

# School Performance Plan

School Name  
Williams, Wendell ES

Address (City, State, Zip Code, Telephone):  
1030 J St  
Las Vegas, NV 89106-2832, (702) 799-4760

Superintendent/Assistant Chief: Pat Skorkowsky / Celese Rayford

For Implementation During The Following Years: 2016-2017

**The Following MUST Be Completed:**

**Title I Status:** Served

**Designation:** NA

**Grade Level Served:** Elementary

**Classification:** 2 Star

**NCCAT-S:** Review

**\*1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request  Use of Core Instructional Materials  Scheduling  Model School Visits

Members of Planning Team \* ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Marissa Mendoza	Parent	Cynthia Ireland	Principal
Michele Haldeman	Title I Learning Strategist	Bonnie Pepper	Learning Strategist
Cheryl Volasgis	Kindergarten Teacher	Patricia Wagner	2nd Grade Teacher
Rajul Edmond	Assistant Principal	Shanita Willis	3rd Grade Teacher
Randy Bowne	4th Grade Teacher	Michelle Taylor	1st Grade Teacher
Danita Britt	5th Grade 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)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	NA	NA
NA	NA	NA
NA	NA	NA
Other: AIMSWeb	Other: Behavior Data	Other:
Other: Lexia	Other: Community Input Meetings	Other: Victory Needs Assessment

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

The University of Nevada Las Vegas conducted a Victory School Needs Assessment during the month of June 2015. Information for the needs assessment was provided from teachers and parents. Areas of greatest need identified by these two groups were as follows: teacher retention; engaging and quality curriculum and instruction; smaller classes; and more individualized instruction. Community input meetings were also held on August 7, 2015 and August 12, 2015. Our Victory plan at Wendell P. Williams addresses these needs by offering professional development, teacher incentives for those who stay for two years, and improving our technology access for students and staff. Our most recent community meeting was held on April 25, 2016. During this meeting, parents expressed an appreciation for the family events held at Williams ES during the 15-16 school year, such as resources on websites, technology, and presentations by PBS. Parents indicated that monthly meetings would help to keep them informed of the progress and events at Williams ES. Enrichment was another area discussed at this community meeting. The 21st Century grant has provided for tutoring in the past, and now some of this time will be used for enrichment. In addition, the learning strategist provided by the Victory Grant will work with students in small groups not only for intervention, but also for enrichment as a result of the discussion at this community meeting.

#### Celebrations:

ELA proficiency increased in grade 2 from 21% (Oct.) 2015 to 39% (April) 2016 for a total of 18% based on Evaluate Assessment Data.

Math proficiency for 2nd grade increased from 35% (Oct) 2015 to 66% (April) 2016 for an increase of 31% in math using the Evaluate Assessment Data.

Math proficiency increased in the ELL subgroup of students from 30% (Oct.) 2015 in Meets/Exceeds to 39% Meets and Exceeds (April) 2016 for a total increase of 36% based on Evaluate Assessment Data.

#### Areas to Target:

According to the ELA Evaluate Assessment Data students in grades 2-5 made an overall increase of 6% in ELA from (Sept.) 2015 to (March) 2016, and an increase of 5% from (Oct.) 2015 to (April) 2016. Goals 1 and 2 address our plan to increase academic achievement in these areas. Discipline data: One hundred and eight students were seen in the office for discipline for the 2015-2016 school year. Twenty-six students were RPC's for two day removal. We have outlined a plan to reduce school wide discipline. This is addressed in Goal 3 for the 2016-2017 school year.

#### Previously analyzed data:

According to the ELA Evaluate Assessment Data, Black/African American subgroup increased from 24% (Oct.) 2015 to 30% (April) 2016. Math Evaluate Assessment Data indicates that Black/African American subgroup increased from 22% (Oct.) 2015 to 39% (April) 2016. Also, according to the ELA Evaluate Assessment Data, the ELL subgroup increased from 30% (Oct.) 2015 to 38% (April) 2016. Math Evaluate Assessment Data indicates that the ELL subgroup increased from 31% (Oct.) 2015 to 49% (April) 2016. The slight increase of growth in ELA and reading in the Black/African American and the ELL subgroups this could be attributed to a lack of explicit Tier I instruction as well as a lack of Tier 2 and Tier 3 differentiated instruction.

## 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 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:**

After reviewing our student achievement data and classroom observational data we found: A. Teachers are providing inadequate and inconsistent viable Tier 1 Instruction aligned with the NVACS; B. Teachers are not providing consistent Tier 2 and 3 instruction to close the achievement gaps.

**Measurable Objective 1:**

Increase Kindergarten reading proficiency from xx% (Sept 2016) to xx% (May 2017) and from xx% (October 2016) to xx% (April 2017) as measured by Evaluate. Increase First Grade reading proficiency from xx% (Sept 2016) to xx% (May 2017) and from xx% (October 2016) to xx% (April 2017) as measured by Evaluate. Increase Second Grade reading proficiency from xx% (Sept 2016) to xx% (May 2017) and from xx% (October 2016) to xx% (April 2017) as measured by Evaluate. Increase Third Grade reading proficiency from xx% (Sept 2016) to xx% (May 2017) and from xx% (October 2016) to xx% (April 2017) as measured by Evaluate. Increase Fourth Grade reading proficiency from xx% (Sept 2016) to xx% (May 2017) and from xx% (October 2016) to xx% (April 2017) as measured by Evaluate. Increase Fifth Grade reading proficiency from xx% (Sept 2016) to xx% (May 2017) and from xx% (October 2016) to xx% (April 2017) as measured by Evaluate. Once baseline data has been established for the 2016-2017 school year, these targets will be established.

**Measurable Objective 2:**

Increase the number of First Grade students who score who meet or exceed benchmark from 30% in Fall 2016 to 50% by Spring 2017 as measured by AIMSweb (LSF). Increase the number of Second Grade students who score who meet or exceed benchmark from 34% in Fall 2016 to 54% by Spring 2017 as measured by AIMSweb (RCBM). Increase the number of Third Grade students who score who meet or exceed benchmark from 48.5% in Fall 2016 to 68.5% by Spring 2017 as measured by AIMSweb (RCBM). Increase the number of Fourth Grade students who score who meet or exceed benchmark from 60% in Fall 2016 to 70% by Spring 2017 as measured by AIMSweb (RCBM). Increase the number of Fifth Grade students who score who meet or exceed benchmark from 51% in Fall 2016 to 61% by Spring 2017 as measured by AIMSweb (RCBM).

<b>Monitoring Status</b>
N/A

ACTION PLAN		MONITORING PLAN		
<b>Action Step</b> (please only list one action step per box)	<b>Resources and Amount Needed for Implementation</b> (people, time, materials, funding sources)	<b>List Artifacts/Evidence of Progress:</b> Information (Data) that will verify the action step is in progress or has occurred.	<b>List Timeline, Benchmarks, and Position Responsible</b>	<b>Monitoring Status</b>

<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators: 1.1/1.2</b>	
1) PLC Conference and Training with Solution Tree (NDE T.O.A: PLC); 2) Curriculum Mapping in conjunction with data analysis and Book Studies on Making the Most out of Small Groups and Strategies that Work (During PLC and STPT) (NDE T.O.A: Tier I and PLC). 3) PD on technology integration: web based programs: myON, AR, STAR, LEXIA, Brain Pop. 4) Saxon Phonics (K-2), Reading Rangers, and Wonders (includes Writing)	1) Victory EMPLOYEE TRAINING (\$23,000) 8(c); - Solution Tree PLC (\$11,000) 8(c); - Solution Tree PLC (9 staff) (\$6,000) 8(c); - Solution Tree, RTI (9 staff) (\$6,000) 8(c); OUT OF DISTRICT TRAVEL (\$23,000) 8(c); -PLC at Work Conference (\$9,000) 8(c); -RTI Conference (\$14,000); WEB BASED INSTRUCTION (\$22,000) 9(d), 8(e); - Fast Math, ST Math, STAR, Lexia, Brain Pop Jr., Brain Pop (ELL)(\$11,000) (9d); - Evaluate (\$11,000) (8e) Title I: - Strategist (\$75,000) - Subs for teacher collaboration (\$660); 2) Prime 6: License Staff, extended school (19 minutes) and resource materials; 3) Victory: Licensed Salary (\$194,000)(8f) - Learning Strategist 1 (\$76,000)(8f) - Learning Strategist 2 50% (\$38,000)(8f); Professional Development - Evaluate (\$11,000)(8e) Web Based Instruction (\$22,000)(9d) - Fastt Math, ST Math, STAR, Lexia, Brain Pop Jr.(\$11,000)(9d); 4) Reading Rangers (General Budget)	1) PLC/STPT Agendas, Admin Observations, Student Data collected from Lexia, S.T.A.R., A.R., AIMSWeb, and Evaluate. 1/2/3/4 Sign Ins/Agendas Observations	1) PLC Agendas (Teachers and Admin, weekly); Student Data (Grade Level Chairs, weekly); Observations (Admin, monthly) 1/2/3/4 Sign Ins/Agendas (Admin, weekly)	N/A

Comments:  
AR = Accelerated Reader

<b>Action Step</b>	<b>Resources and Amount Needed</b>	<b>List Artifacts/Evidence</b>	<b>Timeline and Position Responsible</b>	<b>Monitoring Status</b>
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
1) Family Literacy Night activities will be conducted to inform parents of the purpose of and instructional strategies utilized at Wendell P. Williams. 2) Monthly parent meetings/classes will be held, including topics such as data analysis. 3) To increase family involvement families will be invited to events such as: Open House, Winter/Spring concerts, Parent/Teacher Conferences, Fall/Spring Carnival, Pizza and Progress, Field Day, Writers Showcase, etc. 4) Family Engagement Center (FACES) will offer opportunities for parents to support literacy by providing resources.	1/2/3) Title I: - Licensed Extra Duty (\$184) - Support Staff Extra Duty (\$173) - Refreshments (\$400) - Instructional Materials (\$599.60) Victory: - Support Staff Extra Duty Retention and Translation Services (\$1,000) 8(g); - Family Engagement Center/After School Activities (\$1,000)(9b), 9(c); - Entry Rug with school logo (\$1,000) 9(c); - Murals, 1 outside and 1 in multipurpose room (\$10,000) 9(c); 2) 21st Century: Classes for Parents: - Licensed Extra Duty Adult Ed (\$2,640) - Support Staff Community (\$3,560) 4) FACES staff members (Title I), Victory: General Supplies - Family Engagement Center/After School Activities (\$1,000)(9b & 9c)	1/2/3/4) Parent Sign-Ins, Parent Survey Data	1/2/3/4) Parent Sign-Ins (Admin, following events), Parent Feedback Survey Data (Admin, following events)	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators: 1.1/1.2</b>

<p>Teachers will implement and utilize with support from learning strategist: 1) Data to inform instruction during STPT and PLCs utilizing Lexia, STAR, AR, Imagine Learning, Evaluate, AIMSWeb assessments and progress monitoring (NDE T.O.A: PLC). 2) Teachers will use Wonders reading and writing curriculum as supplementary instructional materials. 3) Technology integration through myON and AR. 4) Before and after school tutoring will be provided to students to help increase reading proficiency.</p>	<p>1) Victory: - Learning Strategist 1 (\$76,000) 8(f); - Learning Strategist 2 50% (\$38,000) 8(f); Professional Development - Evaluate (\$11,000)(8e); - AR Incentives, Learning Supplies, Victory Supports (\$7,000)(9d); - CSR 1st Grade (\$46,000) 8(f); - CSR 5th Grade 20% (\$14,000) 8(f); - Being a Writer (\$12,000) 9(d); - Science Studies Weekly (\$3,000) 9(d); Title I: - Strategist (\$75,000) - Subs for teacher collaboration (\$660); - Read Naturally (\$1,000); 2) Victory - Journeys reading curriculum materials (\$27,516.68) 9(d) 3) Victory - Fast Math, ST Math, STAR, Lexia, Brain Pop Jr., Brain Pop (ELL)(\$11,000) (9d); 4) 21st Century Grant: Three hours extended tutoring four days a week (125 days a year), Provides services to 100 students. Before/after school tutoring: - Licensed Extra Duty (\$42,768) - Licensed Extra Duty Support (\$9,856) - Licensed Extra Duty Training (\$7,920) - Support Staff Instruction (\$17,380); Out of District Consultants: - Mad Science (\$1,000); Instructional Supplies for Students: - Arts/Crafts (\$611.36) - Art History Resource (\$24.95) - Games (\$1,500) - Deluxe Primary Math Kit (\$1,049.85) - Deluxe Upper Elementary Math Kit (\$1,399.80) - Speed Stacks (\$503.93) - Skillastics Kits (\$1,199.80) - STEMfinity (\$500) - Learning Wrap-Ups Math Manipulatives (\$1,199.96) - Shipping and Handling (\$611.36)</p>	<p>1) PLC/STPT Agendas, Admin Observations, Student Data collected from Lexia, S.T.A.R., A.R., AIMSWeb, Evaluate. 1/2/3) Sign Ins/Agendas Observations 4) student monitoring and student achievement data</p>	<p>1) PLC Agendas and instructional groupings (Teachers and Admin, weekly); Student Data (Grade Level Chairs, weekly); Observations (Admin, monthly), Data Analysis (Strategists, monthly) 1/2/3) Lesson Plan Review and Admin Observations (Admin, weekly) 4) Student rosters (Admin &amp; PZIC monthly), Progress monitoring reports (teachers and strategists), Student achievement baseline/end analysis from AIMSWeb (Strategists, benchmark periods)</p>	<p>N/A</p>
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Comments:

<p><b>1.4 Other (Optional)</b></p>	<p><b>Continuation From Last Year:</b></p>	<p><b>NCCAT-S Indicators: 1.1/1.2</b></p>		
<p>Read By Three Initiative: A) Designate a strategist and/or teacher leader(s) and provide training on implementation of Read By Three Initiatives. B) Strategist/Teacher leaders 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.</p>	<p>- Administration, Learning Strategist, Lead Teachers Victory: - Learning Strategist 1 (\$76,000) 8(f); - Learning Strategist 2 50% (\$38,000) 8(f); - CSR 1st Grade (\$46,000) 8(f); - AR Incentives, Learning Supplies, Victory Supports (\$7,000)(9d); - Family Engagement Center/After School Activities (\$1,000)(9b), 9(c); - Journeys reading curriculum materials (\$27,516.68) 9(d) 21st Century: Substitute Teachers: - Substitute Instruction (\$8,448); Title I: Professional Development: - Strategist (\$75,000) - Subs for teacher collaboration (\$660)</p>	<p>- Agendas and Sign-In sheets for PD, - Read By Three literacy plans, - PLC's, grade level meetings, - Site based collaboration time</p>	<p>- Agendas and Sign-In sheets for PD (Strategist/Admin, monthly), - Read By Three literacy plans (Strategist/Admin, monthly), - PLC's, grade level meetings (Grade Level Lead Teachers, monthly), - Site based collaboration time/Master Schedule (Admin, monthly). August 2016- June 2017</p>	<p>N/A</p>

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:**

After reviewing our student achievement data and classroom observational data we found: A. Teachers are providing inadequate and inconsistent viable Tier 1 Instruction aligned with the NVACS  
B. Teachers are not providing consistent Tier 2 and 3 instruction to close the achievement gaps.

**Measurable Objective 1:**

Reduce the reading proficiency gap between our highest performing subgroup and lower performing ethnic/racial subgroup from 57.5% to xx% by 2017 as measured by state assessments. Once baseline data has been established for the 2016-2017 school year, these targets will be established.

**Measurable Objective 2:**

Reduce the math proficiency gap between our highest performing subgroup and lower performing ethnic/racial subgroup from 51% to xx% by 2017 as measured by state assessments.

<b>Monitoring Status</b>
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.2, 2.1</b>	

<p>1) PLC Conference and Training with Solution Tree(NDE T.O.A: PLC); 2) Curriculum Mapping in conjunction with the Book Studies on Making the Most out of Small Groups and Strategies that Work (NDE T.O.A: Tier I). 3) PD on technology integration: web based programs: myON, AR, STAR, LEXIA, Brain Pop, FASTT Math, ST Math. 4) Saxon Phonics and Everyday Math</p>	<p>1/4) Victory: EMPLOYEE TRAINING (\$23,000) 8(c); - Solution Tree PLC (\$11,000) 8(c); - Solution Tree PLC (9 staff) (\$6,000) 8(c); - Solution Tree, RTI (9 staff) (\$6,000) 8(c); OUT OF DISTRICT TRAVEL (\$23,000) 8(c); -PLC at Work Conference (\$9,000) 8(c); -RTI Conference (\$14,000); WEB BASED INSTRUCTION (\$22,000) 9(d), 8(e); - Fast Math, ST Math, STAR, Lexia, Brain Pop Jr., Brain Pop (ELL)(\$11,000) (9d); - Evaluate (\$11,000) (8e) Title I: - Strategist (\$75,000) - Subs for teacher collaboration (\$660); 2) Prime 6: License Staff, extended school (19 minutes) and resource materials; 3) Victory: Licensed Salary (\$194,000)(8f) - Learning Strategist 1 (\$76,000)(8f) - Learning Strategist 2 50% (\$38,000)(8f); Professional Development - Evaluate (\$11,000)(8e) Web Based Instruction (\$22,000)(9d) - Fastt Math, ST Math, STAR, Lexia, Brain Pop Jr. (\$11,000)(9d); -Consultant Gretch Bernbei (Writing) -Learning Palette and Learning Wrap-Up Kit (Reading &amp; Math)</p>	<p>1) PLC/STPT Agendas, Admin Observations, Student Data collected from Lexia, S.T.A.R., A.R., AIMSWeb, and Evaluate. 1/2/3) Sign Ins/Agendas Observations/Inventory</p>	<p>1) PLC Agendas (Teachers and Admin, weekly); Student Data (Classroom Teachers and Grade Level Chairs, weekly); Observations (Admin, monthly) 1/2) Lesson Plan Review and Admin Observations (Admin, weekly) 1/2/3) Sign Ins/Agendas/Inventory (Admin, weekly)</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p><b>2.2 Family Engagement (Required)</b></p>		<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators: 1.9</b></p>	
<p>1) Family Literacy Night activities will be conducted to inform parents of the purpose of and instructional strategies utilized at Wendell P. Williams. 2) Family Math Night activities will be conducted to inform parents of the purpose of and instructional strategies utilized at Wendell P. Williams and how to understand the data shared with them about their student. 3) Science Fair 4) Monthly parent meetings will be held. 5) Family Engagement Center 6) To increase family involvement families will be invited to events such as: Open House, Winter/Spring concerts, Parent/Teacher Conferences, Field Day, etc.</p>	<p>1/2/3/4) Title I: - Licensed Extra Duty (\$184) - Support Staff Extra Duty (\$173) - Refreshments (\$400) - Instructional Materials (\$599.60) Victory: - Support Staff Extra Duty Retention and Translation Services (\$1,000) 8(g); - Family Engagement Center/After School Activities (\$1,000)(9b), 9(c); - Entry Rug with school logo (\$1,000) 9(c); - Murals, 1 outside and 1 in multipurpose room (\$10,000) 9(c); 2) 21st Century: Classes for Parents: - Licensed Extra Duty Adult Ed (\$2,640) - Support Staff Community (\$3,560) 5) FACES staff members (Title I), Victory: General Supplies - Family Engagement Center/After School Activities (\$1,000)(9b), 9(c); 6) Staff to lead events</p>	<p>1/2/3/4/5/6) Agendas, Parent Sign-Ins, Parent Survey Data</p>	<p>1/2/3/4/5/6) Parent Sign-Ins (Admin, following events), Parent Feedback Survey Data (Admin, following events)</p>	<p>N/A</p>

Comments:

<p><b>2.3 Curriculum/Instruction/Assessment (Required)</b></p>	<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators: 2.4</b></p>
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<p>Teachers will implement and utilize with support from learning strategist: 1) Data to inform instruction during STPT and PLCs utilizing ST Math, FASTT, Lexia, STAR, AR, Imagine Learning, AIMSweb, assessment data, and progress monitoring (NDE T.O.A: PLC). 2) Book Study on Strategies that Work, and Anchor Charts. 3) Technology integration through myON, AR, ST Math, and Robotics. 4) Class size reduction in 5th and 1st grades (Two Teachers) and Learning Strategists</p>	<p>1) Victory: - Learning Strategist 1 (\$76,000) 8(f); - Learning Strategist 2 50% (\$38,000) 8(f); Professional Development - Evaluate (\$11,000)(8e); - AR Incentives, Learning Supplies, Victory Supports (\$7,000)(9d); - CSR 1st Grade (\$46,000) 8(f); - CSR 5th Grade 20% (\$14,000) 8(f); Title I: - Strategist (\$75,000) - Subs for teacher collaboration (\$660); - Everyday Math Grades K-5 (\$31,000) 9(d); - \$27,516.68? 2) Victory: - AR Incentives, Learning Supplies, Victory Supports (\$7,000)(9d); 3) Professional Development - Evaluate (\$11,000)(8e) 3) Web Based Instruction (\$22,000)(9d) - Fastt Math, ST Math, STAR, Lexia, Brain Pop Jr. (\$11,000); - CSR 1st Grade (\$65,000) 4) Title I: - Class Size Reduction Teacher 5th grade (\$60,000) Victory: LICENSED SALARY (\$187,000) 8(f): - Learning Strategist 1 (\$76,000) 8(f); - Learning Strategist 2 50% (\$38,000) 8(f); - CSR 1st Grade (\$46,000) 8(f); - CSR 5th Grade 20% (\$14,000) 8(f);</p>	<p>1) PLC/STPT Agendas, Admin Observations, Student Data collected from Lexia, S.T.A.R., A.R., AIMSWeb, and Evaluate. 1/2/3) Sign Ins/Agendas Observations 4) Rosters of students, student achievement data</p>	<p>1) PLC Agendas and instructional groupings (Teachers and Admin, weekly); Student Data (Classroom Teachers and Grade Level Chairs, weekly); Observations (Admin, monthly) 1/2/3) Lesson Plan Review and Admin Observations (Admin, weekly) 4) Observation notes, student achievement data, (Admin, monthly)</p>	<p>N/A</p>
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Comments:

<p><b>2.4 Other (Optional)</b></p>		<p><b>Continuation From</b> <b>Last Year: No</b></p>	<p><b>NCCAT-S Indicators: 2.1</b></p>	
<p>1) Before and after school tutoring and enrichment will be provided to students to help increase reading proficiency. 2) Summer Academy will be offered to all students. 3) Incentive Pay for Teachers and Administrators</p>	<p>1/2) 21st Century Grant: Three hours extended tutoring four days a week (125 days a year), Provides services to 100 students. Before/after school tutoring: - Licensed Extra Duty (\$42,768) - Licensed Extra Duty Support (\$9,856) - Licensed Extra Duty Training (\$7,920) - Support Staff Instruction (\$17,380); Out of District Consultants: - Mad Science (\$1,000); Instructional Supplies for Students: - Arts/Crafts (\$611.36) - Art History Resource (\$24.95) - Games (\$1,500) - Deluxe Primary Math Kit (\$1,049.85) - Deluxe Upper Elementary Math Kit (\$1,399.80) - Mentoring Minds Math (\$900) - Speed Stacks (\$503.93) - Skillastics Kits (\$1,199.80) - STEMfinity (\$500) - Learning Wrap-Ups Math Manipulatives (\$1,199.96) - Shipping and Handling (\$611.36) 2) Victory: Additional funding will be allotted with carryover funds. 2/3) Victory: Admin stipend 1 principal, 1 AP (\$5,000) 8(c); 3) Licensed Pay for Performance (\$31,000)(8f) - Tier I - 1,000 x 22 = 22,000 - Tier II - 1,000 x 6 = 6,000 - Tier III - 1,500 x 2 = 3,000</p>	<p>1/2) Student rosters, progress monitoring and student achievement data using data from AIMSWeb. 3) Victory Budget, Effective Evaluations</p>	<p>1/2) Student rosters (Admin monthly), Progress monitoring reports (teachers and strategists), Student achievement baseline/end analysis (Strategists, benchmark periods) 3) Victory Budget (Admin/Office Manager, monthly), Evaluations (Admin, April)</p>	<p>N/A</p>

Comments:

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

<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 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.

**Measurable Objective 2:**

By last day of school, reduce the number of office visits, RPCs, suspensions, and expulsions by 25%.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
All staff will participate in a professional development session provided with materials from the District's Equity and Diversity Department.	Training materials from Equity and Diversity Department. Consultant (Baruti Kafele)	Agendas, Sign- in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place throughout the school year.	On Task

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:	
			On Task

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)	Continuation From Last Year: No	NCCAT-S Indicators:	
1) Implement Anti Bullying Programs, Schedule Assemblies. 2) Staff training: PD on Progressive discipline Plan and School-wide rules. 3) Character Education Classes taught to students. 4) Operation Respect Training for staff, students, and parents.	1) Time in master calendar 2) SBCT 3) Counselor (general budget) 4) Operation Respect Grant, (TBD: \$1,000)	1) Master calendar 2) Sign-in sheets, observations, discipline data 3) Counselor's lesson plans 4) 2) Sign-in sheets, observations, discipline data from Infinite Campus.	1/2/4) admin, monthly 3) School Counselor, quarterly On Task

Comments:

3.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:	
Multi-Cultural Leadership Team will be organized and the team will be trained by Operational Respect/ Welcoming Schools. Professional Development will be provided to staff. Lessons will be taught in K-5 and the Prime 6 Family Center and in the Title I Parent meeting	Professional Development from Operational Respect, Equity and Diversity Department	Baseline surveys to students, staff and parents	Sign Ins/Agendas (Administration, Weekly) Observations (Administration and Strategists, Monthly) Instructional Observations (Administration Team, Monthly) Lesson Plans (Administration, Weekly) On Task

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	\$137,016.60	Professional Development: - Subs for teacher collaboration (\$660)  Family Engagement: - Licensed Extra Duty (\$184) - Support Staff Extra Duty (\$173) - Refreshments (\$400) - Instructional Materials (\$599.60) - Communities in Schools position (\$17,370.00)  Curriculum and Instruction: - Strategist (\$75,000) - Class Size Reduction Teacher 5th grade (\$60,000)	Goals 1 and 2
Prime 6	\$10,000	License Staff, extended school (19 minutes) and resource materials such as Saxon Phonics.	Goals 1 and 2
Operation Respect Grant	TBD: \$1,000.00	Training staff, students, and parents on anti-bullying and cultural awareness	Goal 3

<p>16-17 Victory</p>	<p>\$464,954.83</p>	<p>LICENSED SALARY (\$187,000) 8(f):</p> <ul style="list-style-type: none"> <li>- Learning Strategist 1 (\$76,000) 8(f);</li> <li>- Learning Strategist 2 50% (\$38,000) 8(f);</li> <li>- CSR 1st Grade (\$46,000) 8(f);</li> <li>- CSR 5th Grade 20% (\$14,000) 8(f);</li> </ul> <p>LICENSED PAY FOR PERFORMANCE (\$31,000) 8(f):</p> <ul style="list-style-type: none"> <li>- Tier I - 1,000 x 22 = 22,000;</li> <li>- Tier II - 1,000 x 6 = 6,000;</li> <li>- Tier III - 1,500 x 2 = 3,000;</li> </ul> <p>SUPPORT STAFF EXTRA DUTY (\$1,000) 8(g):</p> <ul style="list-style-type: none"> <li>- Retention and Translation Services (\$1,000) 8(g);</li> </ul> <p>SUPPORT STAFF EXTRA DUTY (\$3,000) 8(g):</p> <ul style="list-style-type: none"> <li>- Central Staff additional Victory work (\$3,000) 8(g);</li> </ul> <p>ADMIN STIPEND (\$8,000) 8(c):</p> <p>1 principal (\$3,000), 1 AP (\$5,000) 8(c);</p> <p>EMPLOYEE TRAINING (\$23,042) 8(c):</p> <p>Solution Tree PLC and RTI;</p> <p>BOOKS AND PERIODICALS (\$72,990) 9(d);</p> <p>WEB-BASED INSTRUCTION (\$22,145) 8(e):</p> <p>Fasst Math, ST Math, STAR, Lexia, Brain Pop Jr., Brain Pop ELL, Renaissance Learning, and Evaluate</p>	<p>Goals 1 and 2</p>
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<p>21st Century</p>	<p>TBD: \$100,000</p>	<p>Three hours extended tutoring four days a week (125 days a year), Provides services to 100 students.</p> <p>Before/after school tutoring:</p> <ul style="list-style-type: none"> <li>- Licensed Extra Duty (\$42,768)</li> <li>- Licensed Extra Duty Support (\$9,856)</li> <li>- Licensed Extra Duty Training (\$7,920)</li> <li>- Support Staff Instruction (\$17,380)</li> </ul> <p>Classes for Parents:</p> <ul style="list-style-type: none"> <li>- Licensed Extra Duty Adult Ed (\$2,640)</li> <li>- Support Staff Community (\$3,560)</li> </ul> <p>Substitute Teachers:</p> <ul style="list-style-type: none"> <li>- Substitute Instruction (\$8,448)</li> </ul> <p>Employee Training:</p> <p>Site Leaders to attend Showcase Nevada (\$200)</p> <p>BOOST Conference (2) (\$1,000)</p> <p>Travel for Conference (2) (\$4,000)</p>	<p>Goals 1 and 2</p>
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<p>21st Century</p>		<p>Out of District Consultants:                      - Mad Science (\$1,000)</p> <p>Instructional Supplies for Students:                      - Arts/Crafts (\$611.36)                      - Art History Resource (\$24.95)                      - Games (\$1,500)                      - Deluxe Primary Math Kit (\$1,049.85)                      - Deluxe Upper Elementary Math Kit (\$1,399.80)                      - Speed Stacks (\$503.93)                      - Skillastics Kits (\$1,199.80)                      - STEMfinity (\$500)                      - Learning Wrap-Ups Math Manipulatives (\$1,199.96)                      - Shipping and Handling (\$611.36)</p>	<p>Goals 1 and 2</p>
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<p>16-17 Victory</p>	<p>Continued</p>	<p>EMPLOYEE TRAINING (\$23,000) 8(c):</p> <ul style="list-style-type: none"> <li>- Solution Tree PLC (\$11,000) 8(c);</li> <li>- Solution Tree PLC (9 staff) (\$6,000) 8(c);</li> <li>- Solution Tree, RTI (9 staff) (\$6,000) 8(c);</li> </ul> <p>PROFESSIONAL SERVICES - OTHER (\$10,000) 9(c):</p> <p>Murals, 1 outside and 1 in multipurpose room (\$10,000) 9(c);</p> <p>OUT OF DISTRICT TRAVEL (\$22,000) 8(c):</p> <p>PLC at Work Conference (\$9,000) 8(c);</p> <p>RTI Conference (\$14,000);</p> <p>GENERAL SUPPLIES (\$1,000) 9(c):</p> <ul style="list-style-type: none"> <li>- Entry Rug with school logo (\$1,000) 9(c);</li> </ul> <p>GENERAL SUPPLIES (INSTRUCTIONAL SUPPLIES) (\$7,000) 9(d):</p> <ul style="list-style-type: none"> <li>- AR Incentives, Learning Supplies, Victory Supports (\$7,000)(9d);</li> </ul> <p>GENERAL SUPPLIES (PARENT AND COMMUNITY) (\$1,000) 9(b), 9(c):</p> <ul style="list-style-type: none"> <li>- Family Engagement Center/After School Activities (\$1,000)(9b), 9(c);</li> </ul> <p>BOOKS AND PERIODICALS (\$73,000) 9(d):</p> <ul style="list-style-type: none"> <li>- Everyday Math Grades K-5 (\$31,000) 9(d);</li> <li>- Journeys reading curriculum materials (\$27,516.68) 9(d)</li> <li>- Being a Writer (\$12,000) 9(d);</li> <li>- Science Studies Weekly (\$3,000) 9(d);</li> </ul> <p>WEB BASED INSTRUCTION (\$22,000) 9(d), 8(e):</p> <ul style="list-style-type: none"> <li>- Fast Math, ST Math, STAR, Lexia, Brain Pop Jr., Brain Pop (ELL)(\$11,000) (9d);</li> <li>- Evaluate (\$11,000) (8e)</li> </ul>	<p>Goals 1, 2 and 3</p>
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## 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.**

Wendell P. Williams works in Professional Learning Committees. Each committee meet weekly for collaborative planning, analyzes data, professional reflection on practices and monitoring of implementation of school programs and professional development support from the Title I Strategist and 2.5 learning strategists.

### **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.**

The school will utilize the Prime 6 Family Center that offers parents the opportunity to use computers, check out materials and receive PD training on strategies that students can use at home. Title I Pre-Kindergarten teachers host two parent meeting per month to provide early literacy strategies and materials. The Instructional coaches and Learning Strategist offers monthly trainings in Literacy/Math and Cultural Diversity. School-wide events will be announced in the school newsletter,website

### **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.).**

Pre-Kindergarten students will visit kindergarten classrooms. Students will be able to become familiar with kindergarten routines. Pre-kindergarten teachers will observe classrooms and meet on a weekly basis, collaborate to establish transitional activities, work collaboratively to review curriculum that prepares students for Kindergarten. Students transition from 5th grade to middle school the counselor provides lessons, magnet school assemblies, and students visit a middle school.

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

Teacher collaboration regarding assessments are made during the RTI process and STPT meetings. Teachers will have the opportunity to collaborate vertically by grade level bands. Professional Development will be provided on analyzing various assessments to determine the needs of the grade level.

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

The school consistently meets with Title I, 21st Century Tutoring, Trinity Security, and community partners to collaborate and review data. These efforts provided consistent reviews of the SPP. Victory funds are used for class size reduction and an Instructional Assistant funded through Prime 6 provides support to the kinder program, 21st Century provides funds for before and after school tutoring, and our community partners provided monetary and human capital support.

## APPENDIX A - Professional Development Plan

### 1.1

1) PLC Conference and Training with Solution Tree (NDE T.O.A: PLC); 2) Curriculum Mapping in conjunction with data analysis and Book Studies on Making the Most out of Small Groups and Strategies that Work (During PLC and STPT) (NDE T.O.A: Tier I and PLC). 3) PD on technology integration: web based programs: myON, AR, STAR, LEXIA, Brain Pop. 4) Saxon Phonics (K-2), Reading Rangers, and Wonders (includes Writing)

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

### 2.1

1) PLC Conference and Training with Solution Tree(NDE T.O.A: PLC); 2) Curriculum Mapping in conjunction with the Book Studies on Making the Most out of Small Groups and Strategies that Work (NDE T.O.A: Tier I). 3) PD on technology integration: web based programs: myON, AR, STAR, LEXIA, Brain Pop, FASTT Math, ST Math. 4) Saxon Phonics and Everyday Math

### Goal 2 Additional PD Action Step (Optional)

### 3.1

All staff will participate in a professional development session provided with materials from the District's Equity and Diversity Department.

### Goal 3 Additional PD Action Step (Optional)

## APPENDIX B - Family Engagement Plan

### 1.2

1) Family Literacy Night activities will be conducted to inform parents of the purpose of and instructional strategies utilized at Wendell P. Williams. 2) Monthly parent meetings/classes will be held, including topics such as data analysis. 3) To increase family involvement families will be invited to events such as: Open House, Winter/Spring concerts, Parent/Teacher Conferences, Fall/Spring Carnival, Pizza and Progress, Field Day, Writers Showcase, etc. 4) Family Engagement Center (FACES) will offer opportunities for parents to support literacy by providing resources.

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

Pizza and Progress Night

### 2.2

1) Family Literacy Night activities will be conducted to inform parents of the purpose of and instructional strategies utilized at Wendell P. Williams. 2) Family Math Night activities will be conducted to inform parents of the purpose of and instructional strategies utilized at Wendell P. Williams and how to understand the data shared with them about their student. 3) Science Fair 4) Monthly parent meetings will be held. 5) Family Engagement Center 6) To increase family involvement families will be invited to events such as: Open House, Winter/Spring concerts, Parent/Teacher Conferences, Field Day, etc.

### 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 Kindergarten reading proficiency from xx% (Sept 2016) to xx% (May 2017) and from xx% (October 2016) to xx% (April 2017) as measured by Evaluate. Increase First Grade reading proficiency from xx% (Sept 2016) to xx% (May 2017) and from xx% (October 2016) to xx% (April 2017) as measured by Evaluate. Increase Second Grade reading proficiency from xx% (Sept 2016) to xx% (May 2017) and from xx% (October 2016) to xx% (April 2017) as measured by Evaluate. Increase Third Grade reading proficiency from xx% (Sept 2016) to xx% (May 2017) and from xx% (October 2016) to xx% (April 2017) as measured by Evaluate. Increase Fourth Grade reading proficiency from xx% (Sept 2016) to xx% (May 2017) and from xx% (October 2016) to xx% (April 2017) as measured by Evaluate. Increase Fifth Grade reading proficiency from xx% (Sept 2016) to xx% (May 2017) and from xx% (October 2016) to xx% (April 2017) as measured by Evaluate. Once baseline data has been established for the 2016-2017 school year, these targets will be established.
- Increase the number of First Grade students who score who meet or exceed benchmark from 30% in Fall 2016 to 50% by Spring 2017 as measured by AIMSweb (LSF). Increase the number of Second Grade students who score who meet or exceed benchmark from 34% in Fall 2016 to 54% by Spring 2017 as measured by AIMSweb (RCBM). Increase the number of Third Grade students who score who meet or exceed benchmark from 48.5% in Fall 2016 to 68.5% by Spring 2017 as measured by AIMSweb (RCBM). Increase the number of Fourth Grade students who score who meet or exceed benchmark from 60% in Fall 2016 to 70% by Spring 2017 as measured by AIMSweb (RCBM). Increase the number of Fifth Grade students who score who meet or exceed benchmark from 51% in Fall 2016 to 61% by Spring 2017 as measured by AIMSweb (RCBM).

Status
N/A

**Comments:**

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

**1.1 Professional Development:** AR = Accelerated Reader

**1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:**

**1.4 Other:**

	Mid-Year	End-of-Year
1.1	1) PLC Conference and Training with Solution Tree (NDE T.O.A: PLC); 2) Curriculum Mapping in conjunction with data analysis and Book Studies on Making the Most out of Small Groups and Strategies that Work (During PLC and STPT) (NDE T.O.A: Tier I and PLC). 3) PD on technology integration: web based programs: myON, AR, STAR, LEXIA, Brain Pop. 4) Saxon Phonics (K-2), Reading Rangers, and Wonders (includes Writing)	
Progress	A team of teachers attended a PLC conference in the summer of 2016 to develop skills in data analysis to inform instruction. PD on AR, STAR, and LEXIA has been conducted. No PD has taken place on Brain Pop pending conversations with teachers. The school's Learning Strategist pulls small groups of students throughout the day. The school has been using support coach and Reading Rangers. The implementation of these two action steps are positively impacting climate and culture of the school because students are celebrating their own successes and the successes of other students. Held a webinar to train 1st and 2nd grade teachers on Saxon Phonics and continue to offer peer observations. All teaching positions are filled with qualified teachers.	
		Met

Barriers	Communicating with Wonders and Grants Department to make purchase. Will place the order soon.	
Next Steps	Continue to provide time for PLC and offer PD. Continue book study with the use of Edmodo. Continue to schedule school visits to view implementation of Reading Rangers <u>and our own implementation of Reading Rangers.</u>	
1.2	1) Family Literacy Night activities will be conducted to inform parents of the purpose of and instructional strategies utilized at Wendell P. Williams. 2) Monthly parent meetings/classes will be held, including topics such as data analysis. 3) To increase family involvement families will be invited to events such as: Open House, Winter/Spring concerts, Parent/Teacher Conferences, Fall/Spring Carnival, Pizza and Progress, Field Day, Writers Showcase, etc. 4) Family Engagement Center (FACES) will offer opportunities for parents to support literacy by providing <u>resources.</u>	On Task
Progress	Breakfast with books fills the library each week! Attendance has grown to this level quickly during this school year. Family Engagement Center is up and running, providing weekly parenting classes and parental involvement strategies with teachers. Breakfast with books impacts literacy by bringing in students and parents and providing literacy strategies to parents.	Title I strategist and Prime 6 Family Coordinator conducted Parent meetings and shared reading strategies (comprehension questioning).
Barriers	None	Engaging parents to attend weekly and monthly meetings.
Next Steps	Continue to offer opportunities for parents to be involved in school events and monitor their students' academic progress. Nevada Reading Week is coming up and Family Literacy Night activities will be taking place during that time. Classroom teachers will <u>continue to invite parents to be involvement.</u>	Prime 6 Coordinator and Title I Learning Strategist will continue to participate with staff development and schedule a Literacy night for families and explore ways to engage family participation.
1.3	Teachers will implement and utilize with support from learning strategist: 1) Data to inform instruction during STPT and PLCs utilizing Lexia, STAR, AR, Imagine Learning, Evaluate, AIMSWeb assessments and progress monitoring (NDE T.O.A: PLC). 2) Teachers will use Wonders reading and writing curriculum as supplementary instructional materials. 3) Technology integration through myON and AR. 4) <u>Before and after school tutoring will be provided to students to help increase reading proficiency.</u>	On Task
Progress	Programs are in place. Some students have graduated two levels in Reading Rangers, a huge success for them! Data is being used to inform instruction (Evaluate, AIMSWeb, LEXIA, STAR, and AR) and teachers are meeting with administrators monthly to analyze the data to find student successes and deficiencies.	Teachers have implemented Read to Self and small groups for reading. Teachers are conferencing with students to discuss their benchmark goals.
Barriers	Wonders was ordered instead of Journeys because Wonders is supported by the CCSD. PD will have to implemented once that arrives.	Developing a schedule to conference with students on their benchmark goals.
Next Steps	Continue to use Classroom Connectors tool to remediate and close the achievement gap and help students reach mastery.	Administration implementing a block schedule for the 2015-16 school year.
1.4	Read By Three Initiative: A) Designate a strategist and/or teacher leader(s) and provide training on implementation of Read By Three Initiatives. B) Strategist/Teacher leaders 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) <u>Follow Senate Bill 391 regarding next steps.</u>	N/A
Progress	Site Based Collaboration Time is used to implement this action step.	

Barriers	None	
Next Steps	Conitnue to implement	1) Evaluate tutoring effectiveness. 2) Apply for grant renewal.

## 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 reading proficiency gap between our highest performing subgroup and lower performing ethnic/racial subgroup from 57.5% to xx% by 2017 as measured by state assessments. Once baseline data has been established for the 2016-2017 school year, these targets will be established.
- Reduce the math proficiency gap between our highest performing subgroup and lower performing ethnic/racial subgroup from 51% to xx% by 2017 as measured by state assessments.

Status
N/A

**Comments:**

2.1 Professional Development: 2.2 Family Engagement: 2.3 Curriculum/Instruction/Assessment: 2.4 Other:

**2.1 Professional Development:**

**2.2 Family Engagement:**

**2.3 Curriculum/Instruction/Assessment:**

**2.4 Other:**

	Mid-Year	End-of-Year
2.1	1) PLC Conference and Training with Solution Tree(NDE T.O.A: PLC); 2) Curriculum Mapping in conjunction with the Book Studies on Making the Most out of Small Groups and Strategies that Work (NDE T.O.A: Tier I). 3) PD on technology integration: web based programs: myON, AR, STAR, LEXIA, Brain Pop, FASTT Math, ST Math. 4) Saxon Phonics and Everyday Math	
Progress	A team of teachers attended a PLC conference in the summer of 2016 to develop skills in data analysis to inform instruction. The school's Learning Strategist pulls small groups of students throughout the day. The school has been using support coach and Reading Rangers. The implementation of these two action steps are positively impacting climate and culture of the school because students are celebrating their own successes and the successes of other students. Held a webinar to train 1st and 2nd grade teachers on Saxon Phonics. All teaching positions are filled with qualified teachers. The literacy block is 90 minutes, providing time for teachers to work with Tier 2 strategy groups. McGraw representative visited Williams to provide PD on ST Math.	Teachers participated in weekly professional development that address unwrapping the Standards, Kagan and various resource available to develop formative/summative assessments.
Barriers	Communicating with Wonders and Grants Department to make purchase. The order has been placed and will arrive soon.	None at this time.
Next Steps	Continue to provide time for PLC and offer PD.	On going professional development will continue.

2.2	1) Family Literacy Night activities will be conducted to inform parents of the purpose of and instructional strategies utilized at Wendell P. Williams. 2) Family Math Night activities will be conducted to inform parents of the purpose of and instructional strategies utilized at Wendell P. Williams and how to understand the data shared with them about their student. 3) Science Fair 4) Monthly parent meetings will be held. 5) Family Engagement Center 6) To increase family involvement families will be invited to events such as: Open House, Winter/Spring concerts, Parent/Teacher Conferences, Field Day, etc.	N/A
Progress	Breakfast with books fills the library each month! Attendance has grown to this level quickly during this school year. Family Engagement Center is up and running.	Prime 6 and Title I Family meetings have been offered with literacy.
Barriers	None	Family engagement on a consistent basis.
Next Steps	Continue to offer opportunities for parents to be involved in school events and monitor their students' academic progress. Find a new larger location for breakfast with books to accomodate the growing attendees.	Prime 6 Family Coordinator and Learning Strategist will continue collaborating on meeting and academic strategies to be presented to families.
2.3	Teachers will implement and utilize with support from learning strategist: 1) Data to inform instruction during STPT and PLCs utilizing ST Math, FASTT, Lexia, STAR, AR, Imagine Learning, AIMSweb, assessment data, and progress monitoring (NDE T.O.A: PLC). 2) Book Study on Strategies that Work, and Anchor Charts. 3) Technology integration through myON, AR, ST Math, and Robotics. 4) Class size reduction in 5th and 1st grades (Two Teachers) and Learning Strategists	Met
Progress	Data is displayed on data walls using clothespins on strings for each teacher. The displays are colorful with pictures of characters associated with the Reading Rangers program. These data walls represent the grade level's progress in the Reading Rangers program. Students use ST Math 20-30 minutes per day.	Teachers implemented Kagan structures, and the component Read to Self from the Daily 5. Student Data Binder were being maintained.
Barriers	All teachers have not been consistent ensuring that their students are on computers to use ST Math.	Long term substitutes were not able to implement structures and the component Read to Self from the Daily 5 and maintain students' data binders.
Next Steps	Monitor usage reports for ST Math to see which teachers are ensuring students are spending enough time on ST Math.	Continued instructional support from Instructional Coaches and Administration. Provide resources as needed.
2.4	1) Before and after school tutoring and enrichment will be provided to students to help increase reading proficiency. 2) Summer Academy will be offered to all students. 3) Incentive Pay for Teachers and Administrators	Met
Progress	21st Century provides tutoring and CTTs are providing tutoring for grades 2-5 for enrichment and remediation. Zone Safekey also provides students with enrichment and STEM activities as well as tutoring. Catholic Charities provides "Foster Grandparents" who work with students to provide individual tutoring. They are building meaningful mentor relationships with the students.	Teachers are developing lesson plans to address differentiated instruction.
Barriers	None	None at this time.
Next Steps	Hire an additional CTT for first grade.	Continue on going support with PD for new teachers.



## 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.
- By last day of school, reduce the number of office visits, RPCs, suspensions, and expulsions by 25%.

Status
N/A

**Comments:**

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

**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 with materials from the District's Equity and Diversity Department.	
Progress	Equity and Diversity Liaison has provided trainings for cultural competency.	Leadership team has been to 3 day training with Operational Respect/Welcoming Schools and provided training on Anti-Bullying to staff.
Barriers		Having time to introduce strategies to students in the classrooms.
Next Steps	Seek additional training to help teachers confront biases when working with parents. More PD sessions are scheduled for liaisons next week. Operation Respect pledge will be displayed.	Provided on going staff PD on Operational Respect/Welcoming School.
3.2		
Progress		An additional learning strategist was hired to support literacy interventions.

Barriers		Inconsistent staffing throughout each grade level (long term subs).
Next Steps		Fill vacant positions and hire highly qualified teachers. Provide teachers incentives to attract and retain current and new staff. Ensure that learning strategists are providing <u>daily interventions</u> .
3.3	1) Implement Anti Bullying Programs, Schedule Assemblies. 2) Staff training: PD on Progressive discipline Plan and School-wide rules. 3) Character Education Classes taught to students. 4) Operation Respect Training for staff, students, and parents.	N/A
Progress	Peer buddies are up and running, implemented by the counselors. Six pillars of character lessons are implemented by a teacher visiting classrooms.	
Barriers	None	
Next Steps	Training is on-going. Continue to train a new group of ORWS members to train staff.	
3.4	Multi-Cultural Leadership Team will be organized and the team will be trained by Operational Respect/ Welcoming Schools. Professional Development will be provided to staff. Lessons will be taught in K-5 and the Prime 6 Family Center and in the Title I Parent meeting	N/A
Progress	Training is on-going. Continue to train a new group of ORWS members to train the staff.	
Barriers	None	
Next Steps	Training is on-going.	