

# School Performance Plan

School Name	
Taylor, Glen C ES	
Address (City, State, Zip Code, Telephone):	
2655 Siena Heights Dr Henderson, NV 89052, (702) 799-6892	
Superintendent/Assistant Chief:	Pat Skorkowsky / Susan Smith
For Implementation During The Following Years:	2016-2017

## The Following MUST Be Completed:

Title I Status:	NA
Designation:	NA
Grade Level Served:	Elementary
Classification:	5 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
Emily Howard	Parent	Nicole Coloma	Principal
Tara Speaker	Assistant Principal	Marie Almeida	Teacher
Lisa Johnson	Teacher	Karen Massanari	Teacher
Dena Pritchett	Teacher	Angela Kulikowski	Teacher
Krista Svendsen	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
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Formative Assessments Practice	AMAOs/ELPA Analysis	Nevada Alternate Assessment (NAA)
Interim Assessments	Teacher/Administrator Observation Data	Individualized Education Programs (IEP)
Statewide Assessments	NA	Teacher/Administrator Observation Data
Teacher/Administrator Observation Data	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.

Analyzing the above data sources shows that Glen Taylor maintains high levels of growth and proficiency in all academic areas year after year. In reading, students were 76% proficient on the new state's summative assessment in the current year and in previous years averaged 88% proficient. This achievement level has also been validated through school-wide formative assessments, such as Aimsweb and grade-level assessments. In math, current proficiency rate is 66% per the new state assessment but in previous years have averaged 90% proficient. This has also been validated through student scores on school-wide formative assessments. LEP students are 39% proficient in reading at Glen Taylor, which is 16% above the district proficiency rate. Additionally, LEP students were 44% proficient in math, which is 24% higher than the district proficiency for LEP students. In previous years, reading and math proficiency had increased for ELL students by 20% over the last three years. Teachers use individual student data from the WIDA assessment and use that information to differentiate and support students. Over the last few years, over 50% of IEP and ELL students remain non-proficient.

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

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input 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:

Increase Grade 3 proficiency rates in reading.

### Root Causes:

IEP students received minimal grade-level reading instruction due to their reading levels and need for foundational skill development. This instruction occurs outside of the general education classroom, limiting their exposure to grade level curriculum. ELL students receive limited specialized instruction in order to still have consistent exposure to the grade level curriculum and rigor. Additionally, students within our school speak a variety of languages spoken.

### Measurable Objective 1:

Increase the percent of IEP students proficient in reading from 34% to 50% by 2017 as measured by state assessments.

### Measurable Objective 2:

Increase the percent of ELL students proficient in reading from 38% to 50% by 2017 as measured by state assessments.

### Measurable Objective 3:

Increase the the percent of students 3rd- 5th grade proficient in reading by 5% as measured by the state assessment.

### 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
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Provide PD in best practices for teaching foundational skills in reading for all staff and special education teachers. For all teachers, provide PD in instructional strategies to meet the needs of all learners through varied materials and learning opportunities.	CTT's to provide small group instruction - \$20,000 Reading A-Z Licenses - \$5,000 Computer intervention Licenses (Lexia) - \$8,000	Professional development plans/agendas, teacher lesson plans, observations	August 2016- June 2017 Administration and Instruction Coaches	On Task

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Parents will be kept informed of their child's progress daily through Infinite Progress with up to date info on student progress. Phone calls and conferences are held with all parents to give suggestions and encourage them to be involved in their child's academic progress. Parent input/involvement is always encouraged.	All staff has to give the time necessary to communicate with parents and support each student.	Infinite Campus, parent conference logs, student/parent/teacher conference day,	Administration will monitor and attend conferences and ask for teacher logs throughout the 2016-17 school year.	On Task

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
Teachers will increase intensive interventions for ELL and IEP students. All teaching staff will provide more opportunities for students to work on grade level standards through scaffolded instruction. ELL students will have increased language instruction to improve reading skills.	Instructional materials are already within the building. Lexia intervention licenses = \$8000 AR- \$5900 Words Their Way program materials-\$5000	Progress monitoring, lesson plans, state assessment results, WIDA results, IEP present levels	Administration will monitor for the entire 2016-17 school year.	On Task

Comments:

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

Comments:

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

<b>Based on the CNA, identify all that apply:</b>	<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:

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

### Root Causes:

IEP students received less exposure to grade level curriculum in reading and math. ELL students focused on language acquisition and struggle to acquire grade level skills as acutely as peers. Due to the rigor increasing, minimal differentiated materials and instruction remaining similar, from previous year in math. In reading, students needed foundational remedial skills that are not necessarily grade level content, which reduces exposure to grade level content.

### Measurable Objective 1:

Increase amount of proficient ELL students from 38% in reading to 50% and 44% to 50% in math by 2017 as measured by state assessment.

### Measurable Objective 2:

Increase the percent of proficient IEP students in reading from 34% to 45% and in math from 17% to 25% by 2017 as measured by the state assessment.

### 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 <b>(Required)</b>		Continuation From Last Year: Yes	NCCAT-S Indicators:	

Special education teachers will receive training on scheduling to ensure IEP students receive exposure to more grade level curriculum. ELL students will get differentiated instruction to assist in language acquisition through training. Provide PD for best practices in math rigor and foundational skills. ELL liason attends district meetings to assist the staff with meeting the needs of ELL students identified.	ELL department training and time for teachers, support of SEIF and SPED department for increasing and developing CC time in classrooms. PD for use of Reading materials A-Z- \$5000 & time. Imagine Learning licences- provided ELL department, after school tutoring provided by ELL plan.	Planning, PD calendar on Pathlore, teacher post conference, PD agendas	August 2016- June 2017 Administration, Instructional Coach, SEIF ELL liason	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b> <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
Parents informed of child's progress formally through Infinite Campus and parent conferences. WIDA information about students language development provided. Provide outside community resources for acquiring English. Website instruction and links to supplement student practice.	Given time to communicate, provided district resources from the ELL department and SPED department. Training on developing websites through school or Campus Learning to assist in communication with parents from Tech Team.	teacher log, emails, newsletters with resources and suggestions, posted website assistance	August 2016- June 2017 Administration, Counselor	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Teachers will increase intensive interventions in reading for ELL and Gen Ed students. Increase rigor in math for all students with suitable materials, instruction, modeling and tutoring. Provide SPED teachers with the resources and time to plan scaffolding to get students to grade level curriculum.	Teacher planning time, Math computer instruction: 1500, supplemental math instructional material to develop rigor and critical thinking: \$2000 , differentiated reading materials A-Z: \$5000,	progress monitoring, benchmark assessments, state assessment, lesson plans	August 2016- June 2017 Administration & Instructional Coach	On Task

Comments:

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

Comments:

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

<b>Based on the CNA, identify all that apply:</b>	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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**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 continue to participate in a mandatory cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

<b>Monitoring Status</b>
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N/A
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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
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
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)	The principal is responsible for ensuring this action step takes place.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Optional)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	



				N/A
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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)
General Budget	\$14,500.00	Purchased computerized interventions for reading and math.	Goals 1 and 2
General Budget	\$20,000.00	Certified Temporary Tutors to work with students struggling for reading and math in all grades needing intervention.	Goals 1 and 2
ELL funded learning proposal	\$1200	To increase language, reading, and writing proficiency for second language students identified by WIDA scores.	Goals 1 and 2
General fund	\$9,000.00	Supplemental materials purchased for reading and math. Words their Way materials, Reading A-Z to differentiate reading instruction and Engage New York to develop additional critical thinking in math.	Goals 1 and 2

## APPENDIX A - Professional Development Plan

### 1.1

Provide PD in best practices for teaching foundational skills in reading for all staff and special education teachers. For all teachers, provide PD in instructional strategies to meet the needs of all learners through varied materials and learning opportunities.

#### Goal 1 Additional PD Action Step (Optional)

### 2.1

Special education teachers will receive training on scheduling to ensure IEP students receive exposure to more grade level curriculum. ELL students will get differentiated instruction to assist in language acquisition through training. Provide PD for best practices in math rigor and foundational skills. ELL liason attends district meetings to assist the staff with meeting the needs of ELL students identified.

#### 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

Parents will be kept informed of their child's progress daily through Infinite Progress with up to date info on student progress. Phone calls and conferences are held with all parents to give suggestions and encourage them to be involved in their child's academic progress. Parent input/involvement is always encouraged.

#### Goal 1 Additional Family Engagement Action Step (Optional)

### 2.2

Parents informed of child's progress formally through Infinite Campus and parent conferences. WIDA information about students language development provided. Provide outside community resources for acquiring English. Website instruction and links to supplement student practice.

#### 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 IEP students proficient in reading from 34% to 50% by 2017 as measured by state assessments.
- Increase the percent of ELL students proficient in reading from 38% to 50% by 2017 as measured by state assessments.
- Increase the the percent of students 3rd- 5th grade proficient in reading by 5% as measured by the state assessment.

**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	Provide PD in best practices for teaching foundational skills in reading for all staff and special education teachers. For all teachers, provide PD in instructional strategies to meet the needs of all learners through varied materials and learning opportunities.		N/A
Progress			
Barriers			
Next Steps			
1.2	Parents will be kept informed of their child's progress daily through Infinite Progress with up to date info on student progress. Phone calls and conferences are held will all parents to give suggestions and encourage them to be involved in their child's academic progress. Parent input/involvement is always encouraged.		N/A
Progress			

Barriers		
Next Steps		
1.3	Teachers will increase intensive interventions for ELL and IEP students. All teaching staff will provide more opportunities for students to work on grade level standards through scaffolded instruction. ELL students will have increased language instruction to improve reading skills.	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):**

- Increase amount of proficient ELL students from 38% in reading to 50% and 44% to 50% in math by 2017 as measured by state assessment.
- Increase the percent of proficient IEP students in reading from 34% to 45% and in math from 17% to 25% by 2017 as measured by the state assessment.

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	Special education teachers will receive training on scheduling to ensure IEP students receive exposure to more grade level curriculum. ELL students will get differentiated instruction to assist in language acquisition through training. Provide PD for best practices in math rigor and foundational skills. ELL liason attends district meetings to assist the staff with meeting the needs of ELL students identified.	N/A
Progress		
Barriers		
Next Steps		
2.2	Parents informed of child's progress formally through Infinite Campus and parent conferences. WIDA information about students language development provided. Provide outside community resources for acquiring English. Website instruction and links to supplement student practice.	N/A
Progress		

Barriers		
Next Steps		
2.3	Teachers will increase intensive interventions in reading for ELL and Gen Ed students. Increase rigor in math for all students with suitable materials, instruction, modeling and tutoring. Provide SPED teachers with the resources and time to plan scaffolding to get students to grade level curriculum.	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 continue to 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 provided by the District's Equity and Diversity Department.	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		