

School Performance Plan

School Name
Wiener, Louis Jr ES

Address (City, State, Zip Code, Telephone):
450 E Eldorado Ln
Las Vegas, NV 89123-1208, (702) 799-5760

Superintendent/Assistant Chief: Pat Skorkowsky / Jeff Horn

For Implementation During The Following Years: 2017-2018

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 3 Star

NCCAT-S: Not Required

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

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

| Name of Member | Position | Name of Member | Position |
|----------------|---------------------|-----------------|----------------|
| Kim Rees | Parent | Andrea Shafer | Parent |
| Nelly Torres | Parent | Michael Blume | Principal |
| Kevin Nellis | Assistant Principal | Stacie Clements | Teacher |
| Lisa Rodriguez | Teacher | Michele Borden | Office Manager |

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)**DATA REVIEWED & ANALYZED:**

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

| School Data For General Education Including FRL | English Language Learner (ELL) Data | Special Education Data |
|---|-------------------------------------|------------------------------|
| Statewide Assessments | Achievement Gap Data | Achievement Gap Data |
| NA | NA | NA |
| NA | NA | NA |
| NA | NA | NA |
| NA | NA | NA |
| Other: | Other: Statewide Assessments | Other: Statewide Assessments |
| Other: | Other: | Other: |

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

2016 CRT results indicated that 58.5% of students at Louis Wiener, Jr. Elementary School earned proficient scores on the Reading component. 2016 CRT results indicated that 50.9% of students earned proficient scores on the Mathematics component. Trend data is not available as the 2016 administration of the SBAC CRT was the baseline year.

For the 2016 CRT:

Grade 3 Reading - 56.6% proficient

Grade 4 Reading - 60.0% proficient

Grade 5 Reading - 59.22% proficient

Students with an IEP, Reading - 12.8% proficient

Students with Limited English Proficiency, Reading - 36.2% proficient

Grade 3 Mathematics - 58.4% proficient

Grade 4 Mathematics - 58.0% proficient

Grade 5 Mathematics - 35.9% proficient

Students with an IEP, Mathematics - 12.8% proficient

Students with Limited English Proficiency, Mathematics - 31.0% proficient

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

| | | | | | |
|---|---|---|---|---|--------------------------------|
| Based on the CNA, identify all that apply: | <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 |
|---|---|---|---|---|--------------------------------|

Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Root Causes:

Core reading instruction (Tier I) did not consistently include differentiated learning opportunities and a variety of instructional materials. In addition, intervention and enrichment learning opportunities were not consistently delivered for all students.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from X% to Y% by the 2018 administration of the CRT as measured by the Smarter Balanced Assessment. *Measurable objectives will be developed in the fall of 2017 once state assessment data is available.

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 |
| 1.1 Professional Development (Required) | | Continuation From Last Year: Yes | NCCAT-S Indicators: | |
| Teachers will receive professional development on differentiation of instruction during Tier I instruction along with strategies and structures for providing grade level instruction with support and with enrichment based on individual needs, including ongoing analyses of student performance data. | PD & Materials including leveled resources (Flying Start, DRA and leveled books, IDPL novel studies G 2-4, CIA novel studies G 5, Listening & Learning Strands K-1, Skills Strands K-1: Instructional Coach and materials to present (anticipated Read by Grade 3 funding, IDPL funds, general funds), Title I extra-duty pay for collaboration and PD | PD Agendas, lesson plan reviews, observations | Data/Evidence will be analyzed monthly by Administration and Instructional Coach | 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: | |
| Provide parents with NVACS information, strategies for comprehension, and student friendly websites | Academic Nights (PTA and Title I - extra-duty pay, instructional materials, and parent books) Read by Grade 3 meetings | Parent sign in forms, agendas, flyers, ParentLink messages, evaluations | Parent Training Opportunities, meetings, Administration, Instructional Coach | N/A |

Comments:

| 1.3 Curriculum/Instruction/Assessment (Required) | | Continuation From Last Year: Yes | NCCAT-S Indicators: | |
|--|---|--|---|-----|
| Teachers will implement differentiation in Tier I and for students in need of support and enrichment during Walk to Learn, making use of exemplar texts/RAP/novel studies/skills strands/listening and learning strands based on ongoing assessment of student performance data. | Professional Development, collaboration meetings, Flying Start to Literacy materials, IDPL novel studies, Read by Grade 3 strategist (RBG3 funds, IDPL funds, general fund), Title I funds for technology/ST Math/Renaissance products/myON/AIMSweb, CORE Phonics, and High Frequency Word program. | Lesson plan reviews, observations, grade level collaboration work products, common grade level assessments and data, data collector spreadsheets | Data/Evidence will be analyzed monthly by : Instructional Coach, Administration, and Teachers | N/A |

Comments:

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

Comments:

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

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|---|---|---|---|---|--------------------------------|
| Based on the CNA, identify all that apply: | <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 |
|---|---|---|---|---|--------------------------------|

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:

Core math instruction (Tier I) was not consistently delivered across grade levels and across the school and a variety of instructional materials. Intervention instruction (Tier II) was not consistently delivered to students in need of additional support.

Measurable Objective 1:

Reduce the math proficiency gap between the school's highest performing subgroup and lower performing ethnic/racial group from X percentage points to Y percentage points by 2018 as measured by state assessments.

Measurable Objective 2:

Reduce the reading proficiency gap between the school's highest performing subgroup and lower performing ethnic/racial group from X percentage points to Y percentage points by 2018 as measured by state assessments.

| |
|--------------------------|
| 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 |
| 2.1 Professional Development (Required) | | Continuation From Last Year: Yes | NCCAT-S Indicators: | |
| Teachers will receive professional development in ST Math. Teachers will utilize a portion of SBCT for collaboration related to planning for mathematics instruction and impact of instruction on learning | ST Math representative, PD sessions, ST Math Title I: 100 Hours Teacher Professional Development (\$2300), 250 Teacher Collaboration Hours (\$5750) | Professional development agendas and evaluations, collaboration session work products, lesson plans, classroom observations | Administration, SBT, classroom teachers, Instructional Coach | N/A |

Comments:

| Action Step | Resources and Amount Needed | List Artifacts/Evidence | Timeline and Position Responsible | Monitoring Status |
|--|---|---|---|-------------------|
| 2.2 Family Engagement (Required) | | Continuation From Last Year: Yes | NCCAT-S Indicators: | |
| Provide parents with training on the ST Math program and core mathematics curriculum at an Academic Night. | Academic Night (PTA and Title I funds - extra-duty pay and materials for parent events) | Parent sign in sheets, agendas, flyers, ParentLink messages, evaluation | Parent Forum trainings, Administration, Instructional Coach | N/A |

Comments:

| 2.3 Curriculum/Instruction/Assessment (Required) | | Continuation From Last Year: Yes | NCCAT-S Indicators: | |
|---|--|---|--|-----|
| Implement the ST Math program with all children in grades 1-5 for at least 90 minutes, Kindergarten for 60 minutes per week. Implement Eureka Math consistently and with integrity across classrooms K-5. | Eureka Math program Title I: 600 AIMSweb Licenses (\$2520), 575 AR Licenses, 150 STAR Early Literacy Licenses, 575 STAR Licenses, 2 Hours AR Coaching, Renaissance Hosting Fee (\$7957), 100 Race to Read Books (\$1895), myON Site License (\$5100), ST Math Annual Renewal Fee (\$3125), iPad Cart (cart, 30 iPads, 30 cases - \$2400), 34 Student Desktop Computers (\$22,902), | ST Math reports, lesson plan reviews, classroom observations, AIMSWeb math data, and common grade level assessments | Data/Evidence will be analyzed monthly by: Administration, Instructional Coach, and Classroom Teachers | 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

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|---|---|---|---|---|--------------------------------|
| Based on the CNA, identify all that apply: | <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 |
|---|---|---|---|---|--------------------------------|

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 2017-2018 school year as measured by sign-in sheets.

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 |
| 3.1 Professional Development (Required) | | Continuation From Last Year: Yes | NCCAT-S Indicators: | |
| All staff will participate in professional development related to social/emotional learning (Sanford Harmony) and positive behavior supports (CHAMPS) | Sanford Harmony Materials and Training Positive Behavior Supports Training CHAMPS and Safe and Civil Schools Resources (Books, Cards, Videos, etc.) SBCT | Sign-in sheets, Teacher observation data (NEPF) | Administration, Counselor | N/A |

Comments:

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

| | | | | |
|--|--|--|--|-----|
| | | | | N/A |
|--|--|--|--|-----|

Comments:

| 3.3 Curriculum/Instruction/Assessment (Optional) | | Continuation From Last Year: | NCCAT-S Indicators: | |
|--|--|------------------------------|---------------------|-----|
| | | | | N/A |

Comments:

| 3.4 Other (Optional) | | Continuation From Last Year: | NCCAT-S Indicators: | |
|----------------------|--|------------------------------|---------------------|-----|
| | | | | N/A |

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

| Source of Funds applicable to Priority Need/Goal | Amount Received for this School Year | Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.) | Applicable Goal(s) |
|--|--|--|-----------------------|
| 17-18 Title I & Parent Involvement Set-Aside | \$71,937.25 | 250 Teacher Collaboration Hours (\$5750), 45 Site Liaison Hours (\$1035), 600 AIMSweb Licenses (\$2520), 575 AR Licenses, 150 STAR Early Literacy Licenses, 575 STAR Licenses, 2 Hours AR Coaching, Renaissance Hosting Fee (\$7957), 100 Race to Read Books (\$1895), myON Site License (\$5100), ST Math Annual Renewal Fee (\$3125), 2 Pallets Copy Paper, (\$1974), 28 Packs Easel Self-Stick Pads (\$1036), iPad Cart (cart, 30 iPads, 30 cases - \$2400), 34 Student Desktop Computers (\$22,902), 100 Hours Teacher Professional Development (\$2300), 75 Additional Parenting Teacher Hours (\$1725); refreshments and extra-duty pay for parent trainings (\$712) | Goals 1 and 2 |
| Title III - ELL Learning Supports | \$3720.00 | TBD | None |
| Read By Grade 3 | \$81,000 | Learning Strategist | 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.

When positions become available, the interview process and reference check are used to ensure Highly Qualified teachers are selected for the school. Our goal is to have staff who create a collegial and collaborative environment for their students, their colleagues, and the school.

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 has implemented parent training opportunities to increase parent engagement and allow a time for parent trainings and input. Parent Student Teacher Academic Planning Time (PSTAPT) will be conducted in December. Evening times were offered to increase parent participation. Translation was offered to parents if needed during this time. Letters/communication are sent home in Spanish when available. Parents are able to access the Infinite Campus Parent Portal for information about student grades and attendance.

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.).

In early winter, the magnet school information is presented to all 5th grade students. Information is sent home to parents about magnet schools. In the spring, the feeder Middle schools present to the Elementary school and provides the students with information. Race to Read is provided to kindergarten families.

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

District mandated assessments will be administered. As a school the leadership team works with administration to identify common schoolwide assessments to track and progress monitor students. These assessments include AIMSweb, DRA, and the CORE Phonics Survey. In addition, grade levels work together to develop common grade level assessments for NVACS standards to guide their instruction.

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

All federal, state, and local educational services are coordinated and integrated into the school improvement plan. All support and money is used to increase student achievement, such as Title I, School Generated Funds, and general funds.

APPENDIX A - Professional Development Plan

1.1

Teachers will receive professional development on differentiation of instruction during Tier I instruction along with strategies and structures for providing grade level instruction with support and with enrichment based on individual needs, including ongoing analyses of student performance data.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will receive professional development in ST Math. Teachers will utilize a portion of SBCT for collaboration related to planning for mathematics instruction and impact of instruction on learning

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in professional development related to social/emotional learning (Sanford Harmony) and positive behavior supports (CHAMPS)

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Provide parents with NVACS information, strategies for comprehension, and student friendly websites

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Provide parents with training on the ST Math program and core mathematics curriculum at an Academic Night.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in reading from X% to Y% by the 2018 administration of the CRT as measured by the Smarter Balanced Assessment. *Measurable objectives will be developed in the fall of 2017 once state assessment data is available.

| |
|---------------|
| 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 | Teachers will receive professional development on differentiation of instruction during Tier I instruction along with strategies and structures for providing grade level instruction with support and with enrichment based on individual needs, including ongoing analyses of student performance data. | |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 1.2 | Provide parents with NVACS information, strategies for comprehension, and student friendly websites | |
| Progress | | |

| | | |
|------------|--|--|
| Barriers | | |
| Next Steps | | |
| 1.3 | Teachers will implement differentiation in Tier I and for students in need of support and enrichment during Walk to Learn, making use of exemplar texts/RAP/novel studies/skills strands/listening and learning strands based on ongoing assessment of student performance data. | |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 1.4 | | |
| Progress | | |
| Barriers | | |
| Next Steps | | |

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

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

Measurable Objective(s):

- Reduce the math proficiency gap between the school's highest performing subgroup and lower performing ethnic/racial group from X percentage points to Y percentage points by 2018 as measured by state assessments.
- Reduce the reading proficiency gap between the school's highest performing subgroup and lower performing ethnic/racial group from X percentage points to Y percentage points by 2018 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:

| | Mid-Year | End-of-Year |
|------------|--|-------------|
| 2.1 | Teachers will receive professional development in ST Math. Teachers will utilize a portion of SBCT for collaboration related to planning for mathematics instruction and impact of instruction on learning | |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 2.2 | Provide parents with training on the ST Math program and core mathematics curriculum at an Academic Night. | |

| | | |
|------------|---|--|
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 2.3 | Implement the ST Math program with all children in grades 1-5 for at least 90 minutes, Kindergarten for 60 minutes per week. Implement Eureka Math consistently and with integrity across classrooms K-5. | |
| 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 2017-2018 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 professional development related to social/emotional learning (Sanford Harmony) and positive behavior supports (CHAMPS) | |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 3.2 | | |
| Progress | | |

| | | |
|------------|--|--|
| Barriers | | |
| Next Steps | | |
| 3.3 | | |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 3.4 | | |
| Progress | | |
| Barriers | | |
| Next Steps | | |