

School Performance Plan

School Name
Kesterson, Lorna J ES

Address (City, State, Zip Code, Telephone):
231 Bailey Island Dr
Henderson, NV 89074-8898, 7027996300

Superintendent/Assistant Chief: Pat Skorkowsky / Robert Mars

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 5 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
Leisha McEldery	Parent	Jacqueline Walker	Principal
Kelly Wright	Assistant Principal	Jessica McQuillan	Teacher
Amy Ybarra	Teacher	Hilda Vazquez	Teacher
Monica Stone	Teacher	Amy Hadfield	Teacher
Kristina Schuldt	Teacher	Gretchen Fox	Teacher
Jennifer Grube	Teacher	Jeff Davis	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
Statewide Assessments	AMAOs/ELPA Analysis	Nevada Alternate Assessment (NAA)
Interim Assessments	Achievement Gap Data	Achievement Gap Data
Summative Assessments	NA	Individualized Education Programs (IEP)
Teacher/Administrator Observation Data	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.

Below is a summary of 2016-2017 SBAC results:

SBAC data show that 65.99% of students in grade 3-5 were proficient in reading. SBAC data show that 54.04% of students in grade 3-5 were proficient in math. In reading, 41.18% of ELL students were proficient on the reading SBAC, and 41.18% of ELL students were proficient in math on the SBAC. In reading, 20.00% of IEP students were proficient on the SBAC. In math 24.44% of IEP students were proficient.

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 3-5 proficiency rates in reading.

Root Causes:

Limited engagement/participation for ELL/IEP students. Limited use of flexible grouping strategies that support academic dialogue. Limited understanding of the real obstacles to student learning, i.e. limited fluency caused by decoding deficiencies.

Measurable Objective 1:

Increase the percent of ELL students proficient in reading from 41.18 to 51 by 2019 as measured by state assessments.

Measurable Objective 2:

Increase the percent of IEP students proficient in reading from 20 to 30 by 2019 as measured by state assessments.

Measurable Objective 3:

Increase the percent of 3rd through 5th grade students proficient in reading from 65.99 to 76 by 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
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Provide professional development in the areas of phonics instruction and a diagnostic approach to addressing student needs. Also provide professional development on the literacy framework and all the components.	Use teacher experts and strategists to provide strategies, support and feedback to teachers in the areas of phonics instruction and the reading and analysis of complex texts.	Sign in sheets, administrative observation, lesson plans, student achievement data	August 2018 - May 2019, teacher experts, strategists, administration	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:	
Family Education Events will be held during the school year with a focus on reading, mathematics, and the arts.	Teachers, materials provided by teachers	Family participation will be tracked through reservation forms, sign in sheets, and reflection surveys.	October, December, and April. LIT Team, administration, teachers	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will use a variety of strategies to increase student engagement and participation across the curriculum.	Common planning time to discuss, implement and reflect on engagement strategies.	Lesson plans, classroom observation data, student achievement data	Weekly planning time, teachers	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.

Root Causes:

Inconsistent differentiation of instruction during Tier 1 instructional blocks. Inconsistent implementation of engagement strategies during instruction. Lack of rigor/inconsistent implementation of the NACS.

Measurable Objective 1:

Reduce the math proficiency gap between the highest performing subgroup and lower performing ethnic/racial supergroup from 21.88 to 14.59 by 2019 as measured by state assessments.

Measurable Objective 2:

Reduce the reading proficiency gap between the highest performing subgroup and lower performing ethnic/racial supergroup from 22.05 to 16.37 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:	NCCAT-S Indicators:	
Provide professional development and support in the areas of differentiated instruction, engagement strategies, and increasing the rigor of instruction.	teacher leaders, strategists, administrators	PD sign in sheets, lesson plans, PD participant surveys	August 2018 - May 2019, strategists, administrators, teacher leaders	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Hold Family Academic Events throughout the year to encourage family involvement in school. Math, Literacy, and Fine Arts nights will be used to teach families how to practice the skills and strategies that are taught at school.	Teachers, materials provided by teachers	Family night reservations, sign in sheets, participant surveys.	Academic Event committees, administrators	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will consistently differentiate Tier 1 instruction to meet the needs of all students. Teachers will use engagement strategies during instruction. Teachers will consistently implement the NACS.	None	Lesson plans, administrative observations, post-observation conferences	teachers, administrators 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 type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Root Causes:

Monitoring Status

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:	NCCAT-S Indicators:	

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	

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Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

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

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)
Strategic Budget	\$3,696,125.28	Staffing and instructional supplies	Goals 1 and 2
Title i	\$83,720.00	Instructional strategist, instructional supplies	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.**
- 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.**
- 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.).**
- 4. Identify the measures that include teachers in decisions regarding the use of academic assessments.**
- 5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts**

APPENDIX A - Professional Development Plan

1.1

Provide professional development in the areas of phonics instruction and a diagnostic approach to addressing student needs. Also provide professional development on the literacy framework and all the components.

Goal 1 Additional PD Action Step (Optional)

2.1

Provide professional development and support in the areas of differentiated instruction, engagement strategies, and increasing the rigor of instruction.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Family Education Events will be held during the school year with a focus on reading, mathematics, and the arts.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Hold Family Academic Events throughout the year to encourage family involvement in school. Math, Literacy, and Fine Arts nights will be used to teach families how to practice the skills and strategies that are taught at school.

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 3-5 proficiency rates in reading.

Measurable Objective(s):

- Increase the percent of ELL students proficient in reading from 41.18 to 51 by 2019 as measured by state assessments.
- Increase the percent of IEP students proficient in reading from 20 to 30 by 2019 as measured by state assessments.
- Increase the percent of 3rd through 5th grade students proficient in reading from 65.99 to 76 by 2019 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	Provide professional development in the areas of phonics instruction and a diagnostic approach to addressing student needs. Also provide professional development on the literacy framework and all the components.	
Progress		
Barriers		
Next Steps		
1.2	Family Education Events will be held during the school year with a focus on reading, mathematics, and the arts.	
Progress		

Barriers		
Next Steps		
1.3	Teachers will use a variety of strategies to increase student engagement and participation across the curriculum.	
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.

Measurable Objective(s):

- Reduce the math proficiency gap between the highest performing subgroup and lower performing ethnic/racial supergroup from 21.88 to 14.59 by 2019 as measured by state assessments.
- Reduce the reading proficiency gap between the highest performing subgroup and lower performing ethnic/racial supergroup from 22.05 to 16.37 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	Provide professional development and support in the areas of differentiated instruction, engagement strategies, and increasing the rigor of instruction.	
Progress		
Barriers		
Next Steps		
2.2	Hold Family Academic Events throughout the year to encourage family involvement in school. Math, Literacy, and Fine Arts nights will be used to teach families how to practice the skills and strategies that are taught at school.	
Progress		

Barriers		
Next Steps		
2.3	Teachers will consistently differentiate Tier 1 instruction to meet the needs of all students. Teachers will use engagement strategies during instruction. Teachers will consistently implement the NACS.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

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