

School Performance Plan

School Name
Morrow, Sue H ES

Address (City, State, Zip Code, Telephone):
1070 Featherwood Ave
Henderson, NV 89015-6905, 7027993550

Superintendent/Assistant Chief: Jesus Jara / Robert Mars

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status: NA

Designation: NA

Grade Level Served: NA

Classification: 4 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
Aaron Hafen	Parent	Nathan Conrad	Parent
Melisse Ports	Parent	Michelle Adams	Principal
Christine Vasquez	Assistant Principal	Laurie Nanni	Teacher
Casey Janosik	Teacher	Melissa Galbraith	Office Manager

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	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other: WIDA/Access data	Other:
Other:	Other:	Other:

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

In the 2016-2017 school year the average reading proficiency in grades 3-5 averaged 73.3%. 3rd grade was 75%, 4th grade 70% and fifth grade was 75% Overall reading proficiency in 2017-2018 from the SBAC summative assessments results showed grades 3-5 averaged 71%, 3rd grade showed 68% proficient, 4th grade 74%, and fifth grade 71% proficient in reading proficiency.. Based off 2017-2018 WIDA/ACCESS for ELLs 13 of our K-5 students were assessed and 3 of the students were exited/proficient in the English language based off our 2015-2016 data. Based off the 2016-2017 WIDA/ACCESS for ELLs 11 of our K-5 students were assessed and 2 of the students were exited/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:

All students will increase proficiency in ELA from 71% to 78% as measured by state summative assessments.

Root Causes:

The slight decrease in overall proficiency and the decrease in the percentage of students Keeping Up and Catching Up show there is a need for engaging in meaning making through meaningful discourse as identified in the NEPF.

Measurable Objective 1:

Increase the percent of 4th grade students proficient in reading from 74% to 81% by 2019 as measured by SBAC summative assessments. We decreased in our measurable objective by 10% ending with a proficiency of 74%. I

Measurable Objective 2:

Increase the percent of 5th grade students proficient in reading from 71% to 78% by 2019 as measured by SBAC summative assessments. We increased our proficiency from 67% to 71%. Increase the reading proficiency from 71% to 78% as measured by 2019 SBAC summative assessments.

Measurable Objective 3:

Increase the percent of 3rd grade students proficient in reading from 68% to 75% by 2019 as measured by SBAC summative assessments. Increase the reading proficiency from 68% to 75% as measured by 2019 SBAC summative 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:	

Ongoing professional development will be provided to teachers on the standards and indicators of the NEPF.	Teacher goal-setting conferences with teachers, NEPF pre- and post Conference, learning strategists for coaching and modeling (FLEX), Administrators, Teachers, Professional Development Days (4) and through ongoing coaching throughout the year.	Observations, Teacher goal-setting conferences, Pre- and Post Conferences	Observations - monthly, Pre- and Post-Conferences - semesterly, teacher goal-setting conferences - BOY by administration	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:	NCCAT-S Indicators:	
Family academic nights will be provided to link the home to school connection through learning activities for families sponsored by FACES. Data regarding improvements in student reading abilities will be shared with parents during PSTAPT.	Home reading strategies, Partners for Achievement strategy newsletter providing additional home to school connections, PSTAPT	Parent sign-in/evaluation	Parent sign-in/evaluation - during STEM by FACES administration	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
NEPF standards will be reflected in teacher lesson planning, differentiated instruction and instructional practices.	PD on NEPF standards, Curriculum Engine to assist with planning, Reading Plus and Lexia to determine student ability levels and assist with differentiating instruction, Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words to differentiate for Tier II and III students. The implementation of Story Works and Scholastic Readers for additional informational text. These reading programs and small group centers will be utilizing Ipads and apps for additional support in ELA.	Lesson Plan checklist, Observations, SRI/Lexia/DRA, AIMSweb RCBM and MAP K-3 data analysis	Lesson Plan checklist & observations - monthly by administration, SRI/Lexia/DRA data analysis - 3xs per year by 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:

School goal: All students will increase proficiency in mathematics from 62.6% to 67.6% as measured by state summative assessments.

Root Causes:

There is a lower percentage of students proficient in mathematics based off the SBAC summative assessments compared to reading. Proficient third grade students were at 52%, fourth grade proficient students were 63%, and fifth grade proficient students were 41% based off 2017-2018 school year. Proficient third grade students were at 69%, fourth grade proficient students were 84%, and fifth grade proficient students were 67% based off 2016-2017 school year.

Measurable Objective 1:

Increase the number of proficient students in fifth grade mathematics from 41% to 47% as measured by 2019 SBAC state assessments .

Measurable Objective 2:

Increase the number of proficient students in third grade mathematics from 52% to 62% as measured by 2019 SBAC state assessments.

Measurable Objective 3:

Increase the number of proficient students in fourth grade mathematics from 63% to 73% as measured by 2019 SBAC state assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

Ongoing professional development will be provided to teachers on the standards and indicators of the NEPF. Teachers will receive professional development and coaching in using Number Talks during math instruction.	Teacher goal-setting conferences with teachers, NEPF pre- and post Conference, learning strategists for coaching and modeling (FLEX), Administrators, Teachers, Professional Development Days and through ongoing coaching throughout the year, RPDP Number Talk training/coaching	Observations, Teacher goal-setting conferences, Pre- and Post Conferences	Observations - monthly, Pre- and Post-Conferences - semesterly, teacher goal-setting conferences - BOY by administration	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Family academic nights will be provided to link the home to school connection through learning activities for families through FACES. Data regarding improvements in student reading abilities will be shared with parents during PSTAPT and Title 1 parent events.	Home reading strategies, Partners for Achievement strategy newsletter providing additional home to school connections, PSTAPT	Parent sign-in/evaluation	Parent sign-in/evaluation - during STEM sessions by FACES and administration	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
NEPF standards will be reflected in teacher lesson planning, differentiated instruction and instructional practices.	PD on NEPF standards, Curriculum Engine to assist with planning, RPDP trainings in Number Talks, implementation of I Pad apps to assist with small group/centers for skill practice and reinforcement, and UNLV Numbershire .	Lesson Plan checklist, Observations, AIMSweb Math Comp and CAP and MAP K-3 data analysis	Lesson Plan checklist & Number Talks observations - monthly by administration,	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 type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

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

Root Causes:

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

Measurable Objective 1:

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 <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
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 2018-2019 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:	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)
Title 1	71,530.00	Technology-Computers, I Pads Instructional Software- Lexia, Reading Plus, AIMSWeb Books and Peridicals, Classroom- Scholastic News, StoryWorks	Goals 1 and 2
Strategic Budget	3,354,823.23	General supplies, Instructional resources, staffing	Goals 1, 2 and 3
ELL Dept.	1500.00	Leveled Readers	Goals 1 and 2

APPENDIX A - Professional Development Plan

1.1

Ongoing professional development will be provided to teachers on the standards and indicators of the NEPF.

Goal 1 Additional PD Action Step (Optional)

2.1

Ongoing professional development will be provided to teachers on the standards and indicators of the NEPF. Teachers will receive professional development and coaching in using Number Talks during math 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

Family academic nights will be provided to link the home to school connection through learning activities for families sponsored by FACES. Data regarding improvements in student reading abilities will be shared with parents during PSTAPT.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Family academic nights will be provided to link the home to school connection through learning activities for families through FACES. Data regarding improvements in student reading abilities will be shared with parents during PSTAPT and Title 1 parent events.

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:

All students will increase proficiency in ELA from 71% to 78% as measured by state summative assessments.

Measurable Objective(s):

- Increase the percent of 4th grade students proficient in reading from 74% to 81% by 2019 as measured by SBAC summative assessments. We decreased in our measurable objective by 10% ending with a proficiency of 74%. I
- Increase the percent of 5th grade students proficient in reading from 71% to 78% by 2019 as measured by SBAC summative assessments. We increased our proficiency from 67% to 71%. Increase the reading proficiency from 71% to 78% as measured by 2019 SBAC summative assessments.
- Increase the percent of 3rd grade students proficient in reading from 68% to 75% by 2019 as measured by SBAC summative assessments. Increase the reading proficiency from 68% to 75% as measured by 2019 SBAC summative 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	Ongoing professional development will be provided to teachers on the standards and indicators of the NEPF.	N/A
Progress		
Barriers		
Next Steps		
1.2	Family academic nights will be provided to link the home to school connection through learning activities for families sponsored by FACES. Data regarding improvements in student reading abilities will be shared with parents during PSTAPT.	N/A

Progress		
Barriers		
Next Steps		
1.3	NEPF standards will be reflected in teacher lesson planning, differentiated instruction and instructional practices.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

School goal: All students will increase proficiency in mathematics from 62.6% to 67.6% as measured by state summative assessments.

Measurable Objective(s):

- Increase the number of proficient students in fifth grade mathematics from 41% to 47% as measured by 2019 SBAC state assessments .
- Increase the number of proficient students in third grade mathematics from 52% to 62% as measured by 2019 SBAC state assessments.
- Increase the number of proficient students in fourth grade mathematics from 63% to 73% as measured by 2019 SBAC 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	Ongoing professional development will be provided to teachers on the standards and indicators of the NEPF. Teachers will receive professional development and coaching in using Number Talks during math instruction.	N/A
Progress		
Barriers		
Next Steps		
2.2	Family academic nights will be provided to link the home to school connection through learning activities for families through FACES. Data regarding improvements in student reading abilities will be shared with parents during PSTAPT and Title 1 parent events.	N/A
Progress		

Barriers		
Next Steps		
2.3	NEPF standards will be reflected in teacher lesson planning, differentiated instruction and instructional practices.	N/A
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	The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	
Progress		N/A
Barriers		
Next Steps		
3.2		
Progress		N/A

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