

School Performance Plan

School Name
Beatty, John R ES

Address (City, State, Zip Code, Telephone):
8685 Hidden Palms Pkwy
Las Vegas, NV 89123-3004, (702) 799-5700

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 |
|--------------------|---------------------|------------------|-------------------------|
| Rebecca Colbert | Parent | Melanie DeLillo | Parent |
| Dennis Ozawa | Parent | Sandra Sullivan | Special Ed Teacher |
| Carolyn Fox | Speical Ed Teacher | Shawn Garreffa | 5th grade teacher |
| Jennifer Jackson | support staff | Alma Monturio | 4th/5th grade teacher |
| Annie Seidel | Strategist | Jennifer Lepore | Principal |
| Rikki Wiercinski | Assistant Principal | Luann Wilson | Early Childhood Teacher |
| Jeffrey Max Wilson | Specialist | Michael Papushak | 3rd grade teacher |

| | | | |
|--------------|-------------------|--|--|
| Karen Harris | 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 |
|-------------------------------------------------|---------------------------------------------------|--------------------------------------------------|
| Summative Assessments | Achievement Gap Data | Achievement Gap Data |
| Interim Assessments | AMAOs/ELPA Analysis | Special Education Procedures - Whole School |
| Summative Assessments | Placement (Proficiency Levels) | Special Ed Staffing and Professional Development |
| NA | Content/ESL Staffing and Professional Development | 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.

John Beatty has maintained a three-star school status. Overall, Beatty's students tested at X proficient in ELA in the SBAC 2016-2017. Students were X proficient in Math on the 2016-2017 SBAC. In ELA, proficiency increases from 3rd through 5th grade each year. Third grade was X proficient, 4th grade was X proficient and 5th grade was X proficient. In math, third grade was X proficient, X proficient in 4th grade and X proficient in 5th grade. Overall, our ELL students were X proficiency in math and X proficient in ELA. IEP students performed with X proficiency in ELA and X proficiency in Math. Data analysis showed that student's were scoring consistently across interim, formative and summative assessments in all grade levels. Our benchmarking data showed that far fewer students are in RTI as compared to previous years. Early intervention is working in kindergarten and first grades with less than 10% of our students remaining in intervention at the midpoint of the year.

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:

Since there was no textbook money provided by CCSD, there was inconsistent use of Tier 1 instruction that was aligned with the Nevada Academic Content Standards which included rigor and student discourse. While we have put into place a consistent process to accurately identify Tier 2 and 3 students and have implemented research based interventions/programs, the impact won't be evident for a couple more years. We also realized that students were not being targeted for interventions early enough. Emphasis has been placed on the use of higher level, open ended questioning that places instructional demand and learner behaviors on the students as well as use of differentiated instruction that targets student specific instructional needs. An additional root cause is that school wide behavior management is not clear.

Measurable Objective 1:

Increase the percentage of 3rd grade students proficient in reading from X% to X% 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 |
| 1.1 Professional Development (Required) | | Continuation From Last Year: Yes | NCCAT-S Indicators: 1.2, 1.4 | |

| | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p>Intermediate teachers will be collaborating on Tier 1 curriculum, using data from SBAC interims to improve rigor and increase student discourse during instruction. Primary teachers will be identifying students early and will provide consistent interventions. Teachers will engage in vertical alignment between the grade levels and create long range plans to address areas of need. Teachers will collaborate with their grade level and continue the implementation of research-based intervention programs to improve instruction for Tier 2 and Tier 3 students. Teachers will participate in SBCTs led by Read by Three initiative that will include instruction on dyslexia to help identify at-risk students.</p> | <p>Title I Funds: Sub money for collaboration on data driven instruction \$XXXXX Licensed duty extra pay: \$</p> | <p>Sign-in sheets for all collaboration; Lesson plans; administrative observations; AIMSweb assessments; progress monitoring ROI scores, SBAC scores</p> | <p>Administration and classroom teachers presenting ; Read by Three Literacy Team; Teachers implementing and reflecting on practice</p> | <p>N/A</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------|

Comments:

| Action Step | Resources and Amount Needed | List Artifacts/Evidence | Timeline and Position Responsible | Monitoring Status |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <p>1.2 Family Engagement (Required)</p> | | <p>Continuation From Last Year: Yes</p> | <p>NCCAT-S Indicators: 1.9</p> | |
| <p>Continue to send school-wide newsletters every month to parents. We will also be translating it into Spanish. Curriculum based informational brochure is sent home twice a year. Parent notification of at-risk status mailed home three times per year. Administration holds a Coffee and Community meeting with parents once a month. Classroom teachers will continue to maintain and update their own websites. Family literacy and math nights with a focus on student achievement. Parent conferences to be held yearly and more often as needed. Principal's Pep Rally to recognize reading goals made by classrooms and individual students. Kindergarten parents attended a mandatory training on Race to Read.</p> | <p>Beatty budget: paper for newsletter (\$60.00); toner for machines (\$100) time for development of newsletter office manager to print and prepare for distribution weebly for websites \$x Title I: Race to Read books - \$1,724.00 refreshments and books for parent activities - \$ X</p> | <p>Title I Parent evaluation; newsletters; classroom websites; Parent Sign in program from Family nights; Monthly names of award winners at Principal's Pep Rally</p> | <p>Admin to develop newsletter, run Coffee and Community, Race to Read trainings; office staff prepares principal pep rally awards; classroom teachers facilitate websites, conferences and family nights</p> | <p>N/A</p> |

Comments:

| | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p>1.3 Curriculum/Instruction/Assessment (Required)</p> | | <p>Continuation From Last Year: Yes</p> | <p>NCCAT-S Indicators: 1.2, 1.4</p> | |
| <p>Teachers will implement instruction based on their interpretation of the DRA and SBAC Interim assessments. Teachers will continue to implement Tier 1 curriculum, Ready Common Core and novel units to improve rigor and increase student discourse during instruction. Teachers will implement research-based intervention program to improve instruction for Tier 2 and Tier 3 students. Teachers will implement Read by Three initiative that will include instruction on dyslexia to help identify at-risk students. Teachers will provide tutoring in ELA to students as needed after school. CTTs will provide additional Tier 2 and Tier 3 instruction.</p> | <p>Administration walk-throughs and observation/feedback conferences; Grade level meetings, weekly Read by Three Strategist Title I: substitutes and extra-duty pay for collaboration-\$X Title I funds - Certified Temporary Tutors to provide Tier 2 and 3 instruction \$X Copy paper for DRA assessments \$ Personnel to copy DRA assessments</p> | <p>Administration observations; lesson plans; CTT schedules; Title I time sheet for tutoring, pre & post test; RTI minutes; data from formative assessments data from interims data from DRA, AIMSweb, STAR, CORE</p> | <p>Admin lesson plan review-monthly; Data assessment analysis after benchmarks; Administration - walk-throughs and conferences ; CTT instructors; Teachers - tutoring; Read by Three Strategist</p> | <p>N/A</p> |

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:

Instructional staff is not consistently using effective communication skills among each other, students and parents. Staff is inconsistently implementing differentiated groups or using effective instructional strategies to meet the learning needs of different types of learners. Teachers have not adjusted their teaching techniques to meet the needs of the changing population and their diverse learning styles. Professional development has not been provided in the area of diverse learners.

Measurable Objective 1:

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from X to X by 2018 as measured by state assessments.

Measurable Objective 2:

Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from X to X 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: 1.2, 1.4 | |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----|
| Teachers will receive professional development on effective whole brain teaching strategies through a school wide book club. Teachers will receive professional development on diverse learners. Parents will be notified three times a year through a letter mailed home stating that their child is At Risk. Progress reports are sent home every three weeks to inform parents of students current academic progress. Parents have access to Infinite Campus to check their student's progress on a daily basis. | The Whole Brain book;Strategic Budget: \$494.00 book on diverse learners: Strategic Budget: 570.00 The Reading Strategies book; All classrooms currently have Better Conversations book Admin to provide professional development; Time for Admin to plan and implement PD; Grade level time | State Mandated Testing: annually; PD sign in sheets; Book club sign in sheets | Tuesday PM PD - Admin for content; Admin for analysis of lesson plans; Read by Three Team | 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: 1.9 | |
| Race to Read will be used in Kindergarten as their literacy homework to involve parents. Parents and community members will be utilized to work with individual students and small groups of students who are struggling with foundational skills and strategies. Family Math and Literacy nights. Parent Academy to communicate with parents about grade level specific information. | Race to Read books- Title 1 funded \$2,437.00 ST Math- school budget \$ 3,499.00 community volunteers training for volunteers family night supplies- Title1 funded- \$x PTA- supplemental as needed AR books at appropriate instructional level-series books - Strategic Budget: \$6,749.00 AR books for incentive | weekly progress of Race to Read; volunteer sign-ins; data collected through AIMSweb and other assessments to show targeted students growth during each benchmark period; sign-in for family nights | Ongoing throughout 2017-2018 school year; Title 1 for purchase of Race to Read books and book club books; Administration to organize and train volunteers; Family night committees to organize Math and Literacy Nights | N/A |

Comments:

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 2.3 Curriculum/Instruction/Assessment (Required) | | Continuation From Last Year: Yes | NCCAT-S Indicators: 1.2, 1.4 | |
| Instructional staff will consistently use NVACS and NEPF to plan their instruction by backward mapping from their common assessments through collaboration with their grade level. They will also use a variety of strategies to differentiate their instruction. They will analyze their instruction by looking at data from benchmarking/progress monitoring, common assessments and SBAC interim assessments. Students that are identified as At Risk will receive intervention and their data will be reviewed every four weeks. | Collaboration Time: Title 1 funding : \$9,506.00 grade level planning time admin- observation in classrooms/lesson plans Title I funds - Certified Temporary Tutors to provide Tier 2 and 3 instruction - \$28,600.00 Whole Brain book- Strategic Budget \$494.00 diverse learners book - Strategic Budget \$ 570.00 | Lesson plans showing all instruction linked to grade level standards/NEPF; observation by administration of differentiated instructional practices; common assessments; observation by administration during collaboration | Title 1 funding- collaboration time Administration- observations/ lesson plan checks Classroom teachers- common assessments and lesson plans/instruction | N/A |

Comments:

| | | |
|-----------------------------|-------------------------------------|----------------------------|
| 2.4 Other (Optional) | Continuation From Last Year: | NCCAT-S Indicators: |
|-----------------------------|-------------------------------------|----------------------------|

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

Comments:

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

| | | | | | |
|---------------------------------------------------|-------------------------------------------------------|-----------------------------------------|-----------------------------------------|-----------------------------------------|--------------------------------|
| Based on the CNA, identify all that apply: | <input 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. Our out of date technology can not handle the amount of data needed for new programming that meets our current cultural needs. Professional Development is needed to train staff on strategies to become culturally competent to include diversity training.

Measurable Objective 1:

100% of staff will participate in a school based 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 <small>for Implementation (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 a professional development session provided by the ELL representative and our school counselor. Staff will participate in a training on diversity. Staff is writing grants to increase and update the technology available to students. | Training materials from ELL trainings and diversity. Grant money for technology. diversity book- Strategic budget: \$570.00 | Sign-in sheets, Teacher observation data (NEPF), approved grants | The principal is responsible for ensuring this action step takes place during one of the SBCT meetings. Teachers are responsible for writing grants. Technology committee will assess technology needs. | 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: Yes | 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 1 & Parent Involvement Set-Aside | \$47,369.00 | Substitutes for grade level collaboration (\$9,506.00) Certified Temporary Tutor (\$28,60.00) Extra-duty pay for liaison duties (\$920.00) Licensed extra-duty collaboration (\$437.99) Parenting Books (\$2,180.00) eBeams (\$4,001.28) Books- Teaching Student Centered Mathematics (\$1,256.21) Refreshments and books (\$469.00) | Goals 1, 2 and 3 |
| 17-18 Strategic Budget | \$ 11,312.00 | Whole Brain book study book (\$494.00), Diversity book study book (\$570.00), ST Math (\$3,499.00), AR/Star (6, 749.00) | Goals 1, 2 and 3 |

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.

Job openings are advertised district-wide. All teachers at Title I schools must be "Highly Qualified" based on CCSD requirements. We brand our school by highlighting all the positive attributes, reaching out through the community and through professional networking.

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.

Parents are encouraged to be school/classroom volunteers, and to participate in Open House, Parent Conferences, as well as Family Literacy and Math Activities. Academic information is shared through Infinite Campus, Parent Conferences and monthly progress reports. Additional information can be found on classroom websites, a school-wide monthly newsletter and social media. Race to Read kindergarten homework individualizes literacy homework. Parenting classes are provided during the school year, Parent Academy provides information on instruction for 4th and 5th grade parents to better help their children with homework and Coffee and Community provides an open line of communication between parents and administration over a cup of coffee.

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.).

Fifth grade students visit Silvestri and Schofield Middle Schools to tour the school and meet teachers. The middle school counselors come to inform fifth grade students about available electives and schedules. Our counselor provides classroom lessons for fifth graders focused on transitioning to middle school. Pre-Kindergartners tour the cafeteria, the kindergarten classrooms and specialist's classrooms to help with transitioning. Pre-school invites our community to four parent/family involvement sessions a year.

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

As recorded in the SLPPs, formative and summative academic assessments, including AIMSWeb, SBAC, DRA and Core Phonics, provide data that drive instruction and provide a basis for creating differentiated groups. Teachers analyze individual student data to check for progress and plan for acceleration or intervention. The school RTI team reviews student progress on individual goals and provides a plan of action based upon the student's current progress. Data days that enable teachers to look at grade level data as well as vertical alignment are used to make mid-year and end of year decisions based on academic assessments.

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

The Title I plan is written to support the SPP by funding collaboration, professional development and resources. Funds are used to purchase supplemental materials such as books and materials for professional development. They are also used to purchase substitutes and extra duty pay for collaboration, professional development and family engagement activities that support reading and math goals for the school. Additionally, they fund CTTs to provide differentiated instruction.

APPENDIX A - Professional Development Plan

1.1

Intermediate teachers will be collaborating on Tier 1 curriculum, using data from SBAC interims to improve rigor and increase student discourse during instruction. Primary teachers will be identifying students early and will provide consistent interventions. Teachers will engage in vertical alignment between the grade levels and create long range plans to address areas of need. Teachers will collaborate with their grade level and continue the implementation of research-based intervention programs to improve instruction for Tier 2 and Tier 3 students. Teachers will participate in SBCTs led by Read by Three initiative that will include instruction on dyslexia to help identify at-risk students.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will receive professional development on effective whole brain teaching strategies through a school wide book club. Teachers will receive professional development on diverse learners. Parents will be notified three times a year through a letter mailed home stating that their child is At Risk. Progress reports are sent home every three weeks to inform parents of students current academic progress. Parents have access to Infinite Campus to check their student's progress on a daily basis.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development session provided by the ELL representative and our school counselor. Staff will participate in a training on diversity. Staff is writing grants to increase and update the technology available to students.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Continue to send school-wide newsletters every month to parents. We will also be translating it into Spanish. Curriculum based informational brochure is sent home twice a year. Parent notification of at-risk status mailed home three times per year. Administration holds a Coffee and Community meeting with parents once a month. Classroom teachers will continue to maintain and update their own websites. Family literacy and math nights with a focus on student achievement. Parent conferences to be held yearly and more often as needed. Principal's Pep Rally to recognize reading goals made by classrooms and individual students. Kindergarten parents attended a mandatory training on Race to Read.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Race to Read will be used in Kindergarten as their literacy homework to involve parents. Parents and community members will be utilized to work with individual students and small groups of students who are struggling with foundational skills and strategies. Family Math and Literacy nights. Parent Academy to communicate with parents about grade level specific information.

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 percentage of 3rd grade students proficient in reading from X% to X% by 2018 as measured by state assessments.

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

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

| | Mid-Year | End-of-Year |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1.1 | Intermediate teachers will be collaborating on Tier 1 curriculum, using data from SBAC interims to improve rigor and increase student discourse during instruction. Primary teachers will be identifying students early and will provide consistent interventions. Teachers will engage in vertical alignment between the grade levels and create long range plans to address areas of need. Teachers will collaborate with their grade level and continue the implementation of research-based intervention programs to improve instruction for Tier 2 and Tier 3 students. Teachers will participate in SBCTs led by Read by Three initiative that will include instruction on dyslexia to help identify at-risk students. | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 1.2 | Continue to send school-wide newsletters every month to parents. We will also be translating it into Spanish. Curriculum based informational brochure is sent home twice a year. Parent notification of at-risk status mailed home three times per year. Administration holds a Coffee and Community meeting with parents once a month. Classroom teachers will continue to maintain and update their own websites. Family literacy and math nights with a focus on student achievement. Parent conferences to be held yearly and more often as needed. Principal's Pep Rally to recognize reading goals made by classrooms and individual students. Kindergarten parents attended a mandatory training on Race to Read. | N/A |

| | | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 1.3 | Teachers will implement instruction based on their interpretation of the DRA and SBAC Interim assessments. Teachers will continue to implement Tier 1 curriculum, Ready Common Core and novel units to improve rigor and increase student discourse during instruction. Teachers will implement research-based intervention program to improve instruction for Tier 2 and Tier 3 students. Teachers will implement Read by Three initiative that will include instruction on dyslexia to help identify at-risk students. Teachers will provide tutoring in ELA to students as needed after school. CTTs will provide additional Tier 2 and Tier 3 instruction. | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 1.4 | | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

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

Measurable Objective(s):

- Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from X to X by 2018 as measured by state assessments.
- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from X to X 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 on effective whole brain teaching strategies through a school wide book club. Teachers will receive professional development on diverse learners. Parents will be notified three times a year through a letter mailed home stating that their child is At Risk. Progress reports are sent home every three weeks to inform parents of students current academic progress. Parents have access to Infinite Campus to check their student's progress on a daily basis. | |
| Progress | | N/A |
| Barriers | | |
| Next Steps | | |
| 2.2 | Race to Read will be used in Kindergarten as their literacy homework to involve parents. Parents and community members will be utilized to work with individual students and small groups of students who are struggling with foundational skills and strategies. Family Math and Literacy nights. Parent Academy to communicate with parents about grade level specific information. | |
| Progress | | N/A |

| | | |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Barriers | | |
| Next Steps | | |
| 2.3 | Instructional staff will consistently use NVACS and NEPF to plan their instruction by backward mapping from their common assessments through collaboration with their grade level. They will also use a variety of strategies to differentiate their instruction. They will analyze their instruction by looking at data from benchmarking/progress monitoring, common assessments and SBAC interim assessments. Students that are identified as At Risk will receive intervention and their data will be reviewed every four weeks. | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 2.4 | | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase the percentage of school-based personnel trained in cultural competency.

Measurable Objective(s):

- 100% of staff will participate in a school based 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 a professional development session provided by the ELL representative and our school counselor. Staff will participate in a training on diversity. Staff is writing grants to increase and update the technology available to students. | |
| Progress | | N/A |
| Barriers | | |
| Next Steps | | |
| 3.2 | | |
| Progress | | N/A |

| | | |
|------------|--|-----|
| Barriers | | |
| Next Steps | | |
| 3.3 | | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 3.4 | | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |