

School Performance Plan

School Name

Tobler, R E ES

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

6510 Buckskin Ave

Las Vegas, NV 89108-4904, (702) 799-4500

Superintendent/Assistant Chief:

Pat Skorkowsky / Kaweeda Adams

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:

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
JoVan Waddy	Parent	Gary Prince	Principal
Chelsea Childs	Teacher	Kathy Kelley	Teacher
Catherine Lalli	Teacher	Morgan Gimse	Teacher
Kathryn Mazar	Teacher	Angela Eaves	Teacher
Sharlene Larose	Teacher	Dina Gambatese	Assistant Principal
Corina Almodovar	Teacher		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Stakeholder Survey Information	NA	NA
Interim Assessments	NA	NA
NA	NA	NA
NA	NA	NA
Other: Growth Summary Report	Other: Growth Summary Report	Other: Growth Summary Report
Other: 3-year Trend Data	Other:	Other:

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

Strengths: Staff and students work hard to incorporate school wide expectations. Nearly 29%, 32%, and 26% of students were close to proficiency on SBAC ELA for 2016.

In math, nearly 38%, 31%, and 44% were close to proficiency on the SBAC 2016.

Areas of Concern: Closing the achievement gap for the Hispanic subgroup 25.3% proficiency. That population is made of 141 students out of 262 students total.

Needs: The needs of the school are to receive training on high DOK level questions and activities. In addition to training and compilation of performance tasks in both ELA and Math.

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

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

Increase Grade 3 proficiency rates in reading.

Root Causes:

Teachers are inconsistently implementing reading foundational skills (examples: phonemic awareness and phonics) which is impacting students' ability to become proficient writers.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 22.4% to 47% 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: 1.5, 1.2, 2.1	
1) Read By Three (10 training's) 2) English Language Learner (PD and follow up sessions)Kagan round table training on student engagement structures and student discourse in Tier I instruction.	Coaching by Read by 3 Strategist for continued support will be offered for teachers; Master calendar; Teacher collaboration meetings including specialists; ELL Funding Title I funds (\$175,940); Edivate;	Read-by-Three Literacy Log; Master Calendar; Sign-In sheets; Agendas; Instructional Rounds (data from Edivate) to progress monitor the action steps related to professional development and instructional practices. Teacher Evaluations; Observations 360; Portfolios	Read-by-Three Literacy Coach, daily; Master Calendar - Admin & Instr Coach, weekly; Sign-In sheets - Admin, Bi-weekly; Agendas - Admin & PLC Chairs, Bi-weekly; Instructional rounds data Edivate - Kaweeda Adams & PZ3 team, quarterly; Teacher Eval - Admin, annually; Observations 360 - Admin, weekly; Portfolios	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:	
Staff will offer an Academic Literacy Night and parent meetings for families to learn: 1) Read By Three Information 2) how to log in to Imagine Learning (internet information from Cox for discounted rate). 3) rotations including make and takes from Words Their Way, Comprehension Strategies, and fluency."	Master Calendar Committee Meetings Planning time for family night activities Sam's Club donations for food Parent newsletter colored paper- Title I funds Teacher cadre Surveymonkey Activity materials Technology for parents ELL Money	Student-presented lessons at parent night; Sign-In Sheets; Agendas Parent Newsletter; Parent Surveys	Student-presented lessons at parent night - Admin, Fall and Spring; Sign-In Sheets - Admin, Fall and Spring; Parent Newsletter - Admin, 6 issues; Parent Surveys - Admin, Fall and Spring; Admin for technology	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.5, 1.2	
1) Strategies from Read By Three 2) English Language Learner 3) Differentiated instruction utilizing Words Their Way. Classrooms will use Literacy Framework to have flexible groups of students working in targeted areas of need based on skill deficits identified through staff collaboration where standards are analyzed. Through the implementation of differentiated instruction. (NEPF Standard 5) A focus on student engagement structures and student discourse in Tier I	Edivate Literacy Framework training Text Exemplars Planning time Instructional Coach Master Calendar Assessment data Curriculum Engine	Curriculum Engine Lesson Plans; Student Achievement Data; Instructional rounds w/ feedback; Teacher Observation/ Evaluation w/ feedback; Examples of student work; Portfolios	Curriculum Engine Lesson Plans - Admin, weekly; Student Achievement Data- Admin & teachers, Oct, Jan, May; Instructional rounds- PZ3 Admin team, monthly; Teacher Observation/ Evaluation- Admin, weekly; Examples of student work - teachers, monthly;	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Read By Three Initiative: A) Designate a strategist and provide training on implementation of Read By Three Initiatives. B) Strategist will train staff. C) Administer and analyze state approved assessments to identify students at risk for additional intervention. D) Develop a literacy plan for students in grades K-3. E) Provide intervention and progress monitoring to identified students in addition to the reading block. F) Provide written notification to parents of students identified as having a deficiency in reading and devise a progress monitoring plan. G) Follow Senate Bill 391 regarding next steps.	Master Calendar Committee Meetings Planning time for family night activities Sam's Club donations for food Parent newsletter colored paper- Title I funds Teacher cadre Surveymonkey Activity materials Technology for parents ELL Money	Literacy Plan ELL Master Plan Review of assessment data Parent Read by 3 Letters and conference sign in sheets	Read-by-Three Literacy Coach, daily; Master Calendar - Admin & Instr Coach, weekly; Sign-In sheets - Admin, Bi-weekly; Agendas - Admin & PLC Chairs, Bi-weekly; Instructional rounds data Edivate - Kaweeda Adams & PZ3 team, quarterly; Teacher Eval - Admin, annually; Observations 360 - Admin, weekly; Portfolios	N/A

Comments:

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

Based on the CNA, identify all that apply:	<input 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:

Teachers are inconsistently incorporating academic vocabulary, higher levels of DOK, and strategies to solve performance tasks into Tier I instruction.

Measurable Objective 1:

"Reduce the proficiency gap in ELA between our Limited English Proficient (LEP) subgroup (11%) and our non-LEP subgroup (38%) from 26% (2016) to 13% (2017) as measured by state assessments (SBAC)."

Measurable Objective 2:

Reduce the proficiency gap in math between our Limited English Proficient (LEP) subgroup (12%) and our non-LEP subgroup (24%) from 12% (2016) to 6% (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:	

Professional development will be held on the following: 1) All literacy initiatives in goal 1. 2) How to best utilize ST Math 3) Strategies for solving performance tasks during Wednesday Meetings (example: VIEW, Number Talks, Kagan Strategies, etc.) 4) DOK and Academic Vocabulary	Read by 3 Strategist - monthly Teacher Cadre for ST Math monthly Teacher Cadre for performance task training monthly Teacher Cadre for DOK and Academic Vocabulary embedded into activities monthly	Teacher sign in Agendas Lesson plans Observation Forms	Weekly SBCT meeting on different topics presented by Teacher Cadre, Read by 3 strategist, administration follow up during classroom observations	N/A
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Comments:

DOK - Depth of Knowledge

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:	
Staff will offer an Academic Math Night and parent meetings for families to learn: 1) All literacy initiatives in goal 1. 2) How to log on to ST Math at home. 3) What performance tasks look like and how to help their child at home. 4) DOK and Academic Vocabulary embedded into activities.	Four parent academic nights on the follow topics: 1) All literacy initiatives in goal 1 - Ready by 3 strategist 2) How to log on to ST Math at home - Teacher Cadre (school laptops) 3) What performance tasks look like and how to help their child at home - Teacher Cadre (handouts) 4) DOK and Academic Vocabulary embedded into activities - Teacher Cadre	Sign-In Sheets Parent Newsletter Parent Surveys	Teacher Cadre Sign-In Sheets - Admin Parent Newsletter - Admin	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will implement the following: 1) All literacy initiatives in goal 1 2) Best practices with ST Math 3) Create grade level performance tasks and collaborate 4) Incorporate higher level of DOK questioning and include academic vocabulary	Ready by 3 strategist - Weekly in grade levels and SBCT meetings Teacher cadre - Weekly in grade levels and SBCT meetings Grade level PLC meetings - 3 times a year Teacher cadre - Weekly in grade levels and SBCT meetings	Agendas Teacher sign in sheets Lesson plans ST math usage reports Observation data	Admin & teachers- monthly Teacher Observation/ Evaluation- Admin, weekly Examples of student work - teachers, monthly	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:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input checked="" 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 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:	
Using the Latin Chamber of Commerce and Hispanic Members of our school community, we will engage in discussion of the family values and expectations that our Hispanic heritage families share.	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 one of the four districtwide staff development days.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
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3.2 Family Engagement (Optional)	Continuation From Last Year: Yes	NCCAT-S Indicators:		
Through Parent Nights, we will engage the community by having members of the Hispanic community share values, food, and traditions of their culture to help others better understand each other.	Administration three times a fall, winter, spring	Parent sign-in sheets, agendas	Administration	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	\$175,940	Support staff extra duty (\$1,872); Technology supplies (\$98,000); Items of value (\$4,336); Books and periodicals (\$51,460); Software instruction (\$8,100); Instructional materials (\$1,140); Substitutes PD (\$7,412); Books PD (\$320); Support staff extra duty (\$3,300); Technology supplies (\$1,320); Instructional materials - parenting (\$439)	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.

R.E. Tobler Elementary School attracts highly qualified teachers by providing an open door policy between teachers and administrators which creates a supportive and positive work environment. Teachers are given the freedom to use their professional skills creatively in order to enhance the learning process. The use of a master schedule, Curriculum Engine, Nevada Academic Content Standards and teacher collaboration along with professional development help to create a desired working environment.

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.

With the help of our PTSA, R.E. Tobler provides several events throughout the year to help increase family engagement. Family Math Nights, Family Literacy Nights, and Family Movie Nights provide ample opportunities for parent involvement after the regular school day. In addition, parents are invited to come and volunteer in their child's classroom by assisting with AimsWeb testing, Sight Word Soldier, and other academic activities throughout the day. Parents are given recognition.

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.).

Students coming to R.E. Tobler from early childhood programs are introduced to new teachers at the fall Meet-the-Teacher event. Fifth grade students are visited by their middle school counselor in late spring to give assistance in pre-registering. Students are also invited by middle school principals to attend a sixth grade orientation and tour of the assigned middle school. In addition, middle school principals provide a barbecue for incoming sixth graders to allow them time to meet new staff.

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

Administration met with all staff members prior to the end of the school year and during the writing of the Title I plan to give input on assessment and intervention tools based on previous exposure to the various programs that are on the approved list. Grade levels met to determine the best assessment tools for their grade level. Teachers use AIMS web bench marking. Based on data outcomes, students are identified for Tier 1, Tier 2, and Tier 3 support. Students are bench marked regularly.

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

State funding has allowed for the purchase of intervention programs and allowed substitute release time for Professional Development and grade level collaboration.

APPENDIX A - Professional Development Plan

1.1

1) Read By Three (10 training's) 2) English Language Learner (PD and follow up sessions)Kagan round table training on student engagement structures and student discourse in Tier I instruction.

Goal 1 Additional PD Action Step (Optional)

2.1

Professional development will be held on the following: 1) All literacy initiatives in goal 1. 2) How to best utilize ST Math 3) Strategies for solving performance tasks during Wednesday Meetings (example: VIEW, Number Talks, Kagan Strategies, etc.) 4) DOK and Academic Vocabulary

Goal 2 Additional PD Action Step (Optional)

3.1

Using the Latin Chamber of Commerce and Hispanic Members of our school community, we will engage in discussion of the family values and expectations that our Hispanic heritage families share.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Staff will offer an Academic Literacy Night and parent meetings for families to learn: 1) Read By Three Information 2) how to log in to Imagine Learning (internet information from Cox for discounted rate). 3) rotations including make and takes from Words Their Way, Comprehension Strategies, and fluency."

Goal 1 Additional Family Engagement Action Step (Optional)

Increase the participation of parents and community members completing district surveys as it relates to Tober ES by providing computers during family literacy night, and other after-school family events so that all parents in attendance will fill out the survey. Procure incentives from community partners as incentives to motivate more parent involvement and encourage more volunteers.

2.2

Staff will offer an Academic Math Night and parent meetings for families to learn: 1) All literacy initiatives in goal 1. 2) How to log on to ST Math at home. 3) What performance tasks look like and how to help their child at home. 4) DOK and Academic Vocabulary embedded into activities.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Through Parent Nights, we will engage the community by having members of the Hispanic community share values, food, and traditions of their culture to help others better understand each other.

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 22.4% to 47% 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	1) Read By Three (10 training's) 2) English Language Learner (PD and follow up sessions)Kagan round table training on student engagement structures and student discourse in Tier I instruction.	N/A
Progress		
Barriers		
Next Steps		
1.2	Staff will offer an Academic Literacy Night and parent meetings for families to learn: 1) Read By Three Information 2) how to log in to Imagine Learning (internet information from Cox for discounted rate). 3) rotations including make and takes from Words Their Way, Comprehension Strategies, and fluency."	N/A
Progress		

Barriers		
Next Steps		
1.3	1) Strategies from Read By Three 2) English Language Learner 3) Differentiated instruction utilizing Words Their Way. Classrooms will use Literacy Framework to have flexible groups of students working in targeted areas of need based on skill deficits identified through staff collaboration where standards are analyzed. Through the implementation of differentiated instruction. (NEPF Standard 5) A focus on student engagement structures and student discourse in Tier I	N/A
Progress		
Barriers		
Next Steps		
1.4	Read By Three Initiative: A) Designate a strategist and provide training on implementation of Read By Three Initiatives. B) Strategist will train staff. C) Administer and analyze state approved assessments to identify students at risk for additional intervention. D) Develop a literacy plan for students in grades K-3. E) Provide intervention and progress monitoring to identified students in addition to the reading block. F) Provide written notification to parents of students identified as having a deficiency in reading and devise a progress monitoring plan. G) Follow Senate Bill 391 regarding next steps.	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 proficiency gap in ELA between our Limited English Proficient (LEP) subgroup (11%) and our non-LEP subgroup (38%) from 26% (2016) to 13% (2017) as measured by state assessments (SBAC)."
- Reduce the proficiency gap in math between our Limited English Proficient (LEP) subgroup (12%) and our non-LEP subgroup (24%) from 12% (2016) to 6% (2017) as measured by state assessments (SBAC)."

Status
N/A

Comments:

2.1 Professional Development: DOK - Depth of Knowledge

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	Professional development will be held on the following: 1) All literacy initiatives in goal 1. 2) How to best utilize ST Math 3) Strategies for solving performance tasks during Wednesday Meetings (example: VIEW, Number Talks, Kagan Strategies, etc.) 4) DOK and Academic Vocabulary	
Progress		
Barriers		
Next Steps		
2.2	Staff will offer an Academic Math Night and parent meetings for families to learn: 1) All literacy initiatives in goal 1. 2) How to log on to ST Math at home. 3) What performance tasks look like and how to help their child at home. 4) DOK and Academic Vocabulary embedded into activities.	

Progress		
Barriers		
Next Steps		
2.3	Teachers will implement the following: 1) All literacy initiatives in goal 1 2) Best practices with ST Math 3) Create grade level performance tasks and collaborate 4) Incorporate higher level of DOK questioning and include academic vocabulary	
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 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	Using the Latin Chamber of Commerce and Hispanic Members of our school community, we will engage in discussion of the family values and expectations that our Hispanic heritage families share.	
Progress		
Barriers		
Next Steps		
3.2	Through Parent Nights, we will engage the community by having members of the Hispanic community share values, food, and traditions of their culture to help others better understand each other.	
Progress		

Barriers		
<u>Next Steps</u>		
3.3		
Progress		
Barriers		
<u>Next Steps</u>		
3.4		
Progress		
Barriers		
<u>Next Steps</u>		