School Performance Plan

School Name

Bennett, William G ES

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

2750 S Needles Hwy
Laughlin, NV 89029, (702) 298-3378

Superintendent/Assistant Chief: Pat Skorkowsky / Jeff Hybarger

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
Linnett Brock	Parent	Renata Faccioli	Parent
Dawn Estes	Principal	Lisa Campbell	1st Grade Teacher
Jennifer Drescher	Librarian	Pat Wolfe	Assistant Principal
Colleen Kerr	Literacy Specialist		

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
Teacher/Administrator Observation Data	Achievement Gap Data	Individualized Education Programs (IEP)
Formative Assessments Practice	Placement (Proficiency Levels)	NA
Teacher/Administrator Observation Data	NA	NA
Statewide Assessments	NA	NA
Formative Assessments Practice	NA	NA
Other: Accountability Report	Other: Accountability Report	Other: Accountability Report
Other:	Other:	Other:

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

Areas of strength (positive trends) were identified using the district's Three-Year Trend data report, Nevada School Performance Framework, Accountability Report, 2016 ELA and Math State Assessment SBAC and formative assessment data, including Acuity and AIMSweb; analysis revealed: K-2 showed a 15.6% growth increase on Acuity ELA (fall 2015 scored of 59.4 with a spring 2016 score of 75); K-2 showed a 5% growth increase on Acuity math (fall 2015 scored of 62.2 with a spring 2016 score of 67.1); math MCOMP showed an 3.9 growth increase (fall 2015 of 50.7% and a spring 2016 of 59.9%) in grade 1-5 student proficiency; ELA RCBM showed an 41.9 growth increase (fall 2015 of 43.7.7% and a spring 2016 of 85.6.9%) in grades 1-5 student proficiency
Areas of concern (potential growth) were identified using the district's Three-Year Trend data report, Nevada School Performance Framework, Accountability Report, 2016 ELA and Math State Assessment SBAC and formative assessment data, including Acuity and AIMSweb; math MCAP showed an a 16.5 growth decrease (fall 2015 of 52.4% with a spring 2016 of 35.9%) in grade 1-5 student proficiency;
In summary, overall data trends show an increase in ELA academic achievement and growth for the past year but a decrease for Math academic achievement and growth for the past year. Review of attendance and enrollment data also shows an increase in total student enrollment, but a decrease in testing N-count (transiency rate has increased from 39.8% to 43.8% over last three years).

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 1:
Increase Grade 3 proficiency rates in reading.

Root Causes:
Lack of knowledge of available common core resources and professional training regarding highly-effective strategies has resulted in classroom instruction that does not meet the rigor of common core assessment and does not incorporate a balanced literacy framework that addresses all components of the Nevada Academic Content Standards. In addition,lesson planning does not incorporate higher level strategies required to meet necessary depth of knowledge and text complexity and K-2 lacks a systematic approach to phonics instruction.

Measurable Objective 1:
Increase the percent of 3rd grade students proficient in reading from 20% to 25% by 2017 as measured by state 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, 1.2, 1.3**	
Professional Learning Communities (PLC); Grade Level Meetings (GLM); Literacy Specialist; Digital Webinars with blended learning; New Teacher Mentoring; district literacy trainings; k-2 phonics	SBCT allows for PLC/GLM prior to start of school for all core teachers and Principal/Assistant Principal; PGP CUs allow for teacher collaboration and digital webinars are provided by CCSD Technology; district literacy trainings and literacy specialist; continued implementation of Daily 5 and introduction of K-2 sytematic phonics.	Teacher Feedback, Classroom Observations; lesson plans,Agendas, Minutes, Sign-In Sheets, Evaluations, Pathlore, Teacher Feedback.	September 2016- April 2017 Literacy Specialist will work with Assistant Principal and K-3 staff to implement literacy framework , Daily 5, webinars and digital coaching; Principal/Assistant Principal will work with staff during scheduled times for data analysis.	N/A

Comments:

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: 2.1, 2.3**	
Open House; Back to School Night; Family Technology Night; Family Literacy Night; Classroom and School Newsletters; district communication (Pledge of Achievement)	Title I Funds allow for family involvement activities and purchase of laptops to support software programs, as well as purchase of ELA software (READ 180, System 44)	Title I Sign-In Sheets; Title I Evaluations, Teacher/Classroom newsletters, School Newsletter, District Documents (Pledge of Achievement)	Open House - August 2016; Title I Back to School Night - September 2016; Title I Literacy Night -November 2016, February 2017, May 2017; Weekly/Monthly Classroom Newsletters sent home by teachers; School Newsletter sent home 8 times: September, October, November/December, January through May; Pledge of Achievement/semester	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators: 2.1, 2.2, 2.3, 1.2, 1.3	
After School Tutoring; Morning Computer Lab; Library available in mornings and during student lunch time for book check-out and computer program access; Leveled Instructional Groups - 3rd grade System 44, 4th & 5th grade READ 180.	TItle I funds - laptops to run software; ELA software (READ 180 and System 44); Master Schedule common reading/ELA block time at 4/5 grade levels	Attendance Logs, Computer-based program monitoring reports, Library Log, Computer Log, Lesson Plans, teacher feedback, classroom observations, district assessments (DEA, AIMSweb), state assessments (SBAC) and NSPF.	Sept. 2016 - May 2017 AP will work with teachers to identify non-proficient students; Oct. 2016- May 2017 RTI team will work with teachers to monitor progress and provide after school tutoring and training for staff.	N/A

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 2:
Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

Root Causes:
NSPF shows proficiency n-count of 140 students, with MGP n-count of 67; ELA/reading measure of 57% and math measure of 43%; AGP n-count of 67; ELA/reading measure of 61.2% and math of 29.9%. Due to small size, super subgroup is used to determine gap measures, with a total n-count of 56; ELA/reading measure of 57.1% and math measure of 26.8%. Loss of staffing and larger class-sizes have made it more challenging to provide Tier II and Tier III instruction.

Measurable Objective 1:
Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 36 to 26 by 2017 as measured by state assessments.

Measurable Objective 2:
Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 41 to 29 by 2017 as measured by state 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**
2.1 Professional Development (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators: 2.1, 2.2, 1.2**	
Weekly Grade Level Meetings (GLM); weekly PLC trainings w/ various grade levels (RTI); Digital Webinars with blended learning focus;district litracy plan; weekly RTI and progress monitor using school, district and state test	SBCT allows for PLC/GLM/PZ IC prior to start of school for all core teachers w/ Principal or AP; ;Teacher Mentoring and district literacy plan	Teacher Feedback, Classroom Observations; lesson plans, Agendas, Minutes, Sign-In Sheets, Evaluations, Pathlore, Teacher Feedback.	September 2016- April 2017 Assistant Principal will work with staff to implement systematic phonics during grade-level meeting; teachers will establish monthly GLM and meet to align lessons.	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:**	**NCCAT-S Indicators: 2.3, 1.3**	
Open House, Back to School Night, Family Nights - Technology, Literacy, Math; School Newsletters and District Communication (Pledge of Achievement);school, district and state assessment reports; RTI Team.	Title I funding allows for extra duty pay, family involvement materials and resources; School Newsletter sent home 8 times/year contains math suggestions, along with district standards-based Pledge of Achievement.	Title I Sign-In Sheets, Title I Evaluations, School Newsletters, Teacher Newsletters and District Documents (Pledge of Achievement).	Open House - August 2016; Title I Back to School Night - September 2016; Title I Family Nights- Nov. 2016, Feb. 2017, May 2017; Weekly/Monthly Classroom Newsletters sent home by teachers; School Newsletter sent home 8 times: September, October, November/December, January through May; Pledge of Achievement/semester	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators: 2.1, 2.2, 1.2, 1.3	
After School Tutoring; Morning Computer Lab; Library available in mornings and during student lunch time for book check-out and computer program access; Leveled Instructional Groups - 3rd grade, 4th and 5th grade	ELA software (READ 180 and System 44) and Compass Learmomg; Master Schedule- common reading/ELA & math block time at 4/5 grade level; weekly RTI meetings to focus on data.	Attendance Logs, Computer-based program monitoring reports, Library Log, Computer Log, Lesson Plans, teacher feedback, classroom observations, district assessments (AIMSweb) and state assessments (CRT).	Sept. 2016 - May 2017 AP will work with RTI team to identify non-proficient students; Oct. 2016- May 2017 AP will work with teachers to monitor progress and provide after school tutoring and training for staff.	N/A

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 3:
Increase the percentage of school-based personnel trained in cultural competency.

Root Causes:
There is a need for training in the area of cultural competency as evidenced by the District student achievement gap data.

Measurable Objective 1:
100% of staff will participate in a mandatory cultural competency professional development session during the 2015-2016 school year as measured by sign-in sheets.

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:**	
All staff will participate in a professional development session provided by the District's Equity and Diversity Department.	Training materials from E&DD	Sign-in sheets, Teacher observation data (NEPF) and district-wide climate survey	The principal is responsible for ensuring this action step takes place during SBCT throughout the 2016-17 school year.	N/A

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:**	

				N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

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

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)
Title I and Parent Involvement Set-Aside	$43,783.50	Extra Duty-hourly 40hrsx$23/hour Web-based programs Technology- document cameras, laptops Paper and instructional supplies Books and Periodicals Wrap-around services Professional Development books Parent Involvement- family night supplies, instructional materials, licensed extra duty	Goals 1, 2 and 3

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.
All teachers at William G. Bennett Elementary are Highly-Qualified; potential teachers are screened at the District-level. Hiring is conducted using a team approach; a grade-level teacher, specialist, and assistant principal, along with principal, assist with the interview and final hiring process.

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.
Parent Involvement will be increased by providing four Family Night activities after school. Family Nights will be held throughout the school year, with each night providing an opportunity for parents/students to engage in fun activities designed to increase parent engagement and student academic growth, including: Back to School Meet and Greet in August: Multicultural Night in November; Literacy Night in February; Math/Science in May, In addition, a school newsletter will be sent home each month. Parents are able to access information regarding student grades and attendance through the Infinite Campus Parent Portal.

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.).
Early Childhood Education program on campus; during spring, pre-school and kindergarten teachers work together to ensure positive transition from one classroom to another. Principal oversees both elementary school (PK-5) and secondary (6-12) assisting with students and parents during transition from elementary to secondary.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
The duty schedule provides the foundation for structured teacher planning time. (This time allows teachers to review assessment data, create common lesson plans and discuss instructional strategies with Instructional Coach. During 2016-17, SBCT has been implemented 1X week for 64 minutes so that all faculty can meet to discuss data, identify student groups, and implement school-wide instructional goals (literacy). Principal , Assistant Principal, ELL Support Teacher and Literacy Specialist/Title I Liason serve as Facilitators.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts
Full-day kindergarten has allowed for early literacy intervention. District trainers provide professional development (RTI, Math, Literacy, Technology). School Counselor monitors and provides attendance/behavior interventions, modifications and teacher support. Title I funding has provided for increased technology (laptops) and intervention software (Read 180, System 44).

APPENDIX A - Professional Development Plan

1.1
Professional Learning Communities (PLC); Grade Level Meetings (GLM); Literacy Specialist; Digital Webinars with blended learning; New Teacher Mentoring; district literacy trainings; k-2 phonics

Goal 1 Additional PD Action Step (Optional)

2.1
Weekly Grade Level Meetings (GLM); weekly PLC trainings w/ various grade levels (RTI); Digital Webinars with blended learning focus;district litracy plan; weekly RTI and progress monitor using school, district and state test

Goal 2 Additional PD Action Step (Optional)

3.1
All staff will participate in a professional development session provided by the District's Equity and Diversity Department.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2
Open House; Back to School Night; Family Technology Night; Family Literacy Night; Classroom and School Newsletters; district communication (Pledge of Achievement)

Goal 1 Additional Family Engagement Action Step (Optional)

2.2
Open House, Back to School Night, Family Nights - Technology, Literacy, Math; School Newsletters and District Communication (Pledge of Achievement);school, district and state assessment reports; RTI Team.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:
Increase Grade 3 proficiency rates in reading.

Measurable Objective(s):
- Increase the percent of 3rd grade students proficient in reading from 20% to 25% by 2017 as measured by state assessments.

Status
N/A

Comments:

1.1 Professional Development:
1.2 Family Engagement:
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year	End-of-Year
1.1	Professional Learning Communities (PLC); Grade Level Meetings (GLM); Literacy Specialist; Digital Webinars with blended learning; New Teacher Mentoring; district literacy trainings; k-2 phonics	
Progress		
Barriers		
Next Steps		
1.2	Open House; Back to School Night; Family Technology Night; Family Literacy Night; Classroom and School Newsletters; district communication (Pledge of Achievement)	
Progress		

Barriers		
Next Steps		
1.3	After School Tutoring; Morning Computer Lab; Library available in mornings and during student lunch time for book check-out and computer program access; Leveled Instructional Groups - 3rd grade System 44, 4th & 5th grade READ 180.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

Measurable Objective(s):
- Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 36 to 26 by 2017 as measured by state assessments.
- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 41 to 29 by 2017 as measured by state assessments.

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	Weekly Grade Level Meetings (GLM); weekly PLC trainings w/ various grade levels (RTI); Digital Webinars with blended learning focus;district litracy plan; weekly RTI and progress monitor using school, district and state test	
Progress		
Barriers		
Next Steps		
2.2	Open House, Back to School Night, Family Nights - Technology, Literacy, Math; School Newsletters and District Communication (Pledge of Achievement);school, district and state assessment reports; RTI Team.	

Progress		
Barriers		
Next Steps		
2.3	After School Tutoring; Morning Computer Lab; Library available in mornings and during student lunch time for book check-out and computer program access; Leveled Instructional Groups - 3rd grade, 4th and 5th grade	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:
Increase the percentage of school-based personnel trained in cultural competency.

Measurable Objective(s):
- 100% of staff will participate in a mandatory cultural competency professional development session during the 2015-2016 school year as measured by sign-in sheets.

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	All staff will participate in a professional development session provided by the District's Equity and Diversity Department.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		