

School Performance Plan

School Name

Dickens, D L ES

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

5550 Milan Peak St

N Las Vegas, NV 89081, (702) 799-3878

Superintendent/Assistant Chief:

Pat Skorkowsky / Grant Hanevold

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
Norma Carrillo	Parent	Tammy Counts	Parent
Vanessa Jones	Parent	Jillian Day	Teacher
Joy Kilmurray	Teacher	Sean Kilmurray	Teacher
Tori Law	Teacher	Helen Lopez	FASA

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
Formative Assessments Practice	Placement (Proficiency Levels)	Achievement Gap Data
Statewide Assessments	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other: NDE Validation Data	Other: Datalab Behavior Overview	Other:
Other: AIMSweb	Other:	Other:

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

According to the official 2016-2017 NDE Validation Day data, the Dickens Elementary student population consists of Asian (3.1%), African American (32.1%), White/Caucasian (15%), Hispanic/Latino (39.9%), Native American (0.1%), Multi-race (8%), Pacific Islander (1.7%), FRL (79.2%), IEP (13.7%), and LEP (14.1%) with a total of 804 students.

AIMSweb RCBM data shows the number of students scoring under the 10th %ile in reading fluency decreased from 88 in 2014 to 82 in 2015 but remained well above the expected 5% of the student population. Second grade RCBM data shows general education students exceeding the suggested fluency rate of growth of 1.2 WRC/week. Special education students in second grade were far below the target of 1.2 WRC/week and achieved 0.2 WRC/week. First grade RCBM data shows general education students achieved a growth rate of 1.2 WRC/week which is below the target of 1.4 WRC/week.

There is also no systematic parent-school connection to help parents become more involved in building reading skills at home as evidenced by two parent education events held during the 2014-2015 school year attended by 15% of the parent population.

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
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Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Root Causes:

There is a lack of high-quality differentiated instruction to increase proficiency for all students.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 41.12% to 50% by 2017 as measured by state assessments (SBAC).

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
1) Teachers will receive professional development on determining strategies for differentiated small group reading instruction following the Literacy Framework Model, particularly providing access to grade level text for non-proficient students developing student cognitive abilities and skills as identified in Standard 2 on the NEPF (including but not limited to Lexia and i-Teach conference). 2) Read By Three Professional Development 3) Collaboration Time through Professional Learning Communities (PLC) for horizontal alignment	Title I: Licensed Extra Duty: Collaboration (\$1,584) Subs: Collaboration (\$7,920) Subs for PD (\$7,240) Web Based PD: Lexia (\$500) i-Teach Conference (\$4,425)	1/2/3) Professional Development Agendas and Sign-ins	- Professional Development Agendas and Sign-ins (reviewed by admin, monthly)	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:	
1) Teachers will provide strategies for parents to use with children at home when discussing text. 2) Staff will work with parent representatives to develop and implement strategies to increase parent participation.	Title I: Family Engagement Set Aside: (\$2,443) Site Liaison (\$1,584)	1/2) Parent sign-in/evaluations of training, Calendar of parent events, Parent surveys	1/2) Parent sign-in/evaluations at training (administration, bi-monthly) Teachers create activities for monthly events, presentations based on information gained from parent surveys. (Title I liaison bi-monthly)	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will implement strategies from: 1) Professional development on determining strategies for differentiated small group reading instruction following the Literacy Framework Model, particularly providing access to grade level text for non-proficient students developing student cognitive abilities and skills as identified in Standard 2 on the NEPF. 2) Read By Three Professional Development 3) Collaboration Time through Professional Learning Communities (PLC) for horizontal alignment	Title I: 4th Grade CSR Teacher (\$80,000) 5th Grade CSR Teacher (\$80,000) Support Staff position (\$10,179) Libraries and Exemplar Text (\$6,500) Software (i-Ready/Lexia): (\$18,950) Technology (\$34,190) Instructional Materials (\$2,916)	Lesson Plans, Student Work, Classroom Observation Notes, Coaching Log, Aimsweb, Lexia, Acuity data	Lesson plans reviewed monthly and monthly classroom observation notes by administration, analysis of student work by teachers Lesson Plans, Student Work, Classroom Observation Notes, Coaching Log, PLC notes	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Read By Three Initiative: A) Designate a strategist and/or teacher leader(s) and provide training on implementation of Read By Three Initiatives. (NDE T.O.A.: Tier I) B) Strategist/Teacher leaders will train staff. (NDE T.O.A.: Tier I) C) Administer and analyze state approved assessments to identify students at risk for additional intervention. (NDE T.O.A.: PLC) D) Develop a literacy plan for students in grades K-3. (NDE T.O.A.: Tier I) 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.	- Administration, Lead Teachers (All resources listed above.)	- Agendas and Sign-In sheets for PD, - Read By Three Literacy Plans, - PLC notes, - Site based collaboration time - RTI handouts, PowerPoints, - Progress Monitoring Meeting Notes - RTI Checklists, Binder/Resources	- Agendas and Sign-In sheets for PD (Admin, weekly/monthly), - Read By Three literacy plans (Read By Three Team, Admin, monthly), - PLC notes (Grade Level Lead Teachers, weekly/monthly), - Site based collaboration time/Master Schedule (Admin, weekly).	N/A

Comments:

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

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
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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:

There is a lack of high-quality differentiated instruction to close the proficiency gap.

Measurable Objective 1:

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 30.1 to 25.1 by 2016 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 26.7 to 22.5 by 2016 as measured by state assessments.

Measurable Objective 3:

Reduce the reading proficiency gap between the Hispanic subgroup (44%) and African American subgroup (28.15%) from 15.85% to 10% by 2017 as measured by state assessments (SBAC).

Measurable Objective 4:

Reduce the math proficiency gap between the Hispanic subgroup (37.6%) and African American subgroup (21.48%) from 16.12% to 10% by 2017 as measured by state assessments (SBAC).

Monitoring Status

N/A

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

1) All literacy initiatives outlined in Goal 1. 2) Data Analysis and how to use data to inform instructional groupings/targets 3) Professional Development on SBAC practice tests/interims and technology tools 4) Positive Behavior Intervention Supports (PBIS)	Title I: Licensed Extra Duty: Collaboration (\$1,584) Subs: Collaboration (\$7,920) Subs for PD (\$7,240) Web Based PD: Lexia (\$500) i-Teach Conference (\$4,425)	1/2/3/4) Agendas, Sign-ins, handouts	1/2/3/4) Agendas, Sign-ins, handouts (reviewed monthly by admin)	N/A
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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) Staff will provide ongoing parent training & support for using text dependent questioning at home & math homework real life reinforcement. 2) The school will collaborate with parents to develop and implement strategies to increase parent engagement.	Title I: Family Engagement Set Aside: (\$2,443) Site Liaison (\$1,584)	1/2) Parent sign-in/evaluations of training, calendar of parent events, parent surveys, newsletters, schoolwebsite	1/2) Parent sign-in/evaluations at training collected by administration, Website updated with calendar of parent events (Tech committee rep.) Parent needs assessment (Title I contact) On-going parent trainings (SPP Team-planning; staff-implementation)	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
1) Teachers will implement differentiated strategies during Tier I reading instruction to increase access by all students to grade level curriculum. Teachers will build purpose for each math lesson and revisit the purpose throughout the lesson. 2) RTI efforts for targeted instruction are being implemented	Title I: 4th Grade CSR Teacher (\$75,000) 5th Grade CSR Teacher (\$75,000) Support Staff position (\$10,179) Libraries and Exemplar Text (\$6,500) Software (i-Ready/Lexia): (\$18,950) Technology (\$34,190) Instructional Materials (\$2,916)	1/2) Lesson Plans, Student Work, Classroom Observation Notes	1/2) Lesson plans reviewed monthly and monthly classroom observation notes by administration, analysis of student work by teachers	N/A

Comments:

2.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Students will receive reteaching/intervention during reading and math instruction.	Title I: Libraries and Exemplar Text (\$6,500) Software (i-Ready/Lexia): (\$18,950) Technology (\$34,190) Instructional Materials (\$2,916)	i-Ready reports, Lexia reports, RTI notes	Lexia reports - reviewed every 6 weeks during grade level PLC, RTI notes - every 6 weeks by RTI chair	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 checked="" type="checkbox"/> Other
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Priority Need/Goal 3:

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

Root Causes:

Based on districtwide subgroup data, there is a need for cultural competency training.

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 (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: Yes	NCCAT-S Indicators:	
All staff will participate in a professional development session on cultural competencies.	Supporting materials from Equity and Diversity. Safe School Professional (SSP)	Sign-in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during the 2016-2017 school year.	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
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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	\$221,200 \$ 2,212	(2) 5th Grade CSR Teachers (\$160,000) Support Staff Position (\$ 3,434.40) Site Liason(\$1,584) Licensed Extra Duty: Collaboration (\$2,574) Subs: Collaboration (\$2880) Software Instruction (\$22,902) Technology (\$22,109.15) Instructional Materials (\$482) iReady PD (\$3,500) Subs for PD (\$1,800) Family Engagement (\$2,212)	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.

The school provides information on its website related to student achievement, programs, mission, and vision. Potential candidates are screened by a panel of staff members who are able to communicate the school's mission and vision. Opportunities for teacher leadership are also supported. Teachers are required to collaborate on best practices and extensive professional development opportunities and coaching are provided to encourage furthering educational practices within the classroom.

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 implements a Watch D.O.G.S program in which adult male family members volunteer one day a year on the school campus. The school will hold monthly literacy events during the school year to engage families & increase parent understanding of the standards as well as assist students with homework. Communication will be shared in a language parents understand through the use of translated documents in the report card system.

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.).

The school counselor arranges field trips and guest speakers from area middle schools to assist with transition from fifth grade to middle school. Early Childhood Special Education Staff meet with regular Kindergarten staff to discuss readiness skills and provide data regarding students. General Education teachers meet with parents during IEP's to discuss academic and social goals of the Kindergarten curriculum.

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

Teacher leaders worked with area teachers to develop common assessments based on standards. Grade level teachers review and revise the common assessments based on levels of rigor, vocabulary, and an increase in performance-based tasks. Teachers analyze district and statewide data and record trends, areas of concern and growth. Teachers use assessments to determine students receiving intervention and use formative assessment data to evaluate effectiveness of instruction and intervention.

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

Title I funds were used to purchase materials to support differentiated reading instruction, provide extra duty pay/subs for collaboration & PD and purchase software/materials for Tier I. These funds also were used to purchase technology to support reading intervention. Read by Grade 3 grant funds were used to provide tutoring for non-proficient Kindergarten and First Grade students.

APPENDIX A - Professional Development Plan

1.1

1) Teachers will receive professional development on determining strategies for differentiated small group reading instruction following the Literacy Framework Model, particularly providing access to grade level text for non-proficient students developing student cognitive abilities and skills as identified in Standard 2 on the NEPF (including but not limited to Lexia and i-Teach conference). 2) Read By Three Professional Development 3) Collaboration Time through Professional Learning Communities (PLC) for horizontal alignment

Goal 1 Additional PD Action Step (Optional)

2.1

1) All literacy initiatives outlined in Goal 1. 2) Data Analysis and how to use data to inform instructional groupings/targets 3) Professional Development on SBAC practice tests/interims and technology tools 4) Positive Behavior Intervention Supports (PBIS)

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development session on cultural competencies.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

1) Teachers will provide strategies for parents to use with children at home when discussing text. 2) Staff will work with parent representatives to develop and implement strategies to increase parent participation.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

1) Staff will provide ongoing parent training & support for using text dependent questioning at home & math homework real life reinforcement. 2) The school will collaborate with parents to develop and implement strategies to increase parent engagement.

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 41.12% to 50% by 2017 as measured by state assessments (SBAC).

Status

N/A

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

	Mid-Year	End-of-Year
1.1	1) Teachers will receive professional development on determining strategies for differentiated small group reading instruction following the Literacy Framework Model, particularly providing access to grade level text for non-proficient students developing student cognitive abilities and skills as identified in Standard 2 on the NEPF (including but not limited to Lexia and i-Teach conference). 2) Read By Three Professional Development 3) Collaboration Time through Professional Learning Communities (PLC) for horizontal alignment	
Progress		
Barriers		
Next Steps		
1.2	1) Teachers will provide strategies for parents to use with children at home when discussing text. 2) Staff will work with parent representatives to develop and implement strategies to increase parent participation.	
Progress		

Barriers		
Next Steps		
1.3	Teachers will implement strategies from: 1) Professional development on determining strategies for differentiated small group reading instruction following the Literacy Framework Model, particularly providing access to grade level text for non-proficient students developing student cognitive abilities and skills as identified in Standard 2 on the NEPF. 2) Read By Three Professional Development 3) Collaboration Time through Professional Learning Communities (PLC) for horizontal alignment	
Progress		
Barriers		
Next Steps		
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. (NDE T.O.A.: Tier I) B) Strategist/Teacher leaders will train staff. (NDE T.O.A.: Tier I) C) Administer and analyze state approved assessments to identify students at risk for additional intervention. (NDE T.O.A.: PLC) D) Develop a literacy plan for students in grades K-3. (NDE T.O.A.: Tier I) 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.	
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 30.1 to 25.1 by 2016 as measured by state assessments.
- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 26.7 to 22.5 by 2016 as measured by state assessments.
- Reduce the reading proficiency gap between the Hispanic subgroup (44%) and African American subgroup (28.15%) from 15.85% to 10% by 2017 as measured by state assessments (SBAC).
- Reduce the math proficiency gap between the Hispanic subgroup (37.6%) and African American subgroup (21.48%) from 16.12% to 10% by 2017 as measured by state assessments (SBAC).

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	1) All literacy initiatives outlined in Goal 1. 2) Data Analysis and how to use data to inform instructional groupings/targets 3) Professional Development on SBAC practice tests/interims and technology tools 4) Positive Behavior Intervention Supports (PBIS)	
Progress		
Barriers		
Next Steps		
2.2	1) Staff will provide ongoing parent training & support for using text dependent questioning at home & math homework real life reinforcement. 2) The school will collaborate with parents to develop and implement strategies to increase parent engagement.	

Progress		
Barriers		
Next Steps		
2.3	1) Teachers will implement differentiated strategies during Tier I reading instruction to increase access by all students to grade level curriculum. Teachers will build purpose for each math lesson and revisit the purpose throughout the lesson. 2) RTI efforts for targeted instruction are being implemented	
Progress		
Barriers		
Next Steps		
2.4	Students will receive reteaching/intervention during reading and math instruction.	
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 a professional development session on cultural competencies.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

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