

School Performance Plan

School Name
Goodsprings ES

Address (City, State, Zip Code, Telephone):
385 W San Pedro Ave
Goodsprings, NV 89019-4703, (702) 874-1378

Superintendent/Assistant Chief: Pat Skorkowsky / Jefferey Hybarger

For Implementation During The Following Years: 2016-2017

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: N 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 |
|-------------------|-----------------------|----------------|---------------------|
| Belinda Rawlinson | Parent | Megan Miller | Parent |
| Dawna Alexander | Principal | Tyra Tripp | Responsible Teacher |
| Abbey Crouse | Teacher(Sandy Valley) | Jenny Eames | 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 |
|---|-------------------------------------|------------------------|
| Formative Assessments Practice | AMAOs/ELPA Analysis | N/A |
| Interim Assessments | NA | 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.

Goodsprings Elementary School is a one room schoolhouse that serves a small rural community in southern Clark County. The enrollment has been up to 19 students that range from kindergarten through fifth grade. A single teacher is responsible for the curriculum for all students. Students matriculate to nearby Sandy Valley School, and students identified for special education services attend Sandy Valley School or assigned school. 50% of students were proficient in ELA and Math. From school year 2014-2015 to school year 2015-2016, the number of students scoring as "bridging" on the WIDA doubled.

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

| | | | | | |
|---|--|------------------------------|------------------------------|------------------------------|---|
| Based on the CNA, identify all that apply: | <input type="checkbox"/> General Education | <input type="checkbox"/> FRL | <input type="checkbox"/> ELL | <input type="checkbox"/> IEP | <input checked="" type="checkbox"/> Other |
|---|--|------------------------------|------------------------------|------------------------------|---|

Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Root Causes:

Inconsistent use of progress monitoring and formative assessment data to drive instruction.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 50% to 75% 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 <small>for Implementation (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 <small>Position Responsible</small> | Monitoring <small>Status</small> |
| 1.1 Professional Development (Required) | | Continuation From Last Year: | NCCAT-S Indicators: | |
| With the implementation of RTI and inclusive instructional practices, teachers and staff will attend all district required Read by Grade 3 professional development trainings and collaborate with literacy specialist on a weekly basis. | RBG3 Literacy Strategist will provide the required training and literacy instructional support as well as all materials related to best practices. | Staff attendance sign-in sheets from professional development will measure staff participation rates. Instructional practices will be monitored and emphasized strategies will be noted in observation notes and final evaluation. | RGB3 Literacy Strategist will organize all necessary training and monitor the implementation of instruction strategies and formal assessments through classroom observations and review of benchmark data. | N/A |

Comments:

| Action Step | Resources and Amount <small>Needed</small> | List Artifacts/Evidence | Timeline and Position Responsible | Monitoring <small>Status</small> |
|-------------|---|-------------------------|-----------------------------------|-------------------------------------|
|-------------|---|-------------------------|-----------------------------------|-------------------------------------|

| 1.2 Family Engagement (Required) | | Continuation From Last Year: | NCCAT-S Indicators: | |
|--|--|--|---|-----|
| Daily tutoring will focus on individual student improvement with phonemic awareness and reading comprehension. Parent conferences will be held on a monthly basis to discuss student progress. | Title I funds will be used for tutoring before and after school. | Participation data in tutoring program and parent conference data will be kept by the teacher. | Tutoring will take place throughout the year. Administration will ensure that tutoring is taking place. | N/A |

Comments:

| 1.3 Curriculum/Instruction/Assessment (Required) | | Continuation From Last Year: | NCCAT-S Indicators: | |
|---|--|---|---|-----|
| Progress monitoring with AIMSweb and formative assessment aligned to curriculum will be analyzed to determine the fidelity of the tutoring program. | No additional resources are needed for this action step. | Data from AIMSweb and formative assessment will be kept. Data will be used to plan for instruction. | Benchmarks assessments will be given during the benchmark windows. Data is collected throughout the year. Administration & the RBG3 Literacy Specialist will ensure collection of benchmark data is collected during the open window periods. | 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 type="checkbox"/> General Education | <input type="checkbox"/> FRL | <input type="checkbox"/> ELL | <input type="checkbox"/> IEP | <input checked="" 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:

Inconsistent use of progress monitoring and formative assessment data to drive instruction. Due to the small class sizes in rural Goodsprings, substantial numbers of subgroups do not exist.

Measurable Objective 1:

To sustain FRL student proficiency at 100% in both reading and math as measured by the 2017 Benchmark Assessment Data.

Monitoring Status

N/A

| ACTION PLAN | | MONITORING PLAN | | |
|---|--|---|---|-------------------|
| Action Step <small>(please only list one action step per box)</small> | Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small> | List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small> | List Timeline, Benchmarks, and Position Responsible | Monitoring Status |
| 2.1 Professional Development (Required) | | Continuation From Last Year: | NCCAT-S Indicators: | |
| With the implementation of RTI and inclusive instructional practices, teachers and staff will attend weekly SBCT's focused on: data analysis, instructional practices, and RBG3 implementation. | RBG3 Literacy Strategist will provide trainings related to instructional practices, RTI implementation and materials related to best practices. No additional funding is required. | Staff attendance sign-in sheets from SBCT meetings will measure staff participation rates. Instructional practices will be monitored and emphasized strategies will be noted in observation notes and final evaluation. | Administration & RBG3 Literacy Specialist will provide training during SBCT time and monitor the implementation of instruction strategies and formal assessments through classroom observations and review of daily lesson plans. | N/A |

Comments:

| Action Step | Resources and Amount Needed | List Artifacts/Evidence | Timeline and Position Responsible | Monitoring Status |
|-------------|-----------------------------|-------------------------|--|-------------------|
|-------------|-----------------------------|-------------------------|--|-------------------|

| 2.2 Family Engagement (Required) | | Continuation From Last Year: | NCCAT-S Indicators: | |
|--|--|--|--|-----|
| Daily tutoring will be provided to assist students in the area of math. Progress monitoring data will be collected. Monthly parent conferences will be held to discuss student progress. | Title I funds will be used for tutoring. | Attendance will be collected for tutoring. Data will be collected for progress monitoring. | Administration will ensure tutoring is taking place. | N/A |

Comments:

| 2.3 Curriculum/Instruction/Assessment (Required) | | Continuation From Last Year: | NCCAT-S Indicators: | |
|--|--|---|---|-----|
| Progress monitoring with AIMSweb and formative assessment aligned with curriculum will be analyzed to determine fidelity of the program. | RBG3 Literacy Strategist and the RTI team will review progress monitoring and assessment data. | AIMSweb and formative assessment results will be collected. | Administration & RBG3 Literacy Strategist will ensure assessment data is collected. | N/A |

Comments:

| 2.4 Other (Optional) | | Continuation From Last Year: | NCCAT-S Indicators: | |
|-----------------------------|--|-------------------------------------|----------------------------|-----|
| | | | | N/A |

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

| | | | | | |
|---|--|------------------------------|------------------------------|------------------------------|---|
| Based on the CNA, identify all that apply: | <input type="checkbox"/> General Education | <input type="checkbox"/> FRL | <input type="checkbox"/> ELL | <input type="checkbox"/> IEP | <input checked="" 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:

By 2017, 100% of staff will participate in cultural competency training as measured by professional development 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: | NCCAT-S Indicators: | |
| All staff will participate in a professional development session provided by teacher leaders that are trained in the Sanford and Harmony Social Emotional Learning Program. | Training and classroom materials from Sanford and Harmony | 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 |
|--|--|--|--|-----|

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 I & Parent Involvement Set Aside | 2302.8 | Technology Laptops Teacher tutoring Instructional Materials for Parent Meetings | 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.

Goodsprings School actively recruits and hires only Highly Qualified teachers to open positions. Teachers who meet these criteria are screened and selected based on an administrative process that includes an on-site interview, and an explanation of the unique educational learning environment and the four day week, only offered at Goodsprings and Sandy Valley School.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Goodsprings School has open house, reading nights, family math and literacy nights, and other parent involvement activities throughout the year. Goodsprings maintains an open school that promotes parent involvement and welcomes parents at any time. All materials are currently provided to families in English & Spanish.

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.).

Goodsprings School makes information available to parents throughout the towns served to promote and encourage registration for kindergarten for the upcoming year. Fifth grade students are brought to Sandy Valley MS to register for classes for sixth grade and tour the campus.

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

Teachers utilize AIMSweb and daily classroom formative assessments to generate activities and teaching strategies to enhance student learning.

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

All federal, state and local procedures are utilized to develop school improvement and student achievement. Goodsprings School utilizes NVACS and proven teaching strategies to increase student academic growth and achievement. Title I funds in the amount of \$2302.80 were used for tutoring, technology and instructional supplies.

APPENDIX A - Professional Development Plan

1.1

With the implementation of RTI and inclusive instructional practices, teachers and staff will attend all district required Read by Grade 3 professional development trainings and collaborate with literacy specialist on a weekly basis.

Goal 1 Additional PD Action Step (Optional)

2.1

With the implementation of RTI and inclusive instructional practices, teachers and staff will attend weekly SBCT's focused on: data analysis, instructional practices, and RBG3 implementation.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development session provided by teacher leaders that are trained in the Sanford and Harmony Social Emotional Learning Program.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Daily tutoring will focus on individual student improvement with phonemic awareness and reading comprehension. Parent conferences will be held on a monthly basis to discuss student progress.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Daily tutoring will be provided to assist students in the area of math. Progress monitoring data will be collected. Monthly parent conferences will be held to discuss student progress.

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 percent of 3rd grade students proficient in reading from 50% to 75% 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 | With the implementation of RTI and inclusive instructional practices, teachers and staff will attend all district required Read by Grade 3 professional development trainings and collaborate with literacy specialist on a weekly basis. | |
| Progress | | N/A |
| Barriers | | |
| Next Steps | | |
| 1.2 | Daily tutoring will focus on individual student improvement with phonemic awareness and reading comprehension. Parent conferences will be held on a monthly basis to discuss student progress. | |
| Progress | | N/A |

| | | |
|------------|---|-----|
| Barriers | | |
| Next Steps | | |
| 1.3 | Progress monitoring with AIMSweb and formative assessment aligned to curriculum will be analyzed to determine the fidelity of the tutoring program. | 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:

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

Measurable Objective(s):

- To sustain FRL student proficiency at 100% in both reading and math as measured by the 2017 Benchmark Assessment Data.

| 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 | With the implementation of RTI and inclusive instructional practices, teachers and staff will attend weekly SBCT's focused on: data analysis, instructional practices, and RBG3 implementation. | |
| Progress | | N/A |
| Barriers | | |
| Next Steps | | |
| 2.2 | Daily tutoring will be provided to assist students in the area of math. Progress monitoring data will be collected. Monthly parent conferences will be held to discuss student progress. | |
| Progress | | N/A |

| | | |
|------------|--|-----|
| Barriers | | |
| Next Steps | | |
| 2.3 | Progress monitoring with AIMSweb and formative assessment aligned with curriculum will be analyzed to determine fidelity of the program. | 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):

- By 2017, 100% of staff will participate in cultural competency training as measured by professional development 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 teacher leaders that are trained in the Sanford and Harmony Social Emotional Learning Program. | |
| 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 | | |