Title 1	\$599.00	Professional Development	Goal # 1
Title 1	\$1,397.00	PBIS Rewards	Goal # 2
Title 1	\$103,113.16	Intervention Specialist	Goal #1
Title 1	\$15,500.13	Extra Duty Pay (Leadership Team)	Goal # 2
Title 1	4,429.44	ESEA Conference	Goal # 1&2