

School Performance Plan

School Name
Sandy Valley ES

Address (City, State, Zip Code, Telephone):
HCR 31 Box 111
Sandy Valley, NV 89019, (702) 723-5344

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: 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 |
|-----------------|---------------------|----------------|-----------|
| Holly Kahre | Parent | Scott Cobb | Counselor |
| Abbey Crouse | Teacher | Barb Frederick | Teacher |
| Dawna Alexander | Principal | Leeanna Sutton | Teacher |
| Diana Rohle | Literacy Strategist | | |

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) | AMAOs/ELPA Analysis | Individualized Education Programs (IEP) |
| Statewide Assessments | NA | NA |
| Formative Assessments Practice | 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.

In 2015-2016, the overall proficiency rate on the SBAC in mathematics was 20%. The third grade proficiency rate was 22%, fourth grade was 27% and the fifth grade was 6%. The overall proficiency rate on the SBAC in ELA for the 2015-2016 school year was 20%. The third grade proficiency rate was 17%, fourth grade was 27%, and the fifth grade was 12%. Based on the overall scores on the WIDA, we grew from 0 students in the reaching and bridging category in 2012 to 12 students scoring within the reaching and bridging range.

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 curriculum implementation of phonics program. Informal and inconsistent RTI process related to reading interventions. Inconsistent of universal screener to identify students for RTI interventions. Inconsistent communication between teachers and families.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 16% to 20% 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: | NCCAT-S Indicators: 1.1, 1.2, 1.3, 1.6, 2.3, 3.7 | |
| Implement SIPPs for phonics instruction. Implement RTI process and inclusive instructional practices. Implement Read by Grade 3 training and requirements. Teachers and staff will attend weekly SBCT meetings focused on RBG3 training, data analysis, family communication and parent engagement. | No additional resources are needed. SIPPs has been purchased and teachers have been trained with Title I PD funds. STAR Reader and Fast Forward were purchased with \$9,587.50 of Title I funds. RBG3 Literacy Specialist will provide training, materials related to best practices and family communication support. | PD schedule, agendas, and sign in sheets will be kept. Results of STAR Reader and AIMSweb assessments will be analyzed to determine student progress during SBCT meetings and individual teacher meetings with the RBG3 Literacy Specialist. | Administration, RBG3 Literacy Specialist & RBG3 team will organize 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 |
|--|--|---|--|-------------------|
| 1.2 Family Engagement (Required) | | Continuation From Last Year: | NCCAT-S Indicators: 1.9, 2.3, 3.7 | |
| Students and parents will participate in Family Reading and Writing Night so they can learn strategies to reinforce and enhance ELA NVACS outside of the school day. Parents will participate in Read By Grade 3 informational meetings to understand the current law and expectations. Parents will receive Read by Grade 3 letters to inform them of student deficiencies in reading. They will also receive progress reports and phone calls from the teacher to help keep them informed of their student's progress. | Title I funds will be used to purchase instructional materials for parent nights. RBG3 Literacy Specialist and classroom teachers will provide instruction at the parent nights. | Flyers, agendas, and sign in sheets will be kept from Family Nights and informational meetings. Teacher records of phone calls, letters, parent conferences and progress reports will be maintained by the teacher of record. | Administrator & RBG3 Literacy Specialist will ensure Family Nights occur. Various dates will be planned throughout the year. RBG3 Literacy Specialist & Administration will ensure communication between parents and teachers happens and is consistent. | N/A |

Comments:

| | | | | |
|--|--|--|---|-----|
| 1.3 Curriculum/Instruction/Assessment (Required) | | Continuation From Last Year: | NCCAT-S Indicators: 1.6, 1.9, 2.3, 2.4, 3.7 | |
| SIPPs program will be implemented in K-2 and utilized for Tier 2 intervention for grades 3-5 low performing readers. Teachers provide small group or one to one instruction to Tier 2 and 3 students outside of class time 2 times per week. Teachers will implement strategies from RBG3 training and parent engagement training. | RBG3 Literacy Specialist and RBG3 team | Progress monitoring with AIMSweb will be analyzed to determine the fidelity of the program. Administration & RBG3 :Literacy Strategist will monitor implementation through teacher lesson plans and classroom observation. | Administrator 3 & RBG3 Literacy Specialist will ensure use of SIPPs through teacher observation throughout the year. RBG3 Literacy Specialist will track teacher RTI instructional times and parent engagement strategies through observations. | 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:

Informal and inconsistent RTI process related to math and reading interventions. Inconsistent use of universal screener to identify students for RTI interventions. Focus of RTI heavily weighted in reading, leaving math out.

Measurable Objective 1:

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 45.48 to 45.48 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 51.93 to 46.93 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: | NCCAT-S Indicators: 3.7 | |

| | | | | |
|---|---|---|---|-----|
| With the implementation of consistent RTI and inclusive instructional practices, teachers will attend professional development focused in the areas of: differentiated instruction strategies, common formative assessments and equally focusing on reading and math interventions. | RBG3 Literacy Specialist will provide training. | Staff attendance sign-in sheets from SBCT meetings Lesson plans, RTI paperwork and observations | Administration & RBG3 Literacy Specialist will organize training during scheduled SBCT time and monitor the implementation of instruction strategies, formal assessments, and equal focus through classroom observations, review of daily lesson plans and RTI paperwork. | 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: 1.9 | |
| Students and parents will participate in Family Reading and Writing Night so they can learn strategies to reinforce and enhance ELA NVACS outside of the school day. Parents will participate in Read By Grade 3 informational meetings to understand the current law and expectations. Parents will receive Read by Grade 3 letters to inform them of student deficiencies in reading. They will also receive progress reports and phone calls from the teacher to help keep them informed of their student's progress. Teachers send math games home to encourage family interactions involving math. | Title I funds will be used to purchase instructional materials for parent nights. RBG3 Literacy Specialist and classroom teachers will provide instruction at the parent nights. | Flyers, agendas, and sign in sheets will be kept from Family Nights and informational meetings. Teacher records of phone calls, letters, parent conferences and progress reports will be maintained by the teacher of record. | Flyers, agendas, and sign in sheets will be kept from Family Nights and informational meetings. Teacher records of phone calls, letters, parent conferences and progress reports will be maintained by the teacher of record. | N/A |

Comments:

| | | | | |
|--|---|--|--|-----|
| 2.3 Curriculum/Instruction/Assessment (Required) | | Continuation From Last Year: | NCCAT-S Indicators: 1.6, 1.9, 2.3, 2.4 | |
| The STAR Reader and Math program will be implemented as a Tier 2 intervention in grades 3-5. Students identified through the RTI model will be invited and encouraged to attend tutoring two days per week. Teachers provide small group RTI instruction for students in need. | RBG3 Literacy specialist and RTI team Software - Accelerated Reader, Accelerated Math, STAR assessments, Fast ForWord were funded with Title I funds in the amount of \$9587.50 | Tutoring attendance will be kept. Progress monitoring with AIMSweb, STAR Math, and Star Reader will be analyzed to determine the fidelity of the program. Summative measures of SBAC will be analyzed to determine the impact of this curricular change with the RTI process. Teacher lesson plans and classroom observations will also be used as evidence. | RBG3 Literacy specialist and RTI team Administrators will ensure that RTI model is followed and students receive interventions based on teacher conferences and classroom observations. The RTI Team will also have evidence of students undergoing the RTI process. | 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 type="checkbox"/> ELL | <input 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 evidence 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: 3.7 | |
| 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 | \$35,269.20 | Licensed extra-duty pay for collaboration (\$1840); Software - Accelerated Reader, Accelerated Math, STAR assessments, Fast ForWord (\$9587.50); Netbooks or Chromebooks, headphones, additional technology (\$17,392.50); Summer reading and incentive books (\$1000); Classroom instructional materials and incentives (\$500); Licensed extra-duty pay for professional development (\$4600); Instructional materials for parent events (\$349.20); | 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.

Sandy Valley 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 Sandy Valley and Goodsprings.

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.

Sandy Valley School has open house, reading nights, literacy nights, and several activities that involve family participation. Sandy Valley School has set aside physical space and funding to develop a parental education center that will house computers for parent use, host parent education and involvement activities, and parent/teacher interactions. Parents receive progress reports, classroom newsletters, RBG3 letters and have access to school information via the school's website. Translations provided in Spanish for materials, meetings and conferences when necessary.

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-kindergarten screening occurs throughout the year, and kindergarten round-up takes place in early May to identify incoming kindergarten students. Outgoing 5th grade students are introduced to teachers, classrooms, and given their schedules in the fourth quarter of the year.

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

Teachers utilize AIMSweb, SBAC results 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. Sandy Valley School utilizes NVACS and proven teaching strategies to increase student academic growth and achievement. Title I funds in the amount of \$35,269.20 for books, software, computer supplies and parent engagement materials.

APPENDIX A - Professional Development Plan

1.1

Implement SIPPs for phonics instruction. Implement RTI process and inclusive instructional practices. Implement Read by Grade 3 training and requirements. Teachers and staff will attend weekly SBCT meetings focused on RBG3 training, data analysis, family communication and parent engagement.

Goal 1 Additional PD Action Step (Optional)

2.1

With the implementation of consistent RTI and inclusive instructional practices, teachers will attend professional development focused in the areas of: differentiated instruction strategies, common formative assessments and equally focusing on reading and math interventions.

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

Students and parents will participate in Family Reading and Writing Night so they can learn strategies to reinforce and enhance ELA NVACS outside of the school day. Parents will participate in Read By Grade 3 informational meetings to understand the current law and expectations. Parents will receive Read by Grade 3 letters to inform them of student deficiencies in reading. They will also receive progress reports and phone calls from the teacher to help keep them informed of their student's progress.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Students and parents will participate in Family Reading and Writing Night so they can learn strategies to reinforce and enhance ELA NVACS outside of the school day. Parents will participate in Read By Grade 3 informational meetings to understand the current law and expectations. Parents will receive Read by Grade 3 letters to inform them of student deficiencies in reading. They will also receive progress reports and phone calls from the teacher to help keep them informed of their student's progress. Teachers send math games home to encourage family interactions involving math.

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 16% to 20% 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 | Implement SIPPs for phonics instruction. Implement RTI process and inclusive instructional practices. Implement Read by Grade 3 training and requirements. Teachers and staff will attend weekly SBCT meetings focused on RBG3 training, data analysis, family communication and parent engagement. | |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 1.2 | Students and parents will participate in Family Reading and Writing Night so they can learn strategies to reinforce and enhance ELA NVACS outside of the school day. Parents will participate in Read By Grade 3 informational meetings to understand the current law and expectations. Parents will receive Read by Grade 3 letters to inform them of student deficiencies in reading. They will also receive progress reports and phone calls from the teacher to help keep them informed of their student's progress. | |
| Progress | | |

| | | |
|------------|--|--|
| Barriers | | |
| Next Steps | | |
| 1.3 | SIPPs program will be implemented in K-2 and utilized for Tier 2 intervention for grades 3-5 low performing readers. Teachers provide small group or one to one instruction to Tier 2 and 3 students outside of class time 2 times per week. Teachers will implement strategies from RBG3 training and parent engagement training. | |
| 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 45.48 to 45.48 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 51.93 to 46.93 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 | With the implementation of consistent RTI and inclusive instructional practices, teachers will attend professional development focused in the areas of: differentiated instruction strategies, common formative assessments and equally focusing on reading and math interventions. | |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 2.2 | Students and parents will participate in Family Reading and Writing Night so they can learn strategies to reinforce and enhance ELA NVACS outside of the school day. Parents will participate in Read By Grade 3 informational meetings to understand the current law and expectations. Parents will receive Read by Grade 3 letters to inform them of student deficiencies in reading. They will also receive progress reports and phone calls from the teacher to help keep them informed of their student's progress. Teachers send math games home to encourage family interactions involving math. | |

| | | |
|------------|--|--|
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 2.3 | The STAR Reader and Math program will be implemented as a Tier 2 intervention in grades 3-5. Students identified through the RTI model will be invited and encouraged to attend tutoring two days per week. Teachers provide small group RTI instruction for students in need. | |
| 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):

- 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 | | |
| Barriers | | |
| Next Steps | | |
| 3.2 | | |
| Progress | | |

| | | |
|------------|--|--|
| Barriers | | |
| Next Steps | | |
| 3.3 | | |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 3.4 | | |
| Progress | | |
| Barriers | | |
| Next Steps | | |