School Performance Plan

School Name

Rogers, Lucille S ES

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

5535 S Riley St
Las Vegas, NV 89148, 7027996870

Superintendent/Assistant Chief: Pat Skorkowsky / Brenda Larsen-Mitchell

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status:	Served
Designation:	NA
Grade Level Served:	Elementary
Classification:	4 Star
NCCAT-S:	Initial

***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
Johnny Wilson	Parent	Cherri Stroman	Librarian
Theresa Tufteland	Teacher	Tracey D'Angelo	Teacher
Jessica Freberg	Teacher	Jonathan Probst	Teacher
Colin Calkins	Teacher	Jenifer Renville	Strategist
Kim Conway	Assistant Principal	Melissa Gutierrez	Principal

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
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

Rogers proficiency in Math and ELA is consistently above the district average in grades 3-5 in 2016 and 2017
In Grades 3-5, the percent of students proficient in Math was 58.9% in 2016 and 66.67% in 2017. In Grades 3-5, the percent of students proficient in ELA was 67.49 in 2016 and 67.46% in 2017. These scores are significantly above the district average in grades 3-5.
The percent of students scoring levels 4 or above in language proficiency dropped from 55.66% in 2016 to 30.77% in 2017. Rogers will continue to provide quality Tier 1 Instruction based on NVACS standards with language support of ELs. Rogers will continue to implement a school wide Tier 2 targeted intervention block.

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 1:
Increase the Median Growth Percentile (MGP) in Math from 51.5 to 60 by 2019 and in ELA from 48 to 58 by 2019, as measured by state summative assessments and reported on the NSPF.

Root Causes:
Lack of complex tasks during Tier 1 instruction

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:**	
Teachers will increase the rigor of Tier 1 instruction through increased used of high cognitive demand tasks and complexity, and vertically align curriculum throughout the grades.	Teachers will be provided planning time, PD, and materials with Title I and RBG3 funding to develop high cognitive demand tasks. Teachers will be provided opportunities to collaborate with Title I-funded and school-funded learning strategists.	High cognitive demand tasks in lesson plans, observation of Tier 1 instruction, and progress monitoring using interim and common summative assessments	Administration will conduct observations of tier 1 instruction through weekly classroom walk-throughs. Administration will monitor school-wide assessments during PLCs and data conversation meetings for growth.	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 parent literacy trainings	Title I funded parent literacy training and school-funded text at the parent literacy training to be read to students	Parent evaluations and sign in sheets	Administration and staff will organize "Parent Literacy Night."	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will teach the Nevada Academic Content Standards with scaffolding as needed.	Teachers will be provided PD in scaffolding instruction and developing high cognitive demand tasks for students. Teachers will be provided time to plan and collaborate in developing reading and math lessons.	High cognitive demand tasks and lesson plans, observation of tier 1 instruction, and progress monitoring of common assessments	Learning strategists will provide PD and coaching to facilitate collaboration and planning.	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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 2:
Increase the percent of non-proficient students meeting AGP in math from 27% to 35% in math by 2019 and in ELA from 26.6% to 40% by 2019 as measured by state summative assessments and reported on the NSPF.

Root Causes:
Students are not participating in high level rigorous tasks during the Tier 1 instruction block.

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:**	
Teachers will be provided professional development in developing and implementing coherent and rigorous curriculum. Teacher will be provided an opportunity to participate in the lesson study cycle and receive coaching and modeling.	Teachers will be provided PD through substitute release funding from Title I and RBG3. Learning Strategist will provide coaching and modeling.	Evaluations and sign in sheets from PD and follow up through lesson modeling and collaboration	Administration will check lesson plans weekly and conduct observation of Tier I instruction through weekly classroom walk-throughs. Administrations will monitor common assessments for growth.	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:**	**NCCAT-S Indicators:**	
Parents will be provided communication and training through a parent "Math Night."	Information on the instructional shifts in math and ELA	Sign ins and evaluations of parent trainings	Parent Involvement Committee will plan and implement math and ELA trainings once per year	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will utilize the district's math and ELA framework, linking NVACS with and across grades.	Teachers will be provided time to plan and collaborate with colleagues through Title I substitute release. CTTs will assist with differentiated instruction. Technology will be utilized to access differentiated tasks.	Teachers will include all components of the district's math and ELA framework in instruction.	Administration will review lesson plans, conduct observations, and monitor professional development	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:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 3:
Increase the percentage of school-based personnel trained in cultural competency.

Root Causes:

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:**	
				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)
Title I	$101,660	Learning Strategists, Sub Release for PD, and CTTs for differentiation	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.
Provide professional development and substitute release which will enhance effective teaching strategies.

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.
Parent Literacy Night and Math Night are scheduled yearly. Materials are available for checkout. Infinite Campus passwords are available to all parents and grades are uploaded automatically.

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.).
When appropriate, students in Pre-K spend time in the general education Kindergarten. The transition from 5th grade to middle school is supported with counselor and school visits.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
Teachers review assessment data at weekly collaboration meetings and monthly RTI meetings.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts
All resources and funding are targeted at SPP goals and monitored with pre and post test data. Title I funded tutors collaborate with teachers and strategists to monitor student progress through the use of data. Computer software programs are monitored by teachers through the use of monthly reports. Professional development and collaboration meeting are targeted at SPP goals and followed up with coaching and classroom and PLC observations.

APPENDIX A - Professional Development Plan

1.1
Teachers will increase the rigor of Tier 1 instruction through increased used of high cognitive demand tasks and complexity, and vertically align curriculum throughout the grades.

Goal 1 Additional PD Action Step (Optional)

2.1
Teachers will be provided professional development in developing and implementing coherent and rigorous curriculum. Teacher will be provided an opportunity to participate in the lesson study cycle and receive coaching and modeling.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2
Provide parent literacy trainings

Goal 1 Additional Family Engagement Action Step (Optional)

2.2
Parents will be provided communication and training through a parent "Math 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 the Median Growth Percentile (MGP) in Math from 51.5 to 60 by 2019 and in ELA from 48 to 58 by 2019, as measured by state summative assessments and reported on the NSPF.

Measurable Objective(s):

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 increase the rigor of Tier 1 instruction through increased used of high cognitive demand tasks and complexity, and vertically align curriculum throughout the grades.	
Progress		
Barriers		
Next Steps		
1.2	Provide parent literacy trainings	
Progress		
Barriers		

Next Steps		
1.3	Teachers will teach the Nevada Academic Content Standards with scaffolding as needed.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
Increase the percent of non-proficient students meeting AGP in math from 27% to 35% in math by 2019 and in ELA from 26.6% to 40% by 2019 as measured by state summative assessments and reported on the NSPF.

Measurable Objective(s):

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 be provided professional development in developing and implementing coherent and rigorous curriculum. Teacher will be provided an opportunity to participate in the lesson study cycle and receive coaching and modeling.	
Progress		
Barriers		
Next Steps		
2.2	Parents will be provided communication and training through a parent "Math Night."	
Progress		

Barriers		
Next Steps		
2.3	Teachers will utilize the district's math and ELA framework, linking NVACS with and across grades.	
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):

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		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		