

School Performance Plan

School Name	
French, Doris ES	
Address (City, State, Zip Code, Telephone):	
3235 E Hacienda Ave Las Vegas, NV 89120-1907, (702) 799-7730	
Superintendent/Assistant Chief:	Pat Skrowkowski / Jeffrey Horn
For Implementation During The Following Years:	2016-2017

The Following MUST Be Completed:

Title I Status:	Served
Designation:	Priority School
Grade Level Served:	Elementary
Classification:	2 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
Terry Harshman	Parent	Tammy Villarreal-Crabb	Principal
Lyndee Henrichsen	Teacher	Wendy Thorn	Teacher
Joanna Bennett	Teacher	Celia Roberts	Teacher
Kari Bono	Teacher	Erin Angotti	Teacher
Joshua Galey	Teacher	Elizabeth Grinder	Teacher
Jackie Lyons	Substitute Assistant Principal		

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

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

Using the 2016 Nevada SBAC English Language Arts/Literacy data, the percent proficient in grade 3 was 72.06%, in 4th grade was 58.82%%, and in 5th grade was 46.77%. Using the 2016 Nevada SBAC Math data, the percent proficient in grade 3 was 61.76%, grade 4 was 48.53%%, and in 5th grade it was 32.26%%. The 2014-15 and 2015-16 focus on K-3 literacy & foundation skills is demonstrating positive results with an 13% increase in 3rd grade ELA proficiency from 59% on the 2013 CRT to 72.06% on the 2016 SBAC.

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:

Continuity and consistency in tier 1 instruction was not found across all grade levels.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in English Language Arts and Literacy from 72.06% to 77%% by 2017 as measured by state assessments.

Monitoring Status

On Task

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: No	NCCAT-S Indicators:	
Professional Development will be provided on effective Tier 1 project based learning strategies to add structure and differentiation within instruction.	One hour SBCT is used each week for professional development, STPT and PLC time. Read by 3 Grant Funds for Books used in book study with Phonics to Fluency and Comprehension Connections during SBCT.	SBAC Interim Assessment grades 3-5, Star Reader Diagnostic, formative & summative assessments, PLC notes, lesson plans, administrative observations.	SBCT will take place every week starting in September. Administration, instructional coach, teachers	On Task

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:	

Parent trainings and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. School readiness parent trainings for preschool children.	\$1,213.20 from Title I was allocated for family curriculum nights; Literacy Night, STPT Conferences, Math Night, and Science & Health Night. Administration and staff member volunteers coordinate parent nights.	Parent surveys, parent conferences, attendance at parent nights, ready by entry lesson plans	Sept. & Dec. 2016. Feb., March, & May 2017 Administration, instructional coaches, teachers	On Task
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Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Implement differentiated instruction for students during Tier II & III intervention block. Students not receiving Tier II & III instruction will be assigned independent tasks based on ability level (AR). CTTs will provide small group intervention in reading. After-school STEM intervention will provide additional language/science/math support for identified students. Use technology to support interventions.	\$67,210.00 from Title I was allocated for Certified Temporary Tutors (CTT). \$3499 from Title I was allocated to renew the ST Math intervention program. \$7258 from Title I was allocated to renew the Accelerated Reader intervention and STAR assessment. \$44,165 from Title I was allocated to purchase iPads, carts, cases and apps for interventions. \$188 from Title I was used to purchase K-1 Science Spin for STEM language interventions. \$1,670 from ELL funds was used to purchase instructional software for STEM after school interventions. \$2,310 from ELL funds will be used to provide after school STEM interventions for EL students.	Aimsweb, Star Reader Diagnostic, grade level common assessments, data from iStation, STMath, Imagine Learning, Fontas Pinell, Accelerated Reader Data will be collected and tracked using Google Docs	Daily Administration, instructional coaches, teachers, CTTs, support staff	On Task

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.

Root Causes:

Instructional strategies were not fully aligned to NVACS, high-quality, high student engagement Tier 1 instruction was not consistently implemented, and instruction was not adjusted to meet the needs of the ELL population at French.

Measurable Objective 1:

Reduce the math proficiency gap between French ES highest performing subgroup and lower performing ethnic/racial supergroup from 57.73% to 47% by 2017 as measured by state assessments.

Measurable Objective 2:

Reduce the reading proficiency gap between French ES highest performing subgroup and lower performing ethnic/racial supergroup from 35% to 25% by 2017 as measured by state assessments.

Monitoring Status

On Task

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: No	NCCAT-S Indicators:	
Professional Development will be provided on effective Tier 1 project based learning strategies to add structure and differentiation within instruction.	One hour SBCT is used each week for professional development, STPT and PLC time. Read by 3 Grant Funds for Books used in book study with Phonics to Fluency and Comprehension Connections during SBCT.	Aimsweb data, SBAC Interim Assessment grades 3-5, grade level common assessments, PLC notes, STPT notes	SBCT will take place every week starting in September. Administration, instructional coaches, instructional assistants, teachers	On Task

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:	
Parent trainings and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. School readiness parent trainings for preschool children.	\$1,213.20 from Title I was allocated for family curriculum nights; Literacy Night, STPT Conferences, Math Night, and Science & Health Night. Administration and staff member volunteers coordinate parent nights.	Parent surveys, parent conferences, attendance at parent nights, ready by entry lesson plans	Sept. & Dec. 2016, Feb., March, May 2017 Administration, instructional coaches, teachers	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Implement ST Math school wide. Implement Accelerated Reader K-5. STPT and PLC meetings will be implemented school wide to assist teachers with horizontal alignment of standards and grade level assessments.	Tuesday morning STPT/PLC meeting time. (no cost)	Aimsweb & grade level common assessments	Weekly Administration, instructional coaches, teachers	N/A

Comments:

2.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Implement Tier II & III Reading intervention (iStation, Fontas Pinell, Imagine Learning). Implement Tier II & III Math intervention (ST Math). Implement Tier III intervention for ELL students (Imagine Learning). Early bird computer lab interventions. ELL STEM after school intervention for targeted EL students.	\$67,210.00 from Title I was allocated for Certified Temporary Tutors (CTT). \$3499 from Title I was allocated to renew the ST Math intervention program. \$7258 from Title I was allocated to renew the Accelerated Reader intervention and STAR assessment. \$44,165 from Title I was allocated to purchase iPads, carts, cases and apps for interventions. \$188 from Title I was used to purchase K-1 Science Spin for STEM language interventions. \$1,670 from ELL funds was used to purchase instructional software for STEM after school interventions. \$2,310 from ELL funds will be used to provide after school STEM interventions for EL students.	Aimsweb & grade level common assessments	Daily Administration, instructional coaches, instructional assistants, teachers	On Task

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 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:

100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

Monitoring Status

On Task

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: No	NCCAT-S Indicators:	
The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	Training materials from Equity and Diversity Education Department Equity and Diversity Education Department Liaison	Staff meeting sign- in sheets, agenda	The principal is responsible for ensuring this action step takes place during the 2016-2017 school year. Equity and Diversity Liaison is responsible for attending professional development quarterly and sharing information with the staff.	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)
16-17 Title I & Parent Involvement Set-Aside	\$122,533.20	Intervention (CTT), substitutes and extra-duty pay for collaboration, purchase ST Math, purchase AR and STAR, instructional supplies, parent trainings, iPads for intervention program	Goals 1 and 2
ELL Funds	\$3980.00	Extra-duty pay for after-school STEM intervention for identified EL students. Technology and instructional supplies for STEM intervention for identified EL students.	Goals 1 and 2
Strategic Budget	\$81,000.00	Fund Read By Three Coach to support the state, district, school reading initiatives including professional development to improve instruction.	Goal 1

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

When a position becomes available at French, an extensive search is conducted in order to identify highly-qualified candidates. Applicants are screened based on experience, educational success, and recommendations from former employees and/or master teachers. They are interviewed and selected based on set criteria. Once hired, teachers are provided support by on-site academic coaches, mentoring by grade level colleagues, and participate in collaboration with colleagues through PLC meetings, Structured Teacher Planning Time, and grade level meetings.

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.

French welcomes families to volunteer and participate in school planning & activities. Administration & staff volunteers coordinate parent trainings & family nights. Parents learn how to read & understand student data relating to academic progress, and to work with students at home on fluency, vocabulary, and basic homework skills. Administration holds monthly parent meetings. Spanish translation will be done on as many fliers as possible.

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.).

Preschool and kindergarten teachers will hold meetings regularly to ensure that academic expectations are being met. Students transitioning from Special Education Preschool spend time weekly exposed to typical peers participating in the regular classroom. Fifth grade teachers & counselors from middle school will discuss necessary steps for the transition to Middle School. Students will also visit the middle school and view a sampling of possible elective classes.

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

The School Improvement Team and the Response to Intervention Team analyze data, monitor the plans, and ensure action steps are implemented. Feedback is gathered from each grade level through the decision-making process. Teacher cadre & grade level STPT regularly examine assessments & how to utilize information to improve instruction. Teachers meet monthly for STPT, and grade level RTI, to analyze assessments & benchmark data. Weekly PLC meetings are used to create & analyze common assessments.

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

Coordination of services and monies are monitored by administration and the team. Teachers are given opportunities to give input in decision making. During RTI meetings, data meetings, and SPP meetings, decisions are data driven. General funds provide materials and text books. Title I funds are used for interventions, parent trainings, instructional materials, technology, the Accelerated Reading Program, and the ST Math program. EL funds support after school STEM intervention for identified EL students.

APPENDIX A - Professional Development Plan

1.1

Professional Development will be provided on effective Tier 1 project based learning strategies to add structure and differentiation within instruction.

Goal 1 Additional PD Action Step (Optional)

2.1

Professional Development will be provided on effective Tier 1 project based learning strategies to add structure and differentiation within instruction.

Goal 2 Additional PD Action Step (Optional)

3.1

The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Parent trainings and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. School readiness parent trainings for preschool children.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Parent trainings and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. School readiness parent trainings for preschool children.

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 English Language Arts and Literacy from 72.06% to 77%% by 2017 as measured by state assessments.

Status

On Task

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

	Mid-Year	End-of-Year
1.1	Professional Development will be provided on effective Tier 1 project based learning strategies to add structure and differentiation within instruction.	On Task
Progress	Tier 1 instructional strategies were presented on 8/24/16 and 8/26/16. Weekly PD has covered Read by Three literacy laws and District trainings to assist with Tier 1 instruction.	
Barriers	Time for effective PD. Funding for walk-through observations by teachers.	
Next Steps	Continue PD on effective strategies for Tier 1. PLCs will continue to meet to align writing vertically.	
1.2	Parent trainings and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. School readiness parent trainings for preschool children.	On Task
Progress	Monthly parent meetings at Second Cup of Coffee include understanding how to work with your child in reading. Literacy Night was held 10/16 to assist parents with Istation, understanding grade level reading strategies, and to provide resources for reading. Istation was implemented at home for students. Twice a month Ready by Entry was held to assist preschool students with school literacy readiness skills and development.	

Barriers	Funding for parent PD and language for our non-English or Spanish speakers.	
Next Steps	Continue to use Google Translator and staff to interpret. Continue to offer parent trainings and Ready by Entry.	
1.3	Implement differentiated instruction for students during Tier II & III intervention block. Students not receiving Tier II & III instruction will be assigned independent tasks based on ability level (AR). CTTs will provide small group intervention in reading. After-school STEM intervention will provide additional language/science/math support for identified students. Use technology to support interventions.	On Task
Progress	CTTs are implemented daily to assist students in literacy. Literacy Coach and Admin monitor data and student growth on data. STEM is offered every Thursday for students level 3 or lower on English proficiency. AR is used daily for students. Principal Proficiency contracts were created for students in grades 3-5 to encourage participation at intervention and on technology supports. Istation and Imagine Learning are used daily for student intervention supports.	
Barriers	Staff to cover large intermediate class size interventions.	
Next Steps	Continue to implement our current interventions and data monitoring.	
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 French ES highest performing subgroup and lower performing ethnic/racial supergroup from 57.73% to 47% by 2017 as measured by state assessments.
- Reduce the reading proficiency gap between French ES highest performing subgroup and lower performing ethnic/racial supergroup from 35% to 25% by 2017 as measured by state assessments.

Status
On Task

Comments:**2.1 Professional Development:****2.2 Family Engagement:****2.3 Curriculum/Instruction/Assessment:****2.4 Other:**

	Mid-Year	End-of-Year
2.1	Professional Development will be provided on effective Tier 1 project based learning strategies to add structure and differentiation within instruction.	N/A
Progress		
Barriers		
Next Steps		
2.2	Parent trainings and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. School readiness parent trainings for preschool children.	On Task

Progress	Literacy Night was held in October and Math Night in February to assist parents with learning strategies to assist their child. Ready by Entry parent training for preschool students was held twice a month.	
Barriers	Parent involvement is still not as high as we would like.	
Next Steps	Health and science night will be held in May. Incentives will continued to be given out to try to increase participation.	
2.3	Implement ST Math school wide. Implement Accelerated Reader K-5. STPT and PLC meetings will be implemented school wide to assist teachers with horizontal alignment of standards and grade level assessments.	On Task
Progress	ST math was implemented and data reviewed to make sure use was on target. AR has been implemented 1-5 with K rolling out in March. STPT and PLC meetings were held weekly for alignment. Grade level PBL and assessments are created and used.	
Barriers	Time!	
Next Steps	Continue to implement programs. Train kinder students on AR as they learn to read.	
2.4	Implement Tier II & III Reading intervention (iStation, Fontas Pinell, Imagine Learning). Implement Tier II & III Math intervention (ST Math). Implement Tier III intervention for ELL students (Imagine Learning). Early bird computer lab interventions. ELL STEM after school intervention for targeted EL students.	On Task
Progress	Reading and math interventions are being consistently implemented and weekly reviews for grade levels are taking place. imagine learning and STmath data demonstrate use and student growth. Early Bird computer lab is open to all students with an average of 30 students daily attending. ELL STEM has been implemented to target our ELL students and to provide an engaging atmosphere.	
Barriers	Students wanting to participate on the programs.	
Next Steps	Continue to implement Admin Proficiency Contracts with incentives for using programs and attending Early Bird. Continue interventions and monitoring student growth.	

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 2016-2017 school year as measured by sign-in sheets.

Status

On Task

Comments:**3.1 Professional Development:****3.2 Family Engagement:****3.3 Curriculum/Instruction/Assessment:****3.4 Other:**

	Mid-Year	End-of-Year
3.1	The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	On Task
Progress	Training for Equity and Diversity in Education was conducted in August.	
Barriers	Time for training due to Read by Three trainings taking up most of the school's PD time.	
Next Steps	Continue to offer trainings to staff.	
3.2		N/A
Progress		

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