

# School Performance Plan

School Name  
Priest, Richard C ES

Address (City, State, Zip Code, Telephone):  
4150 Fuselier Dr  
N Las Vegas, NV 89032, (702) 799-6200

Superintendent/Assistant Chief: Pat Skorkowsky / Jeff Geihs

For Implementation During The Following Years: 2016-2017

**The Following MUST Be Completed:**

**Title I Status:** Served

**Designation:** Focus School

**Grade Level Served:** Elementary

**Classification:** 1 Star

**NCCAT-S:** Review

**\*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
Tiarre Tenorio	Parent	Rhonda Johnson	Parent
Gaye Fine	Title I Strategist	Pamela Hays	Principal
Michelle Caligone	Title 1 Strategist	Jennifer Garcia	Data Strategist 1003(a)
Christine Virgen	second grade teacher	Janet Friedlos	fifth grade teacher
Stacy Bato	fourth grade 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
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Interim Assessments	AMAOs/ELPA Analysis	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.

New statewide summative data is unavailable at this time. Previously analyzed data showed that Priest ES's third grade rate in 2014 was 43.2% in comparison to 45.3% in 2013 and 42.3% in 2012. We have addressed this concern in Goal 1 of our plan. According to NSPF, Priest ES dropped in school wide status from a score of 45 (two star) in 2012, 37 (two star) in 2013 to an overall score of 27 (one star) in 2014. From 2012 to 2014 Priest ES has shown a net decrease of -13.5 overall in ELA performance. An overall net decrease of -8 in math has occurred between 2012 and 2014. IEP students have also shown a net decrease of -1 in ELA and -10 in Math from 2012 to 2014. The median growth percentile of subgroup: Black/African American has shown an overall decrease from 36 (2012), 34 (2013) to 17 (2014) in ELA. We have addressed these concerns in Goal 2 of our plan.

Classroom observation data indicated that teachers ineffectively utilized effective engagement strategies 65% of the time and ineffectively utilized school wide Positive Behaviors known as CHAMPS 75% of the time.

Discovery Education data from the 2014-2015 school year has been analyzed and revealed that every grade level made gains, with a noticeable strength being in math showing at least a 10% increase in achievement. ELA gains are marginal (2% - 3% overall). Third and Fourth grade showed an overall gain of 7.3% in ELA which is promising for the upcoming 4th and 5th grade proficiency. While these scores are to be celebrated, there is concern with students who are testing at a Level 1 (emerging/developing) in Grade 3. There was not a noticeable change in the level of proficiency for this group of students, indicating a need for instructional strategies specific to meeting the needs of differentiated groups of students. Data driven decisions looking at students' response to instruction is also a need as evidenced by the data.

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

<b>Based on the CNA, identify all that apply:</b>	<input 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:**

Classroom observation data indicated that teachers did not effectively align instruction to the Components of an Effective Lesson, or Nevada Common Core Standards as demonstrated by overall school wide decrease in student performance of all subgroups. Progress monitoring data indicated that students targeted for Tier 2 reading intervention strategies did not make expected gains in reading. Instruction was not rigorous to meet the demands of state assessments.

**Measurable Objective 1:**

Increase reading proficiency from xx% (Sept 2016) to xx% (May 2017) and from xx% (October 2016) to xx% (April 2017) as measured by Evaluate.

<b>Monitoring Status</b>
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  <b>Responsible</b>	Monitoring  <b>Status</b>
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 2.1, 1.4</b>	

<p>Teachers will participate in PD in: Being A Writer, NY Engage (CKLA Amplify), Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension as aligned to Nevada Common Core Standards. SIPPS, and IStation will be utilized for students in Tier 2 and Tier 3.</p>	<p>SIPPS - foundational skills in ELA (Sept &amp; Oct), Learning to read (Nov), Vocabulary and Comprehension/Text Exemplar Reading to Learn (Dec.- May), Grade level substitute release for collaboration and planning with NY Engage (Oct-April) After-school book studies (Jan.-Feb.) utilizing SIPPS and Istation with Title I funds utilized for sub release and book study Title I Strategist \$75,000.00 salary to provide professional development in above areas Title 1 CSR \$75,000.00 salary to provide instructional supports to intermediate Grades TAZ funds will be utilized to provide after school PD in ELA skills. PLC strategist (1003a) Substitute Training, Licensed extra duty, books and periodicals (Title I Set Aside)</p>	<p>Sign in sheets and Agenda from PD delivery, Lesson plans (weekly) Evaluate, AIMSweb progress monitoring, Acuity, SBAC interim assessments and administration observation data. All data will be updated in teacher maintained DATA BINDERS accessible at all times. 1003(a) PLC Strategist \$75,000.00 salary to monitor, collect, and provide Professional Learning Communities facilitation.</p>	<p>1003(a) PLC Srategist will provide PD delivery summarized by the end of each month, while maintaining data collection for teachers on a weekly basis via Evaluate, Aimsweb, and formative assessments Administration and PLC Strategist will collect weekly and monthly Aimsweb data aligned to Progress Monitoring and benchmark windows Administration will monitor all PLC meetings;facilitating as necessary Teachers' Data Binder's will include all subgroup monitoring including IEP, ELL and students targeted during Response To Intervention Administration will provide feedback after every classroom observation utilizing Nevada Performance Framework Regularly scheduled problem-solving meetings (monthly); School and designated District staff. 90-day monitoring/status update meetings; School and designated District staff.</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p><b>1.2 Family Engagement (Required)</b></p>		<p><b>Continuation From Last Year:</b>  Yes</p>	<p><b>NCCAT-S Indicators: 1.8</b></p>	
<p>Parent Universities will occur monthly to encourage parents to visit their child's classroom before school to view class presentations or products of student learning. Literacy and Math Academic Nights held in February and March will provide teacher and parent interaction on specific reading strategies. PSTAPT will be held in December. Various monthly parent out reach activities after school will be held, including Story and the Arts, Dad's and Books, Game Night and Mom's and Math.</p>	<p>Teachers, Administration Title I \$600.00 funds to encourage parent attendance with refreshments Title I \$800.00 funds to purchase parent educational materials, scholastic books Title I \$593.10 funds to purchase books to provide families during evening attendance at Story and the Arts and Dad's and Books Title I \$2200.00 funds to provide Certified Temporary Tutor on site during all events</p>	<p>Sign in sheets, agendas, evaluation. Evaluations are used to prepare topics for upcoming meetings to ensure we meet the needs of our parents.</p>	<p>By the end of every session/event all parent sign in, evaluations and materials will be submitted for review Regularly scheduled problem-solving meetings (monthly); School and designated District staff. 90-day monitoring/status update meetings; School and designated District staff.</p>	<p>N/A</p>

Comments:

<p><b>1.3 Curriculum/Instruction/Assessment (Required)</b></p>	<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators: 2.1, 1.4</b></p>
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<p>Teachers will implement research based instructional strategies during literacy instruction focused on Learning to Read K-2 and Reading to Learn grades 3-5 while facilitating student discourse. This will raise the rigor and meet instructional levels of all students. Teachers will provide an extra thirty minutes of Tier 2 reading instruction. Purposeful application of concepts and skills aligned to SIPPS will be utilized during Tier 2 in conjunction with iStation.</p>	<p>Title I \$8,640.00 funds for teacher collaboration and \$7,661.55 PD after school Title I Strategist \$75,000.00 salary to provide professional development in above areas Flex Budget TAZ Strategist \$65,000.00 salary to provide PD delivery Flex Budget TAZ funding utilized to provide after school PD at the cost of \$10,000.00. Substitute Training, Licensed extra duty, books and periodicals (Title I Set Aside)</p>	<p>Lesson Plans (weekly)-Administration, Discovery Assessment Data (Sept. Jan. May)-Administration, AIMSweb progress monitoring (weekly/monthly)-teachers and RTI case managers, Classroom Observation Data (weekly)- Teachers will maintain DATA BINDERS to monitor all student progress towards grade level standards Response to Intervention, RTI, will be facilitated weekly to track student performance during Tier 2</p>	<p>Strategists by end of each month will provide summary of all content and curriculum provided. Teachers by end of each week will record student progress towards standards via Gradebook - 1 entry per subject (formative) 1 entry every 3 weeks (summative) Evaluate data will be monitored and upon the end of every third week student performance in Tier 2 will be assessed and addressed during PLC and RTI Regularly scheduled problem-solving meetings (monthly); School and designated District staff. 90-day monitoring/status update meetings; School and designated District staff.</p>	<p>N/A</p>
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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

<b>Based on the CNA, identify all that apply:</b>	<input 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:**

Data indicated that DOK levels 3/4, student engagement, student discourse, and common grade level planning were areas of improvement in the content areas of ELA and Math. Progress monitoring and CRT data indicated that all students did not make the expected growth in both reading and math. Tier 1 and Tier 2 reading and math instruction did not provide a consistent structure or rigorous instructional delivery. Teachers ineffectively provided instruction aligned to NVACS.

**Measurable Objective 1:**

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 40.8% to 33.6% by 2017 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 35.2% to 29.3% by 2017 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
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>  Yes	<b>NCCAT-S Indicators: 2.1, 1.4</b>	

Teachers will participate in professional development in: Differentiated reading instruction, Being A Writer, NY Engage, DOK 3 and 4, Mathematical Reasoning and Applications, Math and ELA PLC, with grade level collaboration and planning.	Differentiated Reading Instruction focused on application of concepts and skills (monthly), Being A Writer (Nov. Jan. and April), Mathematical Reasoning and Applications (Oct/Jan, Feb. & March), Math/ELA PLC (monthly), grade level collaboration (weekly) Title I funds \$16,301.55.00 1003(a) data strategist \$75,000.00 will maintain data collection and facilitate PLC Substitute Training, Licensed extra duty, books and periodicals (Title I Set Aside)	Lesson Plans (weekly)-teachers/ administration, Evaluate Assessment data (Sept. Jan. May)- Administration, Sign in sheets and agendas (PD conclusions)-Admin. Math PLC (bi-weekly)-teacher leaders Teacher maintained DATA BINDERS	Lesson Plans (weekly)-teachers/ administration, Evaluate Assessment data (Sept. Jan. May)-Administration, Sign in sheets and agendas (PD conclusions)- Admin. Math/ELA PLC (weekly)- data strategist to maintain and monitor data collection provided during meetings held after school and during sub release once a month PLC strategist will provide data to teachers to facilitate PLC model and determine effective implementation of strategies Learning Strategist will maintain a Board At The Door data sheet to monitor all assistance to teachers after PD is delivered. Regularly scheduled problem-solving meetings (monthly); School and designated District staff. 90-day monitoring/status update meetings; School and designated District staff.	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.8</b>	
Parent Universities will occur monthly to encourage parents to visit their child's classroom before school to view class presentations or products of student learning. Literacy and Math Academic Nights held in February and March will provide teacher and parent interaction on specific reading strategies. PSTAPT will be held in December. Various monthly parent outreach activities after school will be held, including Story and the Arts, Dad's and Books, Game Night and Mom's and Math.	Teachers, Administration Title I \$600.00 funds to encourage parent attendance with refreshments Title I \$593.10 funds to purchase books to provide families during evening attendance at Story and the Arts and Dad's and Books Title I \$2200.00 funds to provide Certified Temporary Tutor on site during all events	Sign in sheets, agendas, evaluation. Evaluations are used to prepare topics for upcoming meetings to ensure we meet the needs of our parents.	By the end of every session/event all parent sign in, evaluations and materials will be submitted for review Regularly scheduled problem-solving meetings (monthly); School and designated District staff. 90-day monitoring/status update meetings; School and designated District staff.	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 2.1, 1.4</b>	
Teachers will implement research based instructional strategies, DOK 3 and 4 and facilitate student discourse. This will raise the rigor and meet instructional levels of all students. Teachers will provide and extra thirty minutes of Tier 2 reading instruction. Teachers will provide focused mathematical instruction to model, share, interact and guide student reasoning and application of skills.	Title I \$16,301.55 funds for teacher collaboration and PD after school Title I Strategist \$65,000.00 salary to provide professional development in above areas Flex Budget TAZ Strategist \$65,000.00 salary to provide PD delivery Substitute Training, Licensed extra duty, books and periodicals (Title I Set Aside)	Lesson Plans (weekly)-Administration, Evaluate Assessment Data (Sept. Jan. May)-Administration, AIMSweb progress monitoring (weekly/monthly)-teachers and RTI case managers, Classroom Observation Data (weekly)- Teachers will maintain DATA BINDERS to monitor all student progress towards grade level standards	Administration by end of each month will provide summary of all curriculum standards as evidenced by Curriculum Engine lesson plans Teachers by end of each week will record student progress towards standards via Gradebook - 1 entry per subject (formative) 1 entry every 3 weeks (summative) Regularly scheduled problem-solving meetings (monthly); School and designated District staff. 90-day monitoring/status update meetings; School and designated District staff.	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

<b>Based on the CNA, identify all that apply:</b>	<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:**

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 district student achievement gap data.

**Measurable Objective 1:**

100% of staff will participate in a mandatory cultural competency professional development session during the 2015-2016 school year as measured by sign-in sheets.

**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
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
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 during one of the four districtwide staff development days.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
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<b>3.2 Family Engagement (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
		<b>Yes</b>		
Parent University will occur in Jan. March and April to focus parent awareness on Cultural Awareness and raise understanding of cultural differences.	Teachers conduct Parent University during contracted time 8:15 am to 8:50, no additional resources are needed	Parent sign in and evaluations	Administration, Equity and Diversity teacher leader	N/A

Comments:

<b>3.3 Curriculum/Instruction/Assessment (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
Equity and Diversity team meets bi-monthly to influence practices that support culturally competent teaching and to assist educators in creating culturally supportive learning environments for students. Teacher leader facilitates the meetings and the grade level teams collaborate together.	Not applicable	Agendas, sign in sheets and next steps. Teacher meeting agendas and sign in sheets (monthly beginning in Jan.)	Equity and Diversity meetings (bi-monthly beginning in January)- teacher leader and Administration	N/A

Comments:

<b>3.4 Other (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Interventions

Based on the CNA, identify all that apply:

4. Using data to inform instruction

**Root Causes:**

There is a need for training in the area data collection and analysis as evidenced by school student achievement gap data. 34% of teachers indicate that the discussion of subgroup data is non-existent. When addressing the reduction of the achievement gap, only 4% of teachers report this effort is being made weekly.

**Measurable Objective 1:**

Increase teachers discussion of sub group data weekly to show an increase from 34% to 88% of teachers utilizing data when planning instruction to reduce the achievement gap in all subgroups.

**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
<b>4.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
bi-weekly PLC will be held alternating Math/ELA focus in which student data will be reviewed from formative assessments, SIPPS, AimsWeb, SBAC interim assessments, Istation, STMath, and WIDA. Monitoring of all sub groups will occur to ensure all prior goals are effective in implementation	1003(a) Data Strategist \$75,000.00 to analyze and provide data during PLC for teachers. TAZ flex budget \$10,000.00 to provide after school PLC facilitated by the Data Strategist bi-weekly \$2615.60 to provide materials and books for support of the PLC model	DATA BINDERS to include all school wide data collection cited in 4.1, maintained by teachers in conjunction with Data Strategist Sign ins, agendas, and evaluations during PLC	By the end of each month the Data Strategist will provide summaries of growth for school wide analysis utilizing all programs cited in 4.1 Administration will provide school wide data to supervisors displaying monthly of progress	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>4.2 Family Engagement (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	

PLC data strategist will support all PLC decision making with coaching and mentoring during instruction for all teachers	1003(a) PLC Data Strategist \$75,000.00 1003(a) PLC monthly collaboration substitute release to teachers working with Data Strategist to complete mon PLC will provide teacher assistance with all school wide data collection to support instruction including Aimsweb, SIPPS, Interim SBAC, Discovery Education, Istation and STMath	DATA BINDERS PLC will maintain Board At The Door data of supports provided to each teacher aligned to instruction	By the end of each month the Data Strategist will provide summaries of growth for school wide analysis utilizing all programs cited in 4.1 Administration will provide school wide data to supervisors displaying monthly of progress	N/A
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Comments:

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

Comments:

4.4 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 TAZ	100,000	\$75,000.00 Class size reduction teacher. \$2,200 CTT for small group instruction. \$15,000 30 ipad air 2,799.95 ipad cart \$4,461 Books	Goals 1, 2 and 3
Title 1	\$272,840	Strategist/student, Strategist/teacher, CSR grade 4, CTT small group instruction, Grade level collaboration, Licensed Extra duty tutoring. Parent engagement.	Goals 1 and 2
1003(a)	\$79,635	Learning strategist	Goals 1 and 2
Title I Set Aside	\$31,118	After school PLC time, CTT, Substitute time for data strategist to work with teachers, Books (Using Data to Improve Learning)	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.**

Participation of all staff in school governance structure and decision-making, staff access to professional development opportunities and leadership of school committees, CCSD leaders, mentors and facilitated PD. The new teacher mentoring program will provide differentiated support to the various level of teachers' experiential backgrounds. Teacher professional development plans differentiate two goals based on NEPF to ensure all teachers are afforded opportunities of growth.

### **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.**

Parental involvement opportunities align to the vision of CCSD on many levels. All information sent home is translated in both English and Spanish. The teacher utilize the Parental Involvement Accords during Parent Teacher Conferences and throughout the school year with the students and parents to increase parent involvement during the school day in the classrooms. Monthly Parent Universities, Family Math, and Literacy Nights are provided to promote parent participation.

### **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.).**

Pre-K programs conduct a transitional two week course to prepare students for Kindergarten which introduces them to social, behavioral, and academic goals. Fifth grade students visit middle school, as well as the Counselor collaborates with the Middle School's Counselors to ensure smooth transitions for our students.

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

Learning Improvement Team, Power Users collaborate with classroom teachers to determine needs of the staff during professional development. Teachers collaborate monthly with administration to discuss curriculum, instruction, and assessment goals for each grade level. Grade levels also provide monthly input on school purchases of instructional programs and supplements.

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

Priest ES adheres to all guidelines as evidenced in monitoring tools and plans provided to district and state levels. All monies from Title 1 are directly serviced to student achievement and monitored by district forms. Title 1 monies are utilized for services to Tier 2 and Tier 3 students during the school day through a Certified Tutor.

## APPENDIX A - Professional Development Plan

### 1.1

Teachers will participate in PD in: Being A Writer, NY Engage (CKLA Amplify), Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension as aligned to Nevada Common Core Standards. SIPPS, and IStation will be utilized for students in Tier 2 and Tier 3.

### Goal 1 Additional PD Action Step (Optional)

### 2.1

Teachers will participate in professional development in: Differentiated reading instruction, Being A Writer, NY Engage, DOK 3 and 4, Mathematical Reasoning and Applications, Math and ELA PLC, with grade level collaboration and planning.

### 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)

### 4.1

bi-weekly PLC will be held alternating Math/ELA focus in which student data will be reviewed from formative assessments, SIPPS, AimsWeb, SBAC interim assessments, Istation, STMath, and WIDA. Monitoring of all sub groups will occur to ensure all prior goals are effective in implementation

### Intervention Additional PD Action Step (Optional)

## APPENDIX B - Family Engagement Plan

### 1.2

Parent Universities will occur monthly to encourage parents to visit their child's classroom before school to view class presentations or products of student learning. Literacy and Math Academic Nights held in February and March will provide teacher and parent interaction on specific reading strategies. PSTAPT will be held in December. Various monthly parent out reach activities after school will be held, including Story and the Arts, Dad's and Books, Game Night and Mom's and Math.

### Goal 1 Additional Family Engagement Action Step (Optional)

### 2.2

Parent Universities will occur monthly to encourage parents to visit their child's classroom before school to view class presentations or products of student learning. Literacy and Math Academic Nights held in February and March will provide teacher and parent interaction on specific reading strategies. PSTAPT will be held in December. Various monthly parent out reach activities after school will be held, including Story and the Arts, Dad's and Books, Game Night and Mom's and Math.

### Goal 2 Additional Family Engagement Action Step (Optional)

### 3.2

Parent University will occur in Jan. March and April to focus parent awareness on Cultural Awareness and raise understanding of cultural differences.

### Goal 3 Additional Family Engagement Action Step (Optional)

### 4.2

PLC data strategist will support all PLC decision making with coaching and mentoring during instruction for all teachers

### Intervention 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 reading proficiency from xx% (Sept 2016) to xx% (May 2017) and from xx% (October 2016) to xx% (April 2017) as measured by Evaluate.

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 participate in PD in: Being A Writer, NY Engage (CKLA Amplify), Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension as aligned to Nevada Common Core Standards. SIPPS, and IStation will be utilized for students in Tier 2 and Tier 3.	
Progress		On Task
Barriers		
Next Steps		
1.2	Parent Universities will occur monthly to encourage parents to visit their child's classroom before school to view class presentations or products of student learning. Literacy and Math Academic Nights held in February and March will provide teacher and parent interaction on specific reading strategies. PSTAPT will be held in December. Various monthly parent out reach activities after school will be held, including Story and the Arts, Dad's and Books, Game Night and Mom's and Math.	
Progress		On Task

Barriers		
Next Steps		
1.3	Teachers will implement research based instructional strategies during literacy instruction focused on Learning to Read K-2 and Reading to Learn grades 3-5 while facilitating student discourse. This will raise the rigor and meet instructional levels of all students. Teachers will provide an extra thirty minutes of Tier 2 reading instruction. Purposeful application of concepts and skills aligned to SIPPS will be utilized during Tier 2 in conjunction with iStation.	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 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 40.8% to 33.6% by 2017 as measured by state assessments.
- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 35.2% to 29.3% by 2017 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 participate in professional development in: Differentiated reding instruction, Being A Writer, NY Engage, DOK 3 and 4, Mathematical Reasoning and Applications, Math and ELA PLC, with grade level collaboration and planning.	
Progress		
Barriers		
Next Steps		
2.2	Parent Universities will occur monthly to encourage parents to visit their child's classroom before school to view class presentations or products of student learning. Literacy and Math Academic Nights held in February and March will provide teacher and parent interaction on specific reading strategies. PSTAPT will be held in December. Various monthly parent out reach activities after school will be held, including Story and the Arts, Dad's and Books, Game Night and Mom's and Math.	
	On Task	

Progress		
Barriers		
Next Steps		
2.3	Teachers will implement research based instructional strategies, DOK 3 and 4 and facilitate student discourse. This will raise the rigor and meet instructional levels of all students. Teachers will provide and extra thirty minutes of Tier 2 reading instruction. Teachers will provide focused mathematical instruction to model, share, interact and guide student reasoning and application of skills.	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 2015-2016 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.	
Progress		On Task
Barriers		
Next Steps		
3.2	Parent University will occur in Jan. March and April to focus parent awareness on Cultural Awareness and raise understanding of cultural differences.	
Progress		N/A

Barriers		
Next Steps		
3.3	Equity and Diversity team meets bi-monthly to influence practices that support culturally competent teaching and to assist educators in creating culturally supportive learning environments for students. Teacher leader facilitates the meetings and the grade level teams collaborate together.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Interventions

**Priority Need/Interventions:**

4. Using data to inform instruction

**Measurable Objective(s):**

- Increase teachers discussion of sub group data weekly to show an increase from 34% to 88% of teachers utilizing data when planning instruction to reduce the achievement gap in all subgroups.

<b>Status</b>
N/A

**Comments:**

**4.1 Professional Development:**

**4.2 Family Engagement:**

**4.3 Curriculum/Instruction/Assessment:**

**4.4 Other:**

	Mid-Year	End-of-Year
4.1	bi-weekly PLC will be held alternating Math/ELA focus in which student data will be reviewed from formative assessments, SIPPS, AimsWeb, SBAC interim assessments, Istation, STMath, and WIDA. Monitoring of all sub groups will occur to ensure all prior goals are effective in implementation	N/A
Progress		
Barriers		
Next Steps		
4.2	PLC data strategist will support all PLC decision making with coaching and mentoring during instruction for all teachers	N/A
Progress		

Barriers		
Next Steps		
4.3		N/A
Progress		
Barriers		
Next Steps		
4.4		N/A
Progress		
Barriers		
Next Steps		