

School Performance Plan

School Name

Vanderburg, John ES

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

2040 Desert Shadow Trail

Henderson, NV 89012-3272, (702) 799-0540

Superintendent/Assistant Chief:

Pat Skorkowsky / Robert Mars

For Implementation During The Following Years:

2017-2018

The Following MUST Be Completed:

Title I Status:

Not_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
Lorraine Gochmour	Parent	David Janssen	Parent
Leslie Murdock	Parent	Alix Setzler	Parent
Catherine Maggiore	Principal	Ronda Reedom	Assistant Principal
Katie Byrnes	4th Grade Teacher	Mary Frazier	3rd Grade Teacher
Brandy Vernaci	1st Grade Teacher	Misty Olmos	Support Staff

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	Achievement Gap Data	Individualized Education Programs (IEP)
Interim Assessments	Placement (Proficiency Levels)	Achievement Gap Data
Formative Assessments Practice	NA	NA
NA	NA	NA
NA	NA	NA
Other: Achievement Gap Data	Other: Statewide Assessments	Other: Statewide Assessments
Other:	Other: Interim Assessments	Other: Interim Assessments

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

Positive Trends:

Based on our 2016 Nevada Smarter Summative Assessment Results, our students scored far above the district in proficiency. In reading 86% of our third, fourth, and fifth grade students were proficient at Levels 3 and 4 compared to 48% for Clark County School District. In Math, 74% of our third, fourth and fifth grade students were proficient at Levels 3 and 4 compared to 38% for Clark County School District. Based on I-Ready fall benchmark results, students in grades K-3 will focus instruction on Numbers and Operations in Base Ten and students in grades 4-5 will focus on Geometry.

Areas of Concern:

Based on our School Growth Summary, in reading our fifth grade students dropped from the 61st percentile to the 46th percentile with the FRL subgroup scoring at the 49th percentile and the non FRL group scoring at the 53rd percentile. In math, the FRL subgroup scored at the 45th percentile while the non-FRL scored at 64th percentile. We need to close these achievement gaps.

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:

It is our goal to Increase Grade 3 proficiency rates in math from 73% to 75%, increase Grade 4 proficiency rates in math from 80% to 82%, and Grade 5 proficiency from 69.8% to 72%. As indicated on I-Ready (formative) fall benchmarks, math instruction in grades K-3 will focus on Numbers and Operations in Base Ten and instruction in grades 4-5 will focus on Geometry. Grade level goals for each of these strands are as follows: Kindergarten will increase mastery from 27% to 30% First grade will increase mastery from 31% to 33% Second grade will increase mastery from 32% to 34% Third grade will increase mastery from 43% to 45% Fourth Grade will increase mastery from 50% to 52% Fifth Grade will increase mastery from 57% to 59%

Root Causes:

We believe the underlying cause of our proficiency rates in math could be the lack of common core resources and more extensive training on the Nevada Academic Content Standards in math.

Measurable Objective 1:

Increase the percent of 3rd, 4th & 5th students meeting proficiency at Levels 3 and 4 from an overall score of 74% to 76% in math as measured by 2018 state assessment.

Measurable Objective 2:

Grades K-3 will increase the percent of students mastering numbers and operations in base ten as measured by I-Ready benchmarks: Kindergarten will increase mastery from 27% to 30% First grade will increase mastery from 31% to 33% Second grade will increase mastery from 32% to 34% Third grade will increase mastery from 43% to 45%

Measurable Objective 3:

Grades 4 & 5 will increase the percent of students mastering geometry as measured by I-Ready benchmarks: Fourth Grade will increase mastery from 50% to 52% Fifth Grade will increase mastery from 57% to 59%

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:	

Teachers will receive professional development on math standards and claims from RPDP with David Janssen. Teachers will provide small group enrichment and remediation with identified students. Teachers will provide iReady math computer time for 45 minutes each week.	RPDP training has been scheduled for January with David Janssen. There is a need for substitutes for 40 teachers for 2 half days of PD. There is a need to purchase two books for each teacher: (1) Teaching Student Centered Math, and (2) Standards Companion Book for K-2 and 3-5	PD Agenda, lesson plans, observation notes, grade level common assessments, STPT 64 agendas, AIMSweb, Progress Monitoring results, iReady results, and state assessments.	Data Evidence will be analyzed in the fall, winter and spring using iReady assessments starting in January through June. Base line data was already taken using iReady in September. Classroom teachers, Administrators, RTI Team	N/A
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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:	
Invite students with their parents to 2 Math Academic Nights where all stakeholders will be exposed to math standards, activities, and how to use iReady.	iReady cost was \$24,000 Extra Duty Pay @ \$22/hour x 4 teachers for each family night.	Parent sign-in sheets, agendas, flyers, parent evaluations, grade level common assessments, AIMSweb, Progress Monitoring results, iReady results	January 2018 & March 2018 Literacy Strategist, GATE, Teacher Classroom Teachers, Administrators, RPDP trainer	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Professional Development training in math planned for January. Grade levels meet during their STPT 64 to plan instruction using best practices learned during PD. Implement strategies in whole and small groups for math. Use iReady data to assess progress.	RPDP training has been scheduled for January with David Janssen. There is a need for substitutes for 40 teachers for 2 half days of PD. There is a need to purchase two books for each teacher: (1) Teaching Student Centered Math, and (2) Standards Companion Book for K-2 and 3-5	Lesson plans, pre and post assessments, observations, grade level common assessments, grade level STPT 64 Agendas, AIMSweb, Progress Monitoring results, iReady and state interim assessments.	Data Evidence will be analyzed in the winter and spring using iReady assessments starting in January through June. Base line data was already taken using iReady in September. Classroom teachers, Administrators, RTI Team	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 type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input checked="" 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 math.

Root Causes:

In math, our lowest subgroups were black and hispanic at 54.55% proficient and 66.13% proficient respectively. Overall proficiency for third, fourth and fifth grade students was 74.26%. General Education teachers need to provide at grade level and small group ability instruction for black and hispanic students.

Measurable Objective 1:

Increase the percentage of black and hispanic subgroups of students at proficiency by 2% (from 64.38% weighted average to 66.38%) in math by 2018 as measured by state assessments.

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:	
Teachers will receive professional development on math standards and claims from RPDP with David Janssen. Teachers will provide small group enrichment and remediation with identified students. Teachers will provide iReady math computer time for 45 minutes each week.	RPDP training has been scheduled for January with David Janssen. There is a need for substitutes for 40 teachers for 2 half days of PD. There is a need to purchase two books for each teacher: (1) Teaching Student Centered Math, and (2) Standards Companion Book for K-2 and 3-5	Lesson Plans Observations iReady Test Results SBAC Interim Results Aimsweb Progress Monitoring State Assessments	Data Evidence will be analyzed in the winter and spring using iReady assessments starting in January through June. Base line data was already taken using iReady in September. Classroom teachers, Administrators, RTI Team	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Invite students with their parents to 2 Math Academic Nights where all stakeholders will be exposed to math standards, activities, and how to use iReady.	iReady cost was \$24,000 Extra Duty Pay @ \$22/hour x 4 teachers for each family night.	Parent sign-in sheets, agendas, flyers, parent evaluations, grade level common assessments, AIMSweb, Progress Monitoring results, iReady results	January 2018 & March 2018 Literacy Strategist, GATE, Teacher Classroom Teachers, Administrators, RPDP trainer	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Professional Development training in math planned for January. Grade levels meet during their STPT 64 to plan instruction using best practices learned during PD. Implement strategies in whole and small groups for math. Use iReady data to assess progress.	RPDP training has been scheduled for January with David Janssen. There is a need for substitutes for 40 teachers for 2 half days of PD. There is a need to purchase two books for each teacher: (1) Teaching Student Centered Math, and (2) Standards Companion Book for K-2 and 3-5	Lesson plans, pre and post assessments, observations, grade level common assessments, grade level STPT 64 Agendas, AIMSweb, Progress Monitoring results, iReady and state interim assessments.	Data Evidence will be analyzed in the winter and spring using iReady assessments starting in January through June. Base line data was already taken using iReady in September. Classroom teachers, Administrators, RTI Team	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:

District and school achievement gaps indicate a need for training in cultural responsiveness.

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 provided by the District's Equity and Diversity Department.	Training materials from E&DD	Sign-in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place.	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)
PTA Donation	\$24,000	I-Ready	Goals 1 and 2
General Budget	\$176.00	\$22/hour money for 4 teachers to instruct parents on how to teach math common core standards	Goals 1 and 2
General Budget	\$1,920	Two books for training	Goals 1 and 2

APPENDIX A - Professional Development Plan

1.1

Teachers will receive professional development on math standards and claims from RPDP with David Janssen. Teachers will provide small group enrichment and remediation with identified students. Teachers will provide iReady math computer time for 45 minutes each week.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will receive professional development on math standards and claims from RPDP with David Janssen. Teachers will provide small group enrichment and remediation with identified students. Teachers will provide iReady math computer time for 45 minutes each week.

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.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Invite students with their parents to 2 Math Academic Nights where all stakeholders will be exposed to math standards, activities, and how to use iReady.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Invite students with their parents to 2 Math Academic Nights where all stakeholders will be exposed to math standards, activities, and how to use iReady.

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:

It is our goal to Increase Grade 3 proficiency rates in math from 73% to 75%, increase Grade 4 proficiency rates in math from 80% to 82%, and Grade 5 proficiency from 69.8% to 72%. As indicated on I-Ready (formative) fall benchmarks, math instruction in grades K-3 will focus on Numbers and Operations in Base Ten and instruction in grades 4-5 will focus on Geometry. Grade level goals for each of these strands are as follows: Kindergarten will increase mastery from 27% to 30% First grade will increase mastery from 31% to 33% Second grade will increase mastery from 32% to 34% Third grade will increase mastery from 43% to 45% Fourth Grade will increase mastery from 50% to 52% Fifth Grade will increase mastery from 57% to 59%

Measurable Objective(s):

- Increase the percent of 3rd, 4th & 5th students meeting proficiency at Levels 3 and 4 from an overall score of 74% to 76% in math as measured by 2018 state assessment.
- Grades K-3 will increase the percent of students mastering numbers and operations in base ten as measured by I-Ready benchmarks: Kindergarten will increase mastery from 27% to 30% First grade will increase mastery from 31% to 33% Second grade will increase mastery from 32% to 34% Third grade will increase mastery from 43% to 45%
- Grades 4 & 5 will increase the percent of students mastering geometry as measured by I-Ready benchmarks: Fourth Grade will increase mastery from 50% to 52% Fifth Grade will increase mastery from 57% to 59%

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	Teachers will receive professional development on math standards and claims from RPDP with David Janssen. Teachers will provide small group enrichment and remediation with identified students. Teachers will provide iReady math computer time for 45 minutes each week.	On Task
Progress		
Barriers		
Next Steps		

1.2	Invite students with their parents to 2 Math Academic Nights where all stakeholders will be exposed to math standards, activities, and how to use iReady.	On Task
Progress		
Barriers		
Next Steps		
1.3	Professional Development training in math planned for January. Grade levels meet during their STPT 64 to plan instruction using best practices learned during PD. Implement strategies in whole and small groups for math. Use iReady data to assess progress.	On Task
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

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

Measurable Objective(s):

- Increase the percentage of black and hispanic subgroups of students at proficiency by 2% (from 64.38% weighted average to 66.38%) in math by 2018 as measured by state assessments.

Status
N/A

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

	Mid-Year	End-of-Year
2.1	Teachers will receive professional development on math standards and claims from RPDP with David Janssen. Teachers will provide small group enrichment and remediation with identified students. Teachers will provide iReady math computer time for 45 minutes each week.	On Task
Progress		
Barriers		
Next Steps		
2.2	Invite students with their parents to 2 Math Academic Nights where all stakeholders will be exposed to math standards, activities, and how to use iReady.	On Task
Progress		

Barriers		
Next Steps		
2.3	Professional Development training in math planned for January. Grade levels meet during their STPT 64 to plan instruction using best practices learned during PD. Implement strategies in whole and small groups for math. Use iReady data to assess progress.	On Task
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

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

Measurable Objective(s):

- 100% of staff will participate in a 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 provided by the District's Equity and Diversity Department.	On Task
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		

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