School Performance Plan

School Name

Tanaka, Wayne N ES

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

9135 W Maule Ave
Las Vegas, NV 89148, (702) 799-2504

Superintendent/Assistant Chief: Pat Skorkowsky / Kristy Keller

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
Victor Daggs	Parent	Tony Davis	Principal
William Bishop	Assistant Principal	Christine Vasquez	Learning Strategist
Shawna Quenneville	Teacher	Jasmine Cole	Teacher
James Masden	Teacher	Jessica Kirsch	Counselor

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)	NA	Nevada School Performance Framework (NSPF)
Formative Assessments Practice	NA	Achievement Gap Data
Summative Assessments	NA	NA
Statewide Assessments	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.

The 1st grade words per minute has increase by 11.1 from the 2014-2017 school years based on the AIMSweb RCBM assessment.
The kindergarten sounds per minute has increased by 6.1 from the 14/15-15/16 school years based on the AIMSweb Nonsense Word Fluency assessment

The 3rd grade growth rate has decreased by 0.3 from 14/15-15/16 school years based on the AIMSweb MCOMP assessment.
The 5th grade growth rate has decreased by 0.4 from 14/15-15/16 school years based on the AIMSweb MCOMP assessment.

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:
According to our school average of 48% on the SBAC, Teachers did not have enough rigor and alignment with the NVACS during instruction.

Measurable Objective 1:
Increase the percent of 3rd grade students proficient in reading from 41.6 percent to 46.6 percent by 2017 as measured by SBAC 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:**	
Assessment training for LNF, NWF, RCBM, DRA, progress and strategic monitoring, and Core Phonics, QSI, and Read by Three initiatives in all primary grades. Training will be provided on the Ready Gen adopted reading program as well as Standards First implementation	Staff dev. days, assessment training, and core reading materials. No funding is needed for this step. Newly adopted reading program and supplementation is approximately $25,000.	SBCT agendas.	Learning strategist, Read by Three Team, administrators, and Professional Development Team will ensure each SBCT addresses the needs of this plan. Administration will determine if the appropriate steps have taken place by reviewing agendas for training.	On Task

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:**	
Involve family in kindergarten sight word program, and coming to the school to read with students. Provide communication and training to parents to assist with additional reading time with students. Provide families with the appropriate documentation for Read by Three as well as training that will be held at the school to help families with strategies to implement at home,	Parents, paper, pens, time of teachers for preparing and holding trainings.	Attendance sheets and agendas for parent meetings, and AIMSweb and DRA growth from summer 201	Learning strategist will collect data in May and August 2017	On Task

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Implementation of a kindergarten sight word program, , first grade sight word program, Read by Three Initiatives and implement daily intervention groups with consistent progress monitoring as well as daily reading groups with all grade levels that are specifically addressing students' deficits. Teachers will utilize professional curriculum provided with Ready Gen.	Daily intervention groups ,PASS (4 CTTS at 5.5 hours a day) $ 92, 460, Daily reading groups, and assessment training, time to plan for trainings	Daily schedules, time sheets and progress monitoring schedules for CTT and intervention groups, teacher SMART goals, administrative observations and notes from conferences.	Learning strategist will collect data in May and August 2017. Learning strategist and RTI chair will review progress and strategic monitoring and will assist with intervention groups. Grade level minutes are turned in and teachers are responsible for reading groups. Admin will observe.	On Task

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:
According to achievement gaps as high as 52 percent based on SBAC assessment data, teachers are not familiar with how to appropriately implement differentiation.

Measurable Objective 1:
Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 26 to 17 by 2017 as measured by SBAC assessments.

Measurable Objective 2:
Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 22.5 to 15 by 2017 as measured by SBAC assessments. 48.84, 71.41

Measurable Objective 3:
Reduce the math proficiency gap between Tanaka's highest performing subgroup and lower performing ethnic/racial subgroup from 33.0 to 26.0 in fifth grade math by 2017 as measured by SBAC assessments.

Measurable Objective 4:
Reduce the reading proficiency gap between Tanaka's highest performing subgroup and lower performing ethnic/racial subgroup from 52.0 to 45.0 in third grade reading by 2017 as measured by SBAC 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: Yes**	**NCCAT-S Indicators:**	

Differentiation training, overview of school data with staff to look at subgroups, PLC time for all grade levels to discuss implementation, cross grade level collaboration, school-wide intervention groups and the implementation of new Ready Gen Reading and EnVision resources.	SBCT days taking place weekly and research based intervention materials.	SBCT agendas	Learning strategist, Staff Development Dev. Day Team, Read by Three Team administration.	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:**	
Teachers will meet with parents during parent teacher conferences to discuss current AIMSweb and DRC data, and current progress/strategic monitoring. Parents will also use Infinite Campus, and progress reports to monitor student growth.	DRC interim reports, AIMSweb reports, and current progress reports. No funding needed.	Parents will return signed progress reports,and will sign-in during parent conferences.	Learning strategist will provide testing results to classroom teachers for interpretation and distribution, and administrative observation, notes and agenda.	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Discuss and implement SMART goals with all staff. Discourse and differentiation will be implemented during daily mathematics and reading instruction.	Teacher/admin one on one meetings and observations ,DRC interims and AIMSweb data. No funding needed.	SMART goals, DRC interim, and AIMSweb benchmark data.	Learning strategist will be responsible for data interpretation and distribution of data. Admin. will collect all SMART goals Sept. of 2016.	On Task

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:
School personnel are not aware of differing cultures. 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
On Task

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:**	
Mandatory PD in Cultural Responsiveness to ensure achievement for all students on measures of performance including those that moves beyond academics. PD will increase capacity to build effective relationships between the school/community to reduce or eliminate gaps in achievement and opportunity.	Cultural Responsiveness Framework workshops (CCSD) facilitated by Equity and Diversity in partnership with National Academic Educational Partners and other community based organizations provided during the 2016-2017 school year.	Administrators will attend workshops as part of a cohort group assigned by the Instructional Unit. Participation will be verified through Pathlore transcripts and documented successful completion of online modules.	The principal is responsible for ensuring this action step takes place during one of the twenty-seven staff dev. hours	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 1	$186120.00	Funds provide school with Certified Temporary Tutors, IPads, student laptops, paper, and pencils.	Goals 1 and 2
General Budget	$31,500.00	Voyager Materials $3000.00. Ticket to Read $3500.00. Ready Gen $20,000 and Standards First $5000.00	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 take great pride in the support that is given to the teachers. Teachers have everything they need to do an effective job in the classroom in an environment where resources are plentiful for them and their students. A highly structured interviewing process allows for only the highest qualified candidate to be chosen.

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 parents with regular phone calls, progress reports, accomplishments, and newsletter communication on a regular basis. We also provide workshops for parents on cultural competency, have family activity nights, a PTO, and a summer reading program for families.

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 provide the students with a transition presentation in Pre-K. They will attend Kinder classes at the end of the year to get them ready for the next year. Fifth graders will meet admin from middle school in the spring. Students will visit the middle school on a field trip and the counselors from middle school will work with fifth grade teachers to transition students to appropriate leveled courses.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
The measure we use are AIMSweb data, Discovery Assessment, Writing proficiency, SBAC Assessment, Teacher made formative tests, and Voyager and Read Well assessment results will be taken into consideration during PLCS.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts
The Title 1 plan will be aligned with the action plans identified in the school improvement plan. There will be a quarterly update check and a report will be presented to the staff and Assistant Chief. Reports will be in the form of data and student achievement. Records for PASS expenditures will be signed by the site admin weekly and forwarded to the Assistant Chief for review. ELL funds are monitored by site ELL Advocate on a monthly basis. Site admin will sign and send to ELL department.

APPENDIX A - Professional Development Plan

1.1
Assessment training for LNF, NWF, RCBM, DRA, progress and strategic monitoring, and Core Phonics, QSI, and Read by Three initiatives in all primary grades. Training will be provided on the Ready Gen adopted reading program as well as Standards First implementation

Goal 1 Additional PD Action Step (Optional)

2.1
Differentiation training, overview of school data with staff to look at subgroups, PLC time for all grade levels to discuss implementation, cross grade level collaboration, school-wide intervention groups and the implementation of new Ready Gen Reading and EnVision resources.

Goal 2 Additional PD Action Step (Optional)

3.1
Mandatory PD in Cultural Responsiveness to ensure achievement for all students on measures of performance including those that moves beyond academics. PD will increase capacity to build effective relationships between the school/community to reduce or eliminate gaps in achievement and opportunity.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2
Involve family in kindergarten sight word program, and coming to the school to read with students. Provide communication and training to parents to assist with additional reading time with students. Provide families with the appropriate documentation for Read by Three as well as training that will be held at the school to help families with strategies to implement at home,

Goal 1 Additional Family Engagement Action Step (Optional)

2.2
Teachers will meet with parents during parent teacher conferences to discuss current AIMSweb and DRC data, and current progress/strategic monitoring. Parents will also use Infinite Campus, and progress reports to monitor student growth.

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 41.6 percent to 46.6 percent by 2017 as measured by SBAC 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	Assessment training for LNF, NWF, RCBM, DRA, progress and strategic monitoring, and Core Phonics, QSI, and Read by Three initiatives in all primary grades. Training will be provided on the Ready Gen adopted reading program as well as Standards First implementation	N/A
Progress		
Barriers		
Next Steps		
1.2	Involve family in kindergarten sight word program, and coming to the school to read with students. Provide communication and training to parents to assist with additional reading time with students. Provide families with the appropriate documentation for Read by Three as well as training that will be held at the school to help families with strategies to implement at home,	N/A
Progress		

Barriers		
Next Steps		
1.3	Implementation of a kindergarten sight word program, , first grade sight word program, Read by Three Initiatives and implement daily intervention groups with consistent progress monitoring as well as daily reading groups with all grade levels that are specifically addressing students' deficits. Teachers will utilize professional curriculum provided with Ready Gen.	N/A
Progress		
Barriers		
Next Steps		
1.4		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 the District's highest performing subgroup and lower performing ethnic/racial supergroup from 26 to 17 by 2017 as measured by SBAC assessments.
- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 22.5 to 15 by 2017 as measured by SBAC assessments. 48.84, 71.41
- Reduce the math proficiency gap between Tanaka's highest performing subgroup and lower performing ethnic/racial subgroup from 33.0 to 26.0 in fifth grade math by 2017 as measured by SBAC assessments.
- Reduce the reading proficiency gap between Tanaka's highest performing subgroup and lower performing ethnic/racial subgroup from 52.0 to 45.0 in third grade reading by 2017 as measured by SBAC 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	Differentiation training, overview of school data with staff to look at subgroups, PLC time for all grade levels to discuss implementation, cross grade level collaboration, school-wide intervention groups and the implementation of new Ready Gen Reading and EnVision resources.	N/A
Progress		
Barriers		
Next Steps		

2.2	Teachers will meet with parents during parent teacher conferences to discuss current AIMSweb and DRC data, and current progress/strategic monitoring. Parents will also use Infinite Campus, and progress reports to monitor student growth.	N/A
Progress		
Barriers		
Next Steps		
2.3	Discuss and implement SMART goals with all staff. Discourse and differentiation will be implemented during daily mathematics and reading instruction.	N/A
Progress		
Barriers		
Next Steps		
2.4		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
On Task

Comments:

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

	Mid-Year	End-of-Year
3.1	Mandatory PD in Cultural Responsiveness to ensure achievement for all students on measures of performance including those that moves beyond academics. PD will increase capacity to build effective relationships between the school/community to reduce or eliminate gaps in achievement and opportunity.	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		