School Performance Plan

School Name

Simmons, Eva G ES

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

2328 Silver Clouds Dr
N Las Vegas, NV 89031, (702) 799-1891

Superintendent/Assistant Chief: Pat Skorkowsky / Kim Mangino

For Implementation During The Following Years: 2016-2017

The Following MUST Be Completed:

Title I Status:	Served
Designation:	NA
Grade Level Served:	Elementary
Classification:	3 Star
NCCAT-S:	Not Required

***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
Marlaina Harris	Parent	Elizabeth Katten	Principal
Kerry Oppenheim	teacher	Sara Merrill	teacher
Becky Ruest	teacher	Marlaina Harris	parent
Joelle Mills	Assistant Principal	Courtney Schoen	Read by Three Strategist

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
Statewide Assessments	AMAOs/ELPA Analysis	Achievement Gap Data
NA	Achievement Gap Data	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

Simmons Elementary School is a 3 star school. Our demographic data identified Asian (4%), African American (17.4%), White/Caucasian (23.2%), Native American (.2%), Hispanic/Latino (42.4%), Multi-race (11.2%), and Pacific Islander (2%) with a total of 762 students based on the enrollment data in datalab as of 11/2/2016. Our subgroup data revealed students with Free and Reduced Lunch (61%), Individualized Education Plans (14.3 %), and English Language Learners (11.6%).

Students who are identified as English Language Learners are given an English Language Proficiency Assessment (WIDA Access) each year to determine language proficiency. Most students fall into levels 3 and 4. The WIDA Can Do Descriptors can guide teachers in developing differentiated instruction for these students. In 2015-2016, 17 students were assessed at a level 1, 24 students at level 2, 19 students at level 3, 18 students at level 4, 24 students at level 5, and 8 students at level 6.

Students participated in the SBAC assessment in the spring of 2016. The ELA proficiency of our third graders (41.73), fourth graders (48.70%), and fifth graders (49.53%) progressively increases in each grade level. Our girls are demonstrating a higher proficiency level than boys in grades 3-5 (girls 57.99% compared to boys 35.56%) Our overall average proficiency was 46.42% compared to the District's average of 48%. We observed an achievement gap within our Limited English Proficient (LEP) students (24.07%) and our non LEP students (50.51%).

On the math portion of the SBAC, our third graders had the highest percent proficient. Proficiency percentages were as follows: third graders (53.54%), fourth graders (46.96%), and fifth graders (19%). Our boys and our girls demonstrated similar proficiency rates in math in grades 3-5 (girls 49% and boys 47%). Our overall average proficiency was 48.24% compared to the District's average of 38%. We observed an achievement gap within our Limited English Proficient (LEP) students (33%) and our non LEP students (51%). We have outlined steps to decrease our gaps in ELA and math in Goal 2 of our School Performance Plan.

We have started taking i-Ready, a formative assessment measure, this year. Our fall baseline data outlines the percent of students on/above grade level, one level below, and more than one level below in ELA. Our results are outlined as follows: first grade (75%, 25%, 0%), second (58%, 40%, 2%), third (49%, 49%, 2%), fourth (77%, 23%, 0%), and fifth (76%, 23%, 1%) respectively. We look forward to monitoring our student achievement levels, three times per year, as we implement the steps outlined in Goal 1, 2, and 3.

This analyzed data was considered when developing our improvement plan. We need to ensure our students are reading at a proficient level by the end of third grade, and make sure all populations of students are given appropriate instruction that is engaging, rigorous, and aligned to standards. Strengthening the school's instructional program will be our focus.

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:
Higher level text dependent questions needs to continue to be utilized on a consistent basis in grades 1-5. Additional practice needs to be provided for students on how to solve performance tasks in grades 2-5. Additional data analysis needs to take place to identify students needs for targeted instruction with an increase of Tier II interventions for grades K-5.

Measurable Objective 1:
Increase the percent of 3rd grade students proficient in reading from 41.7% to 52% by 2017 as measured by state assessments.

Measurable Objective 2:
Increase the percent of 3rd grade students at the established range (50% or higher) from 56.5% on the fall benchmark to 65% on the spring benchmark as measured by AIMS web RCBM benchmark assessment.

Measurable Objective 3:
Increase the percentage of 3rd grade students that are at a level 3 or 4 on the projected proficiency report from 53% in the fall to 58% in the winter as measured by i-Ready diagnostic 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:**	**NCCAT-S Indicators:**	
Read by Three Strategist and Team will provide professional development for K-5 teachers on all of the required components of Read by Three.	Read By Three Strategist (Grant Funded) Paper, Computer, Sign in sheets, power point	Read by Three Sign in Sheets	Read by Three Team and Administration	N/A

Comments:
Focus on NEPF Standards = 2 and 4

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:**	
Parents will be provided with Parent Nights to see lessons presented from start to finish in order to help child(ren) at home in reading.	Family Engagement Supplies (Title I), Title I Liaison (Title I)	Sign-in sheets/evaluations	Sign-in sheets/evaluations - during family nights by Title I Liaison	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators:**	
Teachers will implement the process of giving students performance tasks 3x a year and will meet as a team to discuss strategies and student performance. Teachers will use I-Ready assessment data analysis to identify areas of deficit for students and implement flexible groupings to address student needs. Teachers will monitor I-Ready usage and incentives will be given to classes that meet the goal of having students on I-Ready for the minimum of 45 minutes per week. Teachers will set up individual goal setting with Accelerated Reader to increase the amount of independent reading that students are engaged in and provide more opportunities for them to read independently. Teachers will utilize Accelerated reader and goal set with students to increase the amount of time reading, specifically targeting boys, to engage them in goal setting and reading more to increase time in text.	Read By Three Strategist Grade level teams, Curriculum Engine, NVACS, Burst(Title I), Accelerated Reader (Title I) Science/Humanities teacher (Title I)	Coaching Log for Classroom Visits, Lesson Plans, Observations and Feedback, I-Ready and STAR data, samples of grade level performance tasks and agendas from performance task discussions during SBCT time.	Read by Three Strategist monthly log, Lesson Plans - 3xs per year by administration, Observations and Feedback - weekly by administration	N/A

Comments:
NEPF Standards = Standard 2, 3, 4

1.4 Other (Optional)	**Continuation From Last Year:**	**NCCAT-S Indicators:**

CTT's and classroom teachers will provide students differentiated instruction and Tier II/III interventions consistently for all grade levels. By adding a science/humanities teacher for all students, some of the science content is now taught by a science specialist as a prep for students, therefore freeing up more time for classroom teachers to provide intervention for students. I-Ready incentives and goal tracking for each class to increase amount of usage of I-Ready.	I-ready reading (Title I) Burst intervention (Title I) 2 CTT's- (Title I) Humanities/Science Teacher (Title I)	RtI notes, AIMSweb progress monitoring	RTI logs - bi-weekly by teachers and case managers, AIMSweb progress monitoring - bi-weekly by teachers and case managers	N/A

Comments:
NEPF Standard = 2

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:
Additional practice needs to be provided for students on how to solve performance tasks in grades 2-5 in both reading and math. Additional data analysis needs to take place to identify students needs for targeted instruction with an increase of Tier II interventions for grades K-5. ELL students need to have more opportunity to increase their amount of time on Imagine Learning.

Measurable Objective 1:
Reduce the math proficiency gap between our highest performing supergroup (50.48%) and lower performing ethnic/racial supergroup (34.78%) from 23.62 (2016) to 15.75 (2017) as measured by state assessments (SBAC).

Measurable Objective 2:
Reduce the reading proficiency gap between our highest performing supergroup (46.94%) and lower performing ethnic/racial supergroup (34.78%) from 12.16 (2016) to 16.16 (2017) as measured by state assessments (SBAC).

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:**	
Read by Three Strategist and Team will provide professional development for K-5 teachers on all of the required components of Read by Three. ELL overview of WIDA data and introduction to WIDA "can do" descriptors, and overview of ELL Master Plan for all teachers.	Read By Three Strategist (Grant Funded) Paper, Computer, Sign in sheets, power point ELL Success Advocates	Read By Three Sign in Sheets ELL training sign in sheets	Read by Three Strategist , Success Advocates and Administration	N/A

Comments:

Focus on NEPF Standards = 2 and 4

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:**	
Parents will be provided with Parent Nights to see lessons presented from start to finish in order to help child(ren) at home in reading and math.	Family Engagement Supplies (Title I), Title I Liaison (Title I)	Sign-in sheets/evaluations	Sign-in sheets/evaluations - during family nights by Title I Liaison	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Tier 2 interventions in place for all students provided by classroom teacher and CTT's Use of Imagine Learning for ELL students during the day.	Chromebooks (general budget), Imagine Learning (ELL department), Tutoring Money for Imagine Learning tutoring (Title 1)	Coaching Log for Classroom Visits, Lesson Plans, Observations and Feedback- attendance logs for Imagine Learning After School Tutoring	Coaching Log - weekly by Instructional Coach, Lesson Plans - 3xs per year by administration, Observations and Feedback - weekly by administration-	N/A

Comments:
NEPF Standards = Standard 2, 3, 4

2.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers in 4th & 5th grade & Accelerated Learning Model classes will provide technology integration to help support enrichment & provide engagement. Struggling students will receive after-school tutoring using Imagine Learning	Tutoring money (Title 1), Imagine Learning (ELL department), I-Ready (Title 1), BURST Intervention (Title 1), 2- CTT's (Title 1)	RTI notes, AIMSweb progress monitoring, I Ready and Imagine Learning Data	RTI logs - bi-weekly by teachers and case managers, AIMSweb progress monitoring - bi-weekly by teachers and case managers, DEA - during benchmark (3xs per year) by administration	N/A

Comments:
NEPF Standard = 2

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 2016-2017 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:**	**NCCAT-S Indicators:**	
All staff will participate in a professional development session.	Training materials from Equity and Diversity Department.	Sign- in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during the 2016-2017 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 & Parent Set-Aside	$61,920	Purchase of laptops, sub release time for professional development, collaboration and data analysis, purchase of classroom instructional materials	Goals 1 and 2
Title 1 money	153,120.00	purchase of humanities teacher to provide support for teachers to provide more intervention time to students, additional hour for aide to work with students providing intervention, 2 CTT's, Accelerated Reader to promote more reading of text, Amplify Assessment for CTT's to use to provide intervention, Scholastic News to provide more non-fiction text/articles for students, chromebook cart to hold technology, I-Ready software for students in reading to provide instructional practice and another data source for teachers to analyze.	Goals 1 and 2

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.
We search for Highly Qualified individuals when interviewing applicants and provide support to teachers in the means of additional collaborative time through the use of Title I funds. During the interviews for these applicants we often ask grade-level members to sit in with administration to provide us with feedback on the characteristics that they are looking for in a qualified candidate. In addition, we provide common planning twice a week in order to better support teachers.

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.
We provide a Math and Reading training nights for parents in which strategies were shared to better assist parents in supporting their children. Monthly newsletters are sent home by the school and weekly newsletters are sent home by the teachers. In addition, Parentlink is utilized to provide increased communication with parents. Parent communications are provided in english and spanish. Parents can now access real-time grades and reports through the use of Infinite Campus.

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.).
We have five full day kindergarten programs as well as two KIDS programs to support the transition from home to school. School counselor provides parent meetings in the evenings to support parents with the transition of their children to middle school. She also provides lessons to students that assist with middle school preparation. During the year, middle school and elementary teachers are provided opportunities to collaborate with other PZ feeder schools.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
Teachers meet with their grade-level team to develop common assessments in order to provide continuity within the grade-level. Grade-level teams are also provided sub release time for I-Ready and Aims Web assessment data analysis to make decisions regarding reteaching, intervention, and extension and to compare with common assessment data.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts
All funding sources were implanted in the SPP. Title 1 funds provided a humanities teacher, 2 CTT's and materials for intervention, technology to support enrichment & technology integration, tutoring in math, & family engagement supplies. Accelerated Reader and I-Ready purchases used to support students in the area of reading.

APPENDIX A - Professional Development Plan

1.1
Read by Three Strategist and Team will provide professional development for K-5 teachers on all of the required components of Read by Three.

Goal 1 Additional PD Action Step (Optional)

2.1
Read by Three Strategist and Team will provide professional development for K-5 teachers on all of the required components of Read by Three. ELL overview of WIDA data and introduction to WIDA "can do" descriptors, and overview of ELL Master Plan for all teachers.

Goal 2 Additional PD Action Step (Optional)

3.1
All staff will participate in a professional development session.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2
Parents will be provided with Parent Nights to see lessons presented from start to finish in order to help child(ren) at home in reading.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2
Parents will be provided with Parent Nights to see lessons presented from start to finish in order to help child(ren) at home in reading and math.

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 41.7% to 52% by 2017 as measured by state assessments.
- Increase the percent of 3rd grade students at the established range (50% or higher) from 56.5% on the fall benchmark to 65% on the spring benchmark as measured by AIMS web RCBM benchmark assessment.
- Increase the percentage of 3rd grade students that are at a level 3 or 4 on the projected proficiency report from 53% in the fall to 58% in the winter as measured by i-Ready diagnostic assessments.

Status
N/A

Comments:

1.1 Professional Development: Focus on NEPF Standards = 2 and 4
1.2 Family Engagement:
1.3 Curriculum/Instruction/Assessment: NEPF Standards = Standard 2, 3, 4
1.4 Other: NEPF Standard = 2

	Mid-Year	End-of-Year
1.1	Read by Three Strategist and Team will provide professional development for K-5 teachers on all of the required components of Read by Three.	N/A
Progress		
Barriers		
Next Steps		
1.2	Parents will be provided with Parent Nights to see lessons presented from start to finish in order to help child(ren) at home in reading.	N/A

Progress		
Barriers		
Next Steps		
1.3	Teachers will implement the process of giving students performance tasks 3x a year and will meet as a team to discuss strategies and student performance. Teachers will use I-Ready assessment data analysis to identify areas of deficit for students and implement flexible groupings to address student needs. Teachers will monitor I-Ready usage and incentives will be given to classes that meet the goal of having students on I-Ready for the minimum of 45 minutes per week. Teachers will set up individual goal setting with Accelerated Reader to increase the amount of independent reading that students are engaged in and provide more opportunities for them to read independently. Teachers will utilize Accelerated reader and goal set with students to increase the amount of time reading, specifically targeting boys, to engage them in goal setting and reading more to increase time in text.	N/A
Progress		
Barriers		
Next Steps		
1.4	CTT's and classroom teachers will provide students differentiated instruction and Tier II/III interventions consistently for all grade levels. By adding a science/humanities teacher for all students, some of the science content is now taught by a science specialist as a prep for students, therefore freeing up more time for classroom teachers to provide intervention for students. I-Ready incentives and goal tracking for each class to increase amount of usage of I-Ready.	N/A
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 our highest performing supergroup (50.48%) and lower performing ethnic/racial supergroup (34.78%) from 23.62 (2016) to 15.75 (2017) as measured by state assessments (SBAC).
- Reduce the reading proficiency gap between our highest performing supergroup (46.94%) and lower performing ethnic/racial supergroup (34.78%) from 12.16 (2016) to 16.16 (2017) as measured by state assessments (SBAC).

Status
N/A

Comments:

2.1 Professional Development: Focus on NEPF Standards = 2 and 4
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment: NEPF Standards = Standard 2, 3, 4
2.4 Other: NEPF Standard = 2

	Mid-Year	End-of-Year
2.1	Read by Three Strategist and Team will provide professional development for K-5 teachers on all of the required components of Read by Three. ELL overview of WIDA data and introduction to WIDA "can do" descriptors, and overview of ELL Master Plan for all teachers.	N/A
Progress		
Barriers		
Next Steps		
2.2	Parents will be provided with Parent Nights to see lessons presented from start to finish in order to help child(ren) at home in reading and math.	N/A

Progress		
Barriers		
Next Steps		
2.3	Tier 2 interventions in place for all students provided by classroom teacher and CTT's Use of Imagine Learning for ELL students during the day.	N/A
Progress		
Barriers		
Next Steps		
2.4	Teachers in 4th & 5th grade & Accelerated Learning Model classes will provide technology integration to help support enrichment & provide engagement. Struggling students will receive after-school tutoring using Imagine Learning	N/A
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 2016-2017 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.	N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		

Barriers		
Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		