

School Performance Plan

School Name

Andre Agassi College Preparatory Academy ES

Address (City, State, Zip Code, Telephone):

1201 W Lake Mead Blvd

Las Vegas, NV 89106, (702) 948-6000

Superintendent/Assistant Chief:

/ Dan Tafoya

For Implementation During The Following Years:

2016-2017

The Following MUST Be Completed:

Title I Status:

Served

Designation:

NA

Grade Level Served:

Elementary

Classification:

2 Star

NCCAT-S:

Review

***1 and 2 Star Schools Only:**

Please ensure that the following documents will be available upon request



Use of Core Instructional Materials



Scheduling



Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Christine Brown	Parent	Robin Harris	Principal
Veronica Joseph	Victory Coordinator	Jessica Oliva	ELA Learning Strategist
Trellis Hinton	Counselor	Anastasia Lyons	RTI Coordinator
Sheila Weathers	ELA Teacher		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Time in ELL Program/Projected Time to Proficiency	Individualized Education Programs (IEP)
Summative Assessments	ELL Program Policies and Procedures	Special Education Procedures - Whole School
Interim Assessments	Content/ESL Staffing and Professional Development	IEP Team Membership/Attendance
Coordination of Services for FRL, ELL, IEP students	Family Engagement Data	Availability of Curriculum for IEP Students
Other: Catapult Evaluate	Other:	Other:
Other: AR Reading	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

We have not received SBAC results for the 2014-2016 school years. However, our students took progress monitoring assessments, Renaissance Star Reading and Star Math, four times in the 2015-2016 school year. According to our end-of-year progress monitoring reading data, our greatest area of need is still in literacy. For instance, 59% of our current 5th graders and 47% of our current fourth graders are not proficient in reading. As a result, we are continuing to focus our 2016- 2017 intervention efforts in literacy. Based on the assessment being used to monitor the academic progress of Victory Schools', we have decided to utilize a different assessment tool this upcoming school year, Catapult Evaluate. We will monitor our students' progress monthly, and make any necessary changes to our academic intervention plan, based on the data, to meet the needs of our students.

Our 2015-2016 parent survey indicated that 77% of our parents felt that literacy programs and resources was the most important component to success. Additionally, parent engagement opportunities ranked second under availability of Academic resources. We will continue to provide our parents with literacy training as well as resources to ensure they can assist us in meeting our literacy goals.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

To increase academic staff's awareness and knowledge of Nevada Academic Content Standards literacy instructional strategies; thereby improve reading instruction and increase student proficiency.

Root Causes:

• Literacy skills and strategies need to be taught and used in all content areas. • Every teacher needs to become proficient in his or her subject. • Ineffective use of academic time in the classroom. • Inadequate instructional planning and preparation. • Lack of adoption and implementation of Common Core curriculum. • Lack of data analysis to drive instruction. • Insufficient collaboration amongst grade levels. • Inconsistent data driven intervention.

Measurable Objective 1:

Increase the percent of 4th grade students proficient in reading from 53% (May 2016) to 75% (May 2017) as measured by STAR progress monitoring assessments.

Measurable Objective 2:

Increase the percent of 5th grade students proficient in reading from 41% (May 2016) to 67% (May 2017) as measured by STAR progress monitoring assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 2.2, 3.7	

Ongoing professional Development will be offered on the following topics: -Data analysis of reading interim and benchmark assessments and student work; -Wonders ELA curriculum, instruction and CC strategies, NVACS; -Content-focused lesson study and feedback; -Peer and administration observation protocols; Licensed extra-duty pay will be provided for long-range planning. NDE T.O.A: Tier 1, PLC (data)	SCHOOL RESOURCES: Principal; Wonders ELA online PD resources; K-5 Grade Level Chairs; K-12 Learning Strategist; Computers; Assessment Results; TITLE I: Learning strategist position (\$60,000) Licensed extra-duty pay for long-range planning (\$10,000); VICTORY: *Learning Strategist salary and benefits (\$98,000) 8(e);	Grade Level Agendas, PD Agendas Star Reading, Curriculum Embedded Assessments (CE), Educator's Assessment Data Management System (EADMS) benchmarks, and DIBELSNext results. Curriculum Engine Lesson Plans, Classroom Observation Schedules, and Notes Lesson Study feedback Observations protocols	Principal, K-5 Teachers, K-5 Grade Level Chairs, K-12 Learning Strategist, Dean, Counselor, SPED Teachers, Paraprofessionals, and Curriculum Reps. Interim and Benchmark Assessments - 3x/year CE - 5x/year PDs - Every Tuesday (until June 4) Grade Level meetings - once a week (August 4-June 4)	On Task
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Comments:

Effective and engaging teachers ranked second (74%) in the area of Importance of Academic Resources and first (58%) in the Availability of Academic Resources according to the survey. Hence, we must ensure that our teachers are well equipped to be effective and engaging in the classroom.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.9	
Implement and continue the following: -Literacy Night -Read and Rise Parent Literacy Program - Parent-student instructional support via teacher website -Classroom open-door policy -Parent access to grades -Parent informational meetings - Coffee & Conversation with the Principal	SCHOOL RESOURCES: K-5 Teachers Principal Dean K-12 Learning Strategist Urban League TITLE I: refreshments for parent engagement activities (\$380)	Parent sign-in sheets Grade level parent newsletters Teacher webpages School visitors' log Parent survey	K-5 Teachers and Principal: Literacy Night/1-semester Instructional support via teacher website/daily Classroom open-door policy/everyday Parent access to grades/everyday Parent informational meetings/month Conversation with the Principal/month Read and Rise Parent Literacy Program/weekly	On Task

Comments:

Our parent survey indicated that 77% of our parents felt that literacy programs and resources was the most important component to success. Additionally, parent engagement opportunities ranked second under availability of Academic resources.

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 2.2
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-Teachers will implement common core aligned reading curriculum and instructional aides will support classroom instruction. -Learning Strategists will provide coaching sessions. -Teachers will use Teaching Channel (TCH) to review video recordings and analyze instruction and use of academic time. -Quarterly CE reading tests; Star Reading tests; monthly Evaluate assessments, and DIBELSNext interim assessments will be administered. - Small group intervention, after school tutoring, and Summer Academy will be offered for students identified as needing additional instruction. Teachers and administrator will receive incentive pay NDE T.O.A: Tier 1, PLC (data)	SCHOOL RESOURCES: Wonders ELA Computers Swivel Recorder STATE AND FEDERAL: Special Ed (Federal) – Special education staff (\$117,115.00) Special Ed (State) – Special education staff (\$167,340.00) TITLE I: Learning strategist position (\$60,000); Two instructional assistants (\$52,508.20); Licensed extra-duty pay for after-school, Saturday, and Summer tutoring (\$10,000); Support staff extra-duty pay for after-school, Saturday, and Summer tutoring (\$5,000); VICTORY: Administrator’s stipend – principal (\$3000) 8(c); Learning Strategist salary and benefits (\$98,000) 8(e); STAR Inc. providing summer program (\$32,000) 8(c); STAR Inc. after-school reading intervention, instructional kits, PD, and reading classes (\$122,000) 8(d); ELL Teacher Salary and Benefits – split funded with 6-12 school budget (\$20,000) 9(a); Interventionist salary and benefits (\$45,000) 9(a); Recruitment and retention incentives - General Educators (\$11,000) 8(f); Recruitment and retention incentives - Special Educators (\$2000) 8(f);	-Lesson plans - Coaching schedules and meeting notes - TCH Videos -CEA, Evaluate, and DIBELSNext assessment results - Tutoring timesheets	Principal; K-5 Learning Strategists; SPED; Teachers; STAR benchmark assessments - 3x/yr; Curriculum Embedded Assessments - 5x/yr; DIBELSNext - 3x/yr; TCH - 4x/yr; Evaluate - monthly	On Task
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Comments:

1.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Provide small-group and one-on-one instructional support to emerging struggling readers (including ELL and SPED students) as well as to support students who need intensive reading intervention. Provide supports for full-day kindergarten to decrease the readiness gap for students. NDE T.O.A: Tier 1	TITLE I: Learning strategist position (\$60,000) VICTORY: ELL Teacher Salary and Benefits – split funded with 6-12 school budget (\$20,000) 9(a); Interventionist salary and benefits (\$45,000) 9(a); Victory Coordinator Assistant salary and benefits (\$30,000) 8(g);	Tutoring logs; Teacher small-group intervention plans; Renaissance Learning/ Star Reading data; RTI records	Tutoring - weekly; Small-group intervention -weekly; Star Reading assessment - quarterly; Principal, Assistant Principal, K-5 Learning Strategists, Victory Coordinator Assistant; Victory School Fund team	N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

School-wide in-school and after school literacy intervention for students and parents.

Root Causes:

• Inadequate intervention professional development and plans • Large number of students below grade level in reading • Inconsistent use of curriculum-embedded intervention resources • Teachers' knowledge of intervention tools and strategies • Large number of students not reading books at their reading level or for pleasure

Measurable Objective 1:

Implement school-wide use of the Accelerated Reader program to ensure at least 80% of students track their individual reading progress.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 2.2, 3.7	
Provide ongoing professional development on the following topics: -How to use Accelerated Reader and promote student use of the program; -Data analysis of Accelerated Reader, Evaluate, and other formative assessments; -reading instructional strategies. -Reading Roads PD - Teachers will participate in a two-day PD on how to engage parents in literacy initiatives -AVID instructional strategies NDE T.O.A: Tier 1, PLC (data)	SCHOOL RESOURCES: Renaissance Learning, Star Reading assessment data, School and neighborhood library, Wonders Assessment, Data Computers TITLE I: Learning strategist position (\$60,000); Evaluate assessments (\$6291.80); VICTORY FUNDS: Learning Strategist salary and benefits (\$98,000) 8(e); AVID Training (\$10,000) 8(e);	Accelerated Reader and Evaluate data, Grade Level Agenda PD Agenda D.E.A.R	Principal; K-5 Learning Strategists; K-5 Grade Level Chairs; Parent volunteers; Accelerated Reader professional development - quarterly;	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.9	
Implement and continue the following literacy programs: - Reading Roads - Teachers will lead two five-week literacy sessions for 3rd-5th grade parents every semester. -Parent Engagement Incentives Program - K-2 grade parents will participate in five-week reading and financial literacy program -Parent/ student instructional support via teacher website -Parent informational meetings NDE T.O.A: Leadership	Accelerated Reader School website Reading Roads, Parent Engagement Incentive Program Teachers Principal Assistant Principal K-5 Learning Strategists TITLE I: Learning strategist position (\$60,000); Two instructional assistants (\$52,508.20); VICTORY FUNDS: Stipend for parents who complete 5 week Reading Roads course (\$5,000) 9(b);	Parent sign-in sheets; Grade level parent newsletters; Teacher webpages; School visitors' log; Parent survey; Invoices; Meeting agendas; Flyers;	Responsible Parties: Principal, Assistant Principal, K-5 Teachers and Teacher Assistants, K-5 Learning Strategists, Victory Coordinator Assistant Timelines: Parent reading support via teacher website - Weekly Parent information meetings: Sept. 17, Nov. 19, Jan. 21, and Mar. 17) Conversation with the Principal/ monthly; Reading Roads Program: Oct. 19-Nov. 20, 2015 and Feb. 20-March 19, 2016 Read with Me: Sept. 21, Oct. 29, Dec. 11, and Feb. 26 Coffee & Conversation: Aug. 25, Sept. 29, Nov. 17, Jan. 26, Feb. 23; Apr. 26 Parent Engagement Incentives Program - Oct. 19-Nov. 20, 2015 and Feb. 20-March 19, 2016	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 3.1	
Implement the following: Drop Everything and Read in-school program, and increase access to leveled books, and Million Word Challenge NDE T.O.A: Tier 1	Paraprofessionals; K-5 Teachers; SPED Teachers; Principal; Assistant Principal; K-5 Learning Strategists; Resources will be funded with Title I, Special Education VICTORY: *Million World Challenge incentives, gift cards, and celebrations (\$5000) 8(f); *Classroom library books and library support services (\$5300) 9(d); *Accelerated Reader program for Million Word Challenge (\$3000) 8(h);	Reading logs; Accelerated Reader reports; Classroom D.E.A.R. Schedule;	Principal; K-5 Grade Level Chairs; K-5 Learning Strategists; SPED Teachers; D.E.A.R. - weekly Increase book access through opening of library - monthly; Reading Intervention support - weekly	On Task

Comments:

2.4 Other (Optional)		Continuation From Last Year: No	NCCAT-S Indicators: 1.2, 3.1	
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Implement K-5 reading incentive program, such as the Million Word Challenge to promote reading achievement. Support student social-emotional development through character building after school clubs (Agassi Gents and Girl Power), and provide teachers with professional development on social-emotional development. NDE T.O.A: Tier 1, Leadership	Principal Assistant Principal K-5 Learning VICTORY FUNDS: Victory Coordinator Assistant salary and benefits (\$30,000) 8(g); Librarian salary and benefits (\$49,000) 8(h); Agassi Gents empowerment program (\$5000) 9(c); Girl Power empowerment program (\$5000) 9(c); Accelerated Reader program for Million Word Challenge (\$3000) 8(h); Computers and computer carts (\$160,000) 9(d); Million World Challenge incentives, gift cards, and celebrations (\$5000) 8(h); K-8 Counselor salary and benefits - split funded with 6-12 school budget (\$36,000) 9(a);	Professional development agendas, Million Word Challenge agenda/photos; Agassi Gents and Girl Power attendance	-Principal; -Assistant Principal; -K-5 Learning Strategists; -Victory Coordinator Assistant; -Victory School Fund team; -Parent volunteers; - Million Word Challenge - Monthly; - Socio-emotional Professional Development - monthly; -After school clubs - weekly;	N/A
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Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Increase staff's knowledge and skills related to cultural and social-emotional competency that are needed to meet the instructional needs of diverse learners.

Root Causes:

School has traditionally been 97% African-American, and school activities have been centered around the African-American history and culture. However, our population has changed and we now comprised of 77% African-American and 16% Latino, 3% White, and 3% Other.

Measurable Objective 1:

Provide three professional development sessions throughout the year for staff which improve awareness of others and acceptance of differing culturally-based values and beliefs of staff and students.

Measurable Objective 2:

Provide five professional development sessions throughout the year for staff on building and supporting social-emotional development in children.

Measurable Objective 3:

Provide students with after school opportunities that teach them leadership and social-emotional skills in order to cultivate a positive school culture.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

-Provide PD on every culture that is celebrated during a designated month, such as Latino heritage month in October. -Provide teachers with cultural resources that they can use in their instruction to educate students for school culture programs such as Holidays Around the World. -School Nurse and Nurse Assistant will provide teachers, students, and parents with PD on health related services -School Counselor and Social Worker will provide teachers and parents with PD on counseling related services and strategies on how to best support students' emotional needs NDE T.O.A: Leadership, Tier 1	Principal K-5 Teachers Dean K-12 Learning Strategist Parents Paraprofessionals Resources will be funded with Title I, Special Education, and the general budget STATE GRANT: Social Worker VICTORY FUNDS: School nurse and nurse assistant salaries and benefits - split funded with 6-12 school budget (\$24,000) 9(a); K-8 Counselor salary and benefits - split funded with 6-12 school budget (\$36,000) 9(a);	PD agendas; Teacher resource copies; Photographs of board displays; Nurse and Counselor PD schedule;	Principal K-5 Grade Level Chairs October - Latino Heritage, December - Holiday Around the World, February - Black History Month School Nurse and Nurse Assistant - Once a quarter School Counselor - Once a quarter	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
-Provide translation at all parent meetings, such as IEP and 504 meetings. -Put on events that recognize different cultures, such as dances with culturally relevant food and music. -Parent training by Guardian Quest (Diversity Program) -Implement Girl Power and Agassi Gents Empowerment Program - 3rd-5th grade students along with their parents will participate in leadership and social-emotional weekly sessions NDE T.O.A: Leadership	K-5 Teachers Principal Dean Paraprofessionals Parents Resources will be funded with Title I, Special Education, and the general budget TITLE I: refreshments for parent engagement activities (\$380) Parent training by Guardian Quest (Diversity program) (\$1159); VICTORY FUNDS: Agassi Gents empowerment program (\$5000) 9(c); Girl Power empowerment program (\$5000) 9(c);	Event flyers; Parent Meeting Notes; School website;	Principal K-5 Committee Chairs October - Latino Heritage, December - Holiday Around the World, February - Black History Month Implement Girl Power and Agassi Gents Empowerment Program - Oct. 2016 - May 2017 (weekly)	On Task

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Provide teachers with cultural resources that they can use in their instruction to educate students for school culture programs such as Holidays Around the World. Ensure culturally relevant books are available for teachers to use in Reading, Social Studies, and Science.	Social Studies Weekly Science Weekly Wonders ELA Curriculum K-5 Teachers Principal Dean Paraprofessionals Parents VICTORY FUNDS: Classroom library books and library support services (\$5300) 9(d);	PD agenda Teacher resource copies School library book list	Principal K-5 Committee Chairs October - Latino Heritage, December - Holiday Around the World, February - Black History Month	On Task

Comments:

3.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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				N/A
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Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Special Education (Federal)	\$117,115.00	Hiring of staff to provide services for our special education population.	Goals 1, 2 and 3
Special Education (State)	\$167,340.00	Hiring staff to provide the necessary services needed for our increased special education population	Goals 1, 2 and 3
16-17 Title I & Parent Set-Aside	\$155,439.00	Learning strategist position (\$60,000); Two instructional assistants (\$52,508.20); Licensed extra-duty pay for after-school, Saturday, and Summer tutoring (\$10,000); Support staff extra-duty pay for after-school, Saturday, and Summer tutoring (\$5,000); Licensed extra-duty pay for long-range planning (\$10,000); Materials for STEM and Health and Wellness programs (\$10,000); Evaluate assessments (\$6291.80); Parent training by Guardian Quest (Diversity program) (\$1159); and refreshments for parent engagement activities (\$380)	Goals 1, 2 and 3

16-17 Victory	\$668,582.00	<p>ADMINISTRATIVE SALARY TOTAL (\$3000) 8(c):</p> <p>*Administrator's stipend - principal (\$3000) 8(c);</p> <p>LICENSED SALARY TOTAL (\$199,000) 8(e), 9(a):</p> <p>*ELL Teacher Salary and Benefits - split funded with 6-12 school budget (\$20,000) 9(a);</p> <p>*Learning Strategist salary and benefits (\$98,000) 8(e);</p> <p>*Interventionist salary and benefits (\$45,000) 9(a);</p> <p>*K-8 Counselor salary and benefits - split funded with 6-12 school budget (\$36,000) 9(a);</p> <p>SUPPORT STAFF SALARY TOTAL (\$103,000) 8(g), 8(h), 9(a):</p> <p>*Victory Coordinator Assistant salary and benefits (\$30,000) 8(g);</p> <p>*Librarian salary and benefits (\$49,000) 8(h);</p> <p>*School nurse and nurse assistant salaries and benefits - split funded with 6-12 school budget (\$24,000) 9(a);</p> <p>GENERAL SUPPLIES TOTAL (\$20,000) 8(f), 8(h), 9(b), 9(c):</p> <p>*Million World Challenge incentives, gift cards, and celebrations (\$5000) 8(f);</p> <p>*Agassi Gents empowerment program (\$5000) 9(c);</p> <p>*Girl Power empowerment program (\$5000) 9(c);</p> <p>*Stipend for parents who complete 5 week Families in Schools course (\$5,000) 9(b);</p> <p>*Classroom library books and library support services (\$5300) 8(h);</p>	Goals 1, 2 and 3
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16-17 Victory		<p>TECHNOLOGY SUPPLIES TOTAL (\$160,000) 9(d):</p> <p>*Computers and computer carts (\$160,000) 9(d);</p> <p>WEB-BASED PROGRAMS TOTAL (\$3000) 8(h):</p> <p>*Accelerated Reader program for Million Word Challenge (\$3000) 8(h);</p> <p>PROFESSIONAL EDUCATIONAL SERVICES TOTAL (\$164,000) 8(c), 8(d), 8(e):</p> <p>*STAR Inc. providing summer program (\$32,000) 8(c);</p> <p>*STAR Inc. after-school reading intervention, instructional kits, PD, and reading classes (\$122,000) 8(d);</p> <p>*AVID Training (\$10,000) 8(e);</p> <p>TEACHER RECRUITMENT AND RETENTION TOTAL (\$13,000) 8(f)</p> <p>Recruitment and retention incentives - General Educators (\$11,000) 8(f);</p> <p>Recruitment and retention incentives - Special Educators (\$2000) 8(f);</p>	Goals 1, 2 and 3
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COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Every prospective teacher is required to do a demo lesson, provide a writing sample, and complete an interview for a hiring committee comprised of students, teachers, parents, and administration. In addition, candidates are given a comprehensive history of the school as well as its current challenges and strengths. Prospective teachers also learn how their skills can be utilized to effect positive academic change at the school, and about opportunities for their own professional growth.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

In order to increase parent involvement in AACPA ES meeting its academic expectations, parents receive regular updates about their students progress through teacher phone calls, webpage, and Infinite Campus grade book. Also, all parents receive information about teacher-parent meetings, literacy/math trainings, and conversations with the principal where they learn about what is happening on campus and how they can best assist their child. Translators are also available for all meetings.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

Every year, the principal communicates the academic expectations of AACPA ES with prospective K and new students and their parents, and they are invited to tour the school at anytime. All students that enroll are also invited to attend a summer bootcamp that introduces them to the academic environment of the school. In addition, fifth grade students participate in a transitional day with AACPA MS. They get a chance to meet the staff and shadow current students.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Every month, the principal and K-12 Learning Strategist meet with teachers to discuss interim and curriculum embedded assessment results and progress towards achieving the school's academic goals. Teachers then work within their grade level and department to identify the positive and negative trends based on the data. Moreover, they create an action plan and identify the instructional and intervention strategies that they will implement as a team to improve the results.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

The principal and administration team aligns all funding sources to the School Performance Plan, with final approval of the Financial Committee of the Governing Board. They also review and analyze math and reading student growth data to develop academic goals, set measurable objectives, and determine the federal, state, and local services/resources that will be needed to meet them. Additionally, the principal identifies professional development opportunities for teacher instructional growth.

APPENDIX A - Professional Development Plan

1.1

Ongoing professional Development will be offered on the following topics: -Data analysis of reading interim and benchmark assessments and student work; -Wonders ELA curriculum, instruction and CC strategies, NVACS; -Content-focused lesson study and feedback; -Peer and administration observation protocols; Licensed extra-duty pay will be provided for long-range planning. NDE T.O.A: Tier 1, PLC (data)

Goal 1 Additional PD Action Step (Optional)

2.1

Provide ongoing professional development on the following topics: -How to use Accelerated Reader and promote student use of the program; -Data analysis of Accelerated Reader, Evaluate, and other formative assessments; -reading instructional strategies. -Reading Roads PD - Teachers will participate in a two-day PD on how to engage parents in literacy initiatives -AVID instructional strategies NDE T.O.A: Tier 1, PLC (data)

Goal 2 Additional PD Action Step (Optional)

3.1

-Provide PD on every culture that is celebrated during a designated month, such as Latino heritage month in October. -Provide teachers with cultural resources that they can use in their instruction to educate students for school culture programs such as Holidays Around the World. -School Nurse and Nurse Assistant will provide teachers, students, and parents with PD on health related services -School Counselor and Social Worker will provide teachers and parents with PD on counseling related services and strategies on how to best support students' emotional needs NDE T.O.A: Leadership, Tier 1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Implement and continue the following: -Literacy Night -Read and Rise Parent Literacy Program -Parent-student instructional support via teacher website -Classroom open-door policy -Parent access to grades -Parent informational meetings -Coffee & Conversation with the Principal

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Implement and continue the following literacy programs: - Reading Roads -Teachers will lead two five-week literacy sessions for 3rd-5th grade parents every semester. -Parent Engagement Incentives Program - K-2 grade parents will participate in five-week reading and financial literacy program -Parent/ student instructional support via teacher website -Parent informational meetings NDE T.O.A: Leadership

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

-Provide translation at all parent meetings, such as IEP and 504 meetings. -Put on events that recognize different cultures, such as dances with culturally relevant food and music. -Parent training by Guardian Quest (Diversity Program) -Implement Girl Power and Agassi Gents Empowerment Program - 3rd-5th grade students along with their parents will participate in leadership and social-emotional weekly sessions NDE T.O.A: Leadership

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

To increase academic staff's awareness and knowledge of Nevada Academic Content Standards literacy instructional strategies; thereby improve reading instruction and increase student proficiency.

Measurable Objective(s):

- Increase the percent of 4th grade students proficient in reading from 53% (May 2016) to 75% (May 2017) as measured by STAR progress monitoring assessments.
- Increase the percent of 5th grade students proficient in reading from 41% (May 2016) to 67% (May 2017) as measured by STAR progress monitoring assessments.

Status

N/A

Comments:

1.1 Professional Development: Effective and engaging teachers ranked second (74%) in the area of Importance of Academic Resources and first (58%) in the Availability of Academic Resources according to the survey. Hence, we must ensure that our teachers are well equipped to be effective and engaging in the classroom.

1.2 Family Engagement: Our parent survey indicated that 77% of our parents felt that literacy programs and resources was the most important component to success. Additionally, parent engagement opportunities ranked second under availability of Academic resources.

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Ongoing professional Development will be offered on the following topics: -Data analysis of reading interim and benchmark assessments and student work; -Wonders ELA curriculum, instruction and CC strategies, NVACS; -Content-focused lesson study and feedback; -Peer and administration observation protocols; Licensed extra-duty pay will be provided for long-range planning. NDE T.O.A: Tier 1, PLC (data)	
Progress		
Barriers		
Next Steps		
1.2	Implement and continue the following: -Literacy Night -Read and Rise Parent Literacy Program -Parent-student instructional support via teacher website -Classroom open-door policy -Parent access to grades -Parent informational meetings -Coffee & Conversation with the Principal	

Progress		
Barriers		
Next Steps		
1.3	-Teachers will implement common core aligned reading curriculum and instructional aides will support classroom instruction. -Learning Strategists will provide coaching sessions. -Teachers will use Teaching Channel (TCH) to review video recordings and analyze instruction and use of academic time. -Quarterly CE reading tests; Star Reading tests; monthly Evaluate assessments, and DIBELSNext interim assessments will be administered. -Small group intervention, after school tutoring, and Summer Academy will be offered for students identified as needing additional instruction. Teachers and administrator will receive incentive pay NDE T.O.A: Tier 1. PLC (data)	
Progress		
Barriers		
Next Steps		
1.4	Provide small-group and one-on-one instructional support to emerging struggling readers (including ELL and SPED students) as well as to support students who need intensive reading intervention. Provide supports for full-day kindergarten to decrease the readiness gap for students. NDE T.O.A: Tier 1	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

School-wide in-school and after school literacy intervention for students and parents.

Measurable Objective(s):

- Implement school-wide use of the Accelerated Reader program to ensure at least 80% of students track their individual reading progress.

Status
N/A

Comments:
2.1 Professional Development:
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	Provide ongoing professional development on the following topics: -How to use Accelerated Reader and promote student use of the program; -Data analysis of Accelerated Reader, Evaluate, and other formative assessments; -reading instructional strategies. -Reading Roads PD - Teachers will participate in a two-day PD on how to engage parents in literacy initiatives -AVID instructional strategies NDE T.O.A: Tier 1, PLC (data)	
Progress		
Barriers		
Next Steps		
2.2	Implement and continue the following literacy programs: - Reading Roads -Teachers will lead two five-week literacy sessions for 3rd-5th grade parents every semester. -Parent Engagement Incentives Program - K-2 grade parents will participate in five-week reading and financial literacy program -Parent/ student instructional support via teacher website -Parent informational meetings NDE T.O.A: Leadership	
Progress		

Barriers		
Next Steps		
2.3	Implement the following: Drop Everything and Read in-school program, and increase access to leveled books, and Million Word Challenge NDE T.O.A: Tier 1	
Progress		
Barriers		
Next Steps		
2.4	Implement K-5 reading incentive program, such as the Million Word Challenge to promote reading achievement. Support student social-emotional development through character building after school clubs (Agassi Gents and Girl Power), and provide teachers with professional development on social-emotional development. NDE T.O.A: Tier 1, Leadership	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase staff's knowledge and skills related to cultural and social-emotional competency that are needed to meet the instructional needs of diverse learners.

Measurable Objective(s):

- Provide three professional development sessions throughout the year for staff which improve awareness of others and acceptance of differing culturally-based values and beliefs of staff and students.
- Provide five professional development sessions throughout the year for staff on building and supporting social-emotional development in children.
- Provide students with after school opportunities that teach them leadership and social-emotional skills in order to cultivate a positive school culture.

Status

N/A

Comments:
3.1 Professional Development:
3.2 Family Engagement:
3.3 Curriculum/Instruction/Assessment:
3.4 Other:

	Mid-Year	End-of-Year
3.1	-Provide PD on every culture that is celebrated during a designated month, such as Latino heritage month in October. -Provide teachers with cultural resources that they can use in their instruction to educate students for school culture programs such as Holidays Around the World. - School Nurse and Nurse Assistant will provide teachers, students, and parents with PD on health related services -School Counselor and Social Worker will provide teachers and parents with PD on counseling related services and strategies on how to best support students' emotional needs NDE T.O.A: Leadership. Tier 1	N/A
Progress		
Barriers		
Next Steps		
3.2	-Provide translation at all parent meetings, such as IEP and 504 meetings. -Put on events that recognize different cultures, such as dances with culturally relevant food and music. -Parent training by Guardian Quest (Diversity Program) -Implement Girl Power and Agassi Gents Empowerment Program - 3rd-5th grade students along with their parents will participate in leadership and social-emotional weekly sessions NDE T.O.A: Leadership	N/A

Progress		
Barriers		
Next Steps		
3.3	Provide teachers with cultural resources that they can use in their instruction to educate students for school culture programs such as Holidays Around the World. Ensure culturally relevant books are available for teachers to use in Reading, Social Studies, and Science.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		