

School Performance Plan

School Name
Beatty, John R ES

Address (City, State, Zip Code, Telephone):
8685 Hidden Palms Pkwy
Las Vegas, NV 89123-3004, (702) 799-5700

Superintendent/Assistant Chief: Pat Skorkowsky / Jeff Horn

For Implementation During The Following Years: 2016-2017

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 3 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
Theresa Clark	Parent	Melanie DeLillo	Parent
Jennifer Lepore	Principal	Rikki Wiercinski	Assistant Principal
Annie Seidel	Read by Three Strategist	Wendy Katz	Specialist
Imajean Turner	Second Grade Teacher	Michael Papushak	Third Grade Teacher
Jennifer Hawks	Fourth Grade Teacher	Shawn Garreffa	Fifth Grade Teacher
Robin Giese	Sped. Teacher	Caren Kosmach	First Grade Teacher

Leah Scites	Kindergarten 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
Summative Assessments	Achievement Gap Data	Achievement Gap Data
NA	AMAOs/ELPA Analysis	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

John Beatty has maintained a three-star school status. Overall, Beatty's students tested at 64% proficient in ELA in the SBAC 2015-16. Students were 53% proficient in Math on the 2015-16 SBAC. In ELA, Proficiency increases from 3rd through 5th grade each year. Third grade was 55% proficient, 4th grade 66% proficient and 5th grade was 70% proficient. In math, third grade was 52% proficient, 56% proficient in 4th grade and 52% proficient in 5th grade. Overall, our ELL students are at a 22% proficiency in math and 30% proficiency in ELA. IEP students performed with 32% proficiency in ELA and 26% proficiency in Math.

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
---	---	---	---	---	--------------------------------

Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Root Causes:

Since there was no textbook money provided by CCSD, there was inconsistent use of Tier 1 instruction that is aligned with the Nevada Academic Content Standards which includes rigor and student discourse. Last year, teachers were not accurately identifying Tier 2 and 3 students and then consistently following up with research based intervention programs. Inconsistent use of higher level, open ended questioning that places instructional demand and learner behaviors on the students. Inconsistent use of differentiated instruction that targets students specific instructional needs.

Measurable Objective 1:

Increase the percentage of 3rd grade students proficient in reading from 55.29% to 60.29% 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
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.4	
Teachers will receive instruction on implementing and interpreting DRA assessments. Teachers will be collaborating on how to use new Tier 1 curriculum, Ready Common Core and novel units, to improve rigor and increase student discourse during instruction. Teachers will collaborate with their grade level to determine a research-based intervention program to improve instruction for Tier 2 and Tier 3 students. Teachers will participate in SBCTs led by Read by Three initiative that will include instruction on dyslexia to help identify at-risk students.	Title I Funds: Sub money for collaboration on data driven instruction \$10,497.00; Licensed extra-duty pay \$3,521.00; Differentiated Funding from CCSD \$10,.....	Sign-in sheets for all collaboration; Lesson plans; administrative observations; AIMSweb assessments; progress monitoring ROI scores, SBAC scores	Administration and classroom teachers presenting ; Read by Three Literacy Team; Teachers implementing and reflecting on practice	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: 1.9	
Develop and send school-wide curriculum newsletters every month to parents. Administration holds a Coffee and Community meeting with parents once a month. Classroom teachers will develop and update their own websites. Family literacy and math nights with a focus on student achievement. Parent conferences to be held yearly and more often as needed. Principal's Pep Rally to recognize reading goals made by classrooms and individual students. Kindergarten parents attended a mandatory training on Race to Read.	Beatty budget: paper for newsletter (\$60.00); toner for machines (\$100) time for development of newsletter office manager to print and prepare for distribution ccsd.net for websites Title I: Race to Read books - \$279.30 refreshments and books for parent activities - \$93.10	Title I Parent evaluation; newsletters; classroom websites; Parent Sign in program from Family nights; Monthly names of award winners at Principal's Pep Rally	admin to develop newsletter, run Coffee and Community, Race to Read trainings; office staff prepares principal pep rally awards; classroom teachers for websites, conferences and family nights	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Year: Yes	NCCAT-S Indicators: 1.2, 1.4	
Teachers will implement instruction based on their interpretation of the DRA assessments. Teachers will implement new Tier 1 curriculum, Ready Common Core and novel units to improve rigor and increase student discourse during instruction. Teachers will implement research-based intervention program to improve instruction for Tier 2 and Tier 3 students. Teachers will implement Read by Three initiative that will include instruction on dyslexia to help identify at-risk students. Fourth and fifth grade teachers will provide tutoring in ELA to students as needed after school. CTTs will provide additional Tier 2 and Tier 3 instruction.	Administration walk-throughs and observation/feedback conferences; Grade level meetings, weekly Read by Three Strategist Title I: substitutes and extra-duty pay for collaboration-\$10,497 Title I funds - Certified Temporary Tutors to provide Tier 2 and 3 instruction \$13,000	Administration observations; lesson plans; CTT schedules; Title I time sheet for tutoring, pre & post test; RTI minutes; data from formative assessments	Admin lesson plan review-monthly; Data assessment analysis after benchmarks; Administration - walk-throughs and conferences ; CTT instructors; 4th & 5th grade teachers - tutoring; Read by Three Strategist	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
---	---	---	---	---	--------------------------------

Priority Need/Goal 2:

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

Root Causes:

Instructional staff is not consistently using effective communication skills among each other, students and parents. Staff is inconsistently implementing differentiated groups or using effective instructional strategies to meet the learning needs of all students.

Measurable Objective 1:

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 12.72 to 10.72 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 7.58 to 5.58 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
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.4	

Teachers will receive professional development on effective communication strategies and interactions through a school wide book club. Teachers will receive professional development on goal based reading strategies in the form of a book club. Teachers will receive professional development on Kagan strategies.	Better Conversations book; The Reading Strategies book; Admin to provide professional development; time for Admin to plan and implement PD; Grade level time;	State Mandated Testing: annually; PD sign in sheets; Book club sign in sheets	Monday AM PD - Admin for content; Admin for analysis of lesson plans; Read by Three 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: 1.9	
Race to Read will be used in K as their literacy homework to involve parents. Parents and community members will be utilized to work with individual students and small groups of students who are struggling with foundational skills and strategies. Family Math and Literacy nights.	Race to Read books- Title 1 funded \$1599.00 community volunteers training for volunteers family night supplies- Title1 funded- \$292.60 PTA- supplemental as needed	weekly progress of Race to Read; volunteer sign-ins; data collected through AIMSweb and Acuity to show targeted students growth during each benchmark period; sign-in for family nights	Ongoing throughout 2015-2016 school year; Title 1 for purchase of Race to Read books; Administration to organize and train volunteers; Family night committees to organize Math and Literacy Nights	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.4	
Instructional staff will consistently use NVACS and NEPF to plan their instruction by backward mapping from their common assessments through collaboration with their grade level. They will also use a variety of strategies to differentiate their instruction. They will analyze their instruction by looking at data from benchmarking, common assessments and formative assessments.	Collaboration Time: Title 1 funding : \$16,845 grade level planning time admin- observation in classrooms/lesson plans Title I funds - Certified Temporary Tutors to provide Tier 2 and 3 instruction - \$13,000	lesson plans showing all instruction linked to grade level standards/NEPF; observation by administration of differentiated instructional practices; common assessments; observation by administration during collaboration	Title 1 funding- collaboration time administration- observations/ lesson plan checks classroom teachers- common assessments and lesson plans/instruction	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
---	---	---	---	---	--------------------------------

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 school based cultural competency professional development session during the 2016-2017 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:	
All staff will participate in a professional development session provided by the ELL representative and our school counselor.	Training materials from ELL trainings.	Sign-in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during one of the SBCT meetings.	N/A

Comments:

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

				N/A
--	--	--	--	-----

Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
16-17 Title I & Parent Involvement Set-Aside	\$88,657.80	Substitutes for grade level collaboration (\$11,172); Prep buy-outs for data analysis (\$3600); CTT (\$18,524); Extra-duty pay for site liaison duties (\$828); Licensed extra-duty pay for tutoring (\$4140); Chromebooks, monitors, eBeams, and other technology (\$32,389); Instrucitonal materials - Kleen Slate, Pearson, Touch Math (\$3419); Books - Center for Collaborative Classroom and Capstone (\$11,968); Parenting books (\$1740); Refreshments, book, and instructional materials (\$877.80)	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.

Job openings are advertised district-wide. All teachers at Title I schools must be "Highly Qualified" based on CCSD requirements. We brand our school by highlighting all the positive attributes, reaching out through the community and through professional networking.

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.

Parents are encouraged to be school/classroom volunteers, and to participate in Open House, Parent Conferences, as well as Family Literacy and Math Activities. Academic information is shared through Infinite Campus, Parent Conferences and monthly progress reports. Additional information can be found on classroom websites, newsletters and social media. Race to Read kindergarten homework individualizes literacy homework. Parenting classes are provided during the school year, Parent Academy provides information on instruction for 4th and 5th grade parents to better help their children with homework and Coffee and Community provides an open line of communication over a cup of coffee.

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.).

Fifth grade students visit Silvestri and Schofield Middle Schools to tour the school and meet teachers. The middle school counselors come to inform fifth grade students about available electives and schedules. Our counselor provides classroom lessons for fifth graders focused on transitioning to middle school. Kindergartners tour the cafeteria, the first grade classrooms and specialist's classrooms to help with transitioning.

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

As recorded in the SLPPs, formative and summative academic assessments, including AIMSWeb, SBAC, DRA and Core Phonics, provide data that drive instruction and provide a basis for creating leveled groups. Teachers analyze individual student data to check for progress and plan for acceleration or intervention. The school RTI team reviews student progress on individual goals and provides a plan of action based upon the student's current progress.

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

The Title I plan is written to support the SPP by funding additional staff and resources. Funds are used to purchase supplemental materials such as books and materials for professional development. They are also used to purchase substitutes and extra duty pay for professional development and family engagement activities that support reading and math goals for the school. Additionally, they fund CTTs to provide differentiated instruction.

APPENDIX A - Professional Development Plan

1.1

Teachers will receive instruction on implementing and interpreting DRA assessments. Teachers will be collaborating on how to use new Tier 1 curriculum, Ready Common Core and novel units, to improve rigor and increase student discourse during instruction. Teachers will collaborate with their grade level to determine a research-based intervention program to improve instruction for Tier 2 and Tier 3 students. Teachers will participate in SBCTs led by Read by Three initiative that will include instruction on dyslexia to help identify at-risk students.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will receive professional development on effective communication strategies and interactions through a school wide book club. Teachers will receive professional development on goal based reading strategies in the form of a book club. Teachers will receive professional development on Kagan strategies.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development session provided by the ELL representative and our school counselor.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Develop and send school-wide curriculum newsletters every month to parents. Administration holds a Coffee and Community meeting with parents once a month. Classroom teachers will develop and update their own websites. Family literacy and math nights with a focus on student achievement. Parent conferences to be held yearly and more often as needed. Principal's Pep Rally to recognize reading goals made by classrooms and individual students. Kindergarten parents attended a mandatory training on Race to Read.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Race to Read will be used in K as their literacy homework to involve parents. Parents and community members will be utilized to work with individual students and small groups of students who are struggling with foundational skills and strategies. Family Math and Literacy nights.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Measurable Objective(s):

- Increase the percentage of 3rd grade students proficient in reading from 55.29% to 60.29% by 2017 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	Teachers will receive instruction on implementing and interpreting DRA assessments. Teachers will be collaborating on how to use new Tier 1 curriculum, Ready Common Core and novel units, to improve rigor and increase student discourse during instruction. Teachers will collaborate with their grade level to determine a research-based intervention program to improve instruction for Tier 2 and Tier 3 students. Teachers will participate in SBCTs led by Read by Three initiative that will include instruction on dyslexia to help identify at-risk students.	
Progress		
Barriers		
Next Steps		
1.2	Develop and send school-wide curriculum newsletters every month to parents. Administration holds a Coffee and Community meeting with parents once a month. Classroom teachers will develop and update their own websites. Family literacy and math nights with a focus on student achievement. Parent conferences to be held yearly and more often as needed. Principal's Pep Rally to recognize reading goals made by classrooms and individual students. Kindergarten parents attended a mandatory training on Race to Read.	
Progress		

Barriers		
Next Steps		
1.3	Teachers will implement instruction based on their interpretation of the DRA assessments. Teachers will implement new Tier 1 curriculum, Ready Common Core and novel units to improve rigor and increase student discourse during instruction. Teachers will implement research-based intervention program to improve instruction for Tier 2 and Tier 3 students. Teachers will implement Read by Three initiative that will include instruction on dyslexia to help identify at-risk students. Fourth and fifth grade teachers will provide tutoring in ELA to students as needed after school. CTTs will provide additional Tier 2 and Tier 3 instruction.	
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 District's highest performing subgroup and lower performing ethnic/racial supergroup from 12.72 to 10.72 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 7.58 to 5.58 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 receive professional development on effective communication strategies and interactions through a school wide book club. Teachers will receive professional development on goal based reading strategies in the form of a book club. Teachers will receive professional development on Kagan strategies.	
Progress		
Barriers		
Next Steps		
2.2	Race to Read will be used in K as their literacy homework to involve parents. Parents and community members will be utilized to work with individual students and small groups of students who are struggling with foundational skills and strategies. Family Math and Literacy nights.	

Progress		
Barriers		
Next Steps		
2.3	Instructional staff will consistently use NVACS and NEPF to plan their instruction by backward mapping from their common assessments through collaboration with their grade level. They will also use a variety of strategies to differentiate their instruction. They will analyze their instruction by looking at data from benchmarking, common assessments and formative assessments.	
Progress		
Barriers		
Next Steps		
2.4		
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 school based cultural competency professional development session during the 2016-2017 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 ELL representative and our school counselor.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

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