

School Performance Plan

School Name
Wallin, Shirley & Bill ES

Address (City, State, Zip Code, Telephone):
2333 Canyon Retreat Dr
Henderson, NV 89044, 7027995776

Superintendent/Assistant Chief: TBD / Robert Mars

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status: NA

Designation: NA

Grade Level Served: Elementary

Classification: 5 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
Katie Candella	Parent	Heather Diebel	Parent
Frank Perez	Parent	Julie Seed	Parent
Shannon Lewis	4th Grade Teacher	Michelle Smith	3rd Grade Teacher
Lisa Calvert	3rd Grade Teacher	Cathy Greer	SPTA
Rowena Uy	Assistant Principal	Anna Hurst	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)	Content/ESL Staffing and Professional Development	Special Ed Staffing and Professional Development
Statewide Assessments	Achievement Gap Data	Approaches to Testing Accommodations
Coordination of Services for FRL, ELL, IEP students	Family Engagement Data	Individualized Education Programs (IEP)
NA	NA	IEP Compliance
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.

Our data analysis revealed that the school's strengths are in Reading and the area needed for growth is in Math. In Math, the overall percentage on the SBAC for the 2017-2018 school year was _____. All three grades showed proficiency in Reading. With this data, our team will now identify root causes, develop priority concerns and identify appropriate solutions for Math. Finally, this data analysis will lead our Grade Level Teams in writing Student Learning Goals and action steps to move the school toward continued increasing student achievement in Math. (Will be changed based on SBAC Data at end of 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
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Priority Need/Goal 1:

Wallin Elementary students will show yearly growth in mathematics problem solving and computation as measured by the SBAC, M-Comp, M-Cap and the Student Learning Goal (SLG) and supported by research and best practices so that 85% of students show proficiency.

Root Causes:

Measurable Objective 1:

Increase the percent of 5th grade students proficient in math by 2019 as measured by state assessments. (Specific percentages will be added when SBAC data is reviewed from 2017-2018 year)

Measurable Objective 2:

Increase the percent of 4th grade students proficient in math by 2019 as measured by state assessments.

Measurable Objective 3:

Increase the percent of 3rd grade students proficient in math by 2019 as measured by state assessments.

Measurable Objective 4:

Increase K-2 mathematical fluency as measured by M-Comp, M-Cap, and Fluency 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:	NCCAT-S Indicators:	
Provide professional development to all teachers on unwrapping the Nevada Academic Content Standards (NVACS) in math, homogeneous grouping, and small group support. These resources will ensure tasks progressively develop all students' cognitive abilities and skills and engage students in metacognition.	Administration, grade level chairs, classroom teachers. Grade level chair trainings (Sept) Curriculum Engine, NVACS, NEPF Common Core Training, Online Resources Training	Classroom Observations Lesson Plans Videos of exemplary lessons and trainings stored on Shared Drive, Planned Learning Communities, Student Learning Goals (Mid Monitor Feb.)	Administration will train staff and provide opportunities for students to self-monitor, and on how to support students to take actions based on their self monitoring (October-November)	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Provide parents training and resources to motivate students in Math and have students practice essential skills at home through a blended learning approach. Provide parents online training. Math Theme Night for families.	Purchase i-Ready workbooks for students i-Ready Tool box for teachers and Math Math Facts Moby Max, Envision 2.0	Monthly engagement meetings, FACES, Homework Club	Purchase i-Ready Software - Office Manager and Admin (June) Use of i-Ready - Teachers and Students (August- May) Math Training provided to parents	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Once a month, grade level teachers will collaborate to align assessments with learning goals and Successful Performance criteria in math for the purpose of adapting actions based on assessment evidence. Each grade level will administer	Monthly Grade Level Meeting to align assessments with learning goals & performance criteria and adapt actions based on assessments (\$0.00) NVACS and Curriculum Engine (\$0.00), Online Resources Classroom teachers, Learning Strategist, Administration.	Diagnostic & standard based assessments (August- May) Agenda and minutes from monthly grade level meetings (Sept-May) Site Based Collaboration Wednesdays	Grade level chairs will ensure assessments are written and administered (August-May) Administration will collect agendas, minutes. They will also conduct classroom observations and lesson plan reviews. (August-May)	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:	<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 through the use of homogeneous groupings, Instructional Strategist, and small group targeted interventions.

Root Causes:

Teachers had some training and experience in differentiating instruction based on different learning styles/needs of various ethnic groups. Teachers had provided tasks at the appropriate level of challenge for students of all ethnic groups, effectively enabling students to advance their learning of subject-matter content & processes. Teachers consistently structure opportunities to generate evidence of learning of all students and adapt actions based on that evidence.

Measurable Objective 1:

Reduce the Math performance gap between the highest performing sub group and the lowest performing sub group 2019 as measured by state assessments. (Specific percentages will be added when SBAC data is reviewed from 2017-2018 year)

Measurable Objective 2:

Reduce the Reading performance gap between the highest performing sub group and the lowest performing sub group 2019 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:	

The Administration & Instructional Strategist will conduct research on different learning styles/needs of identified ethnic groups. They will then provide professional development to all teachers on their research findings & best practices for meeting the needs of students in identified ethnic groups. Targeted training for specific subgroups.	Administration Instructional Strategists All classroom teachers	Agendas from planning Meetings ELL Cohort Lessons Agenda from Professional Development trainings Research Findings Classroom Observations Lesson plans	Administration and & Instructional Strategist will provide training to staff during PLC's. Teachers will discuss how to implement research on these days as well. Administration will collect agendas, conduct classroom observations and review lesson plans (August-March)	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:	
Provide parents training and resources to motivate students in Math and have students practice essential NVACS Math skills at home through a blended learning approach. Train parents on AB391,AB394, and SOT.	Parent Training for math programs and facts, Homework helper for families, Online training for Moby Max Math Night, Literacy Night, STEM Night	Purchase orders for I-Ready software program Parent letter and newsletter articles about math strategies and parent training through PSTAPT. Parent training through FACES	Training provided to parents during PSTAPT by classroom teachers Monthly Parent Meetings, SOT Selection (Oct.), Math Night (Dec.)	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
On a daily basis, classroom teachers will provide task at an appropriate level of challenge for every student, effectively enabling each student to advance his/her learning of subject-matter content, and processes.	Classroom Teachers, CTTs, Administration Engage NY (Online resources - \$0.00) Math & Reading i-Ready Toolbox and workbooks (\$2500) Moby Max (\$1200) Envisions 2.0 Pilot (\$40,000)	Inservice and Staff Development Day Agendas Lesson Plans Classroom Observations	Office Manager and Admin will order i-Ready (June) Admin will collect agendas, conduct classroom observations, review lesson Admin will meet with teachers to review data & least quarterly (October-May)	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
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Priority Need/Goal 3:

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

Root Causes:

There is a need for training in the area of cultural competency as evidenced by the District student achievement gap data.

Measurable Objective 1:

Enhance annual Cultural Competency and Diversity staff training for calendar year 2018-2019 to include additional information gathered during the research & feedback process. 100% of teachers will participate in the school-based cultural competency professional development session during the 2018-2019 school year as measured by sign-in sheets.

Measurable Objective 2:

Add a Cultural Competency & Diversity “personal assessment/awareness tool” to competency-based quiz at end of annual staff training – to be completed by employee and then reviewed with supervisor at employee’s next annual performance review.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
All staff will participate in a professional development session provided by the District’s Equity and Diversity Department, ELL, Read by Third, and AB394 Training	Training materials from E&DD, Read by Third, ELL, AB394, FACES	Sign-in sheets, Teacher observation data (NEPF), AssessmentTool	The principal is responsible for ensuring this action step takes place during the Site Based Collaboration on Wednesday	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:	
Families will be provided activities to promote cultural awareness.	FACES training, Autism Awareness, & Multicultural Day	Parent perception surveys, participation log	Counselor, Instructional Strategist	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)
Strategist	78,000	Strategist provides small group interventions and trainings for Read by Grade Three Initiative.	Goals 1, 2 and 3
Envisio 2.0	40,000	This provides alignment among the grade levels & supports our math goal. (Remainder of Pilot Payment. Good until 2024.)	Goals 1 and 2
AimWeb	4200	Progress monitoring tool for areas of deficit. It provides data for small group interventions.	Goals 1 and 2
Moby Max	\$1200	Extra web based enrichment math practice based on student deficits.	Goal 1

APPENDIX A - Professional Development Plan

1.1

Provide professional development to all teachers on unwrapping the Nevada Academic Content Standards (NVACS) in math, homogeneous grouping, and small group support. These resources will ensure tasks progressively develop all students' cognitive abilities and skills and engage students in metacognition.

Goal 1 Additional PD Action Step (Optional)

2.1

The Administration & Instructional Strategist will conduct research on different learning styles/needs of identified ethnic groups. They will then provide professional development to all teachers on their research findings & best practices for meeting the needs of students in identified ethnic groups. Targeted training for specific subgroups.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development session provided by the District's Equity and Diversity Department, ELL, Read by Third, and AB394 Training

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Provide parents training and resources to motivate students in Math and have students practice essential skills at home through a blended learning approach. Provide parents online training. Math Theme Night for families.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Provide parents training and resources to motivate students in Math and have students practice essential NVACS Math skills at home through a blended learning approach. Train parents on AB391, AB394, and SOT.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Families will be provided activities to promote cultural awareness.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Wallin Elementary students will show yearly growth in mathematics problem solving and computation as measured by the SBAC, M-Comp, M-Cap and the Student Learning Goal (SLG) and supported by research and best practices so that 85% of students show proficiency.

Measurable Objective(s):

- Increase the percent of 5th grade students proficient in math by 2019 as measured by state assessments. (Specific percentages will be added when SBAC data is reviewed from 2017-2018 year)
- Increase the percent of 4th grade students proficient in math by 2019 as measured by state assessments.
- Increase the percent of 3rd grade students proficient in math by 2019 as measured by state assessments.
- Increase K-2 mathematical fluency as measured by M-Comp, M-Cap, and Fluency 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	Provide professional development to all teachers on unwrapping the Nevada Academic Content Standards (NVACS) in math, homogeneous grouping, and small group support. These resources will ensure tasks progressively develop all students' cognitive abilities and skills and engage students in metacognition.	
Progress		
Barriers		
Next Steps		
1.2	Provide parents training and resources to motivate students in Math and have students practice essential skills at home through a blended learning approach. Provide parents online training. Math Theme Night for families.	

Progress		
Barriers		
Next Steps		
1.3	Once a month, grade level teachers will collaborate to align assessments with learning goals and Successful Performance criteria in math for the purpose of adapting actions based on assessment evidence. Each grade level will administer	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math through the use of homogeneous groupings, Instructional Strategist, and small group targeted interventions.

Measurable Objective(s):

- Reduce the Math performance gap between the highest performing sub group and the lowest performing sub group 2019 as measured by state assessments. (Specific percentages will be added when SBAC data is reviewed from 2017-2018 year)
- Reduce the Reading performance gap between the highest performing sub group and the lowest performing sub group 2019 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	The Administration & Instructional Strategist will conduct research on different learning styles/needs of identified ethnic groups. They will then provide professional development to all teachers on their research findings & best practices for meeting the needs of students in identified ethnic groups. Targeted training for specific subgroups.	
Progress		
Barriers		
Next Steps		
2.2	Provide parents training and resources to motivate students in Math and have students practice essential NVACS Math skills at home through a blended learning approach. Train parents on AB391, AB394, and SOT.	

Progress		
Barriers		
Next Steps		
2.3	On a daily basis, classroom teachers will provide task at an appropriate level of challenge for every student, effectively enabling each student to advance his/her learning of subject-matter content, and processes.	
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):

- Enhance annual Cultural Competency and Diversity staff training for calendar year 2018-2019 to include additional information gathered during the research & feedback process. 100% of teachers will participate in the school-based cultural competency professional development session during the 2018-2019 school year as measured by sign-in sheets.
- Add a Cultural Competency & Diversity “personal assessment/awareness tool” to competency-based quiz at end of annual staff training - to be completed by employee and then reviewed with supervisor at employee’s next annual performance review.

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 District’s Equity and Diversity Department, ELL, Read by Third, and AB394 Training	
Progress		
Barriers		
Next Steps		
3.2	Families will be provided activities to promote cultural awareness.	
Progress		

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