

School Performance Plan

School Name
Sandy Valley MS/HS

Address (City, State, Zip Code, Telephone):
HCR 31 Box 111
Sandy Valley, NV 89019, (702) 723-1800

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: Combined School

Classification: 5 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
Brain Kahre	Title IX Coordinator	Janelle Klein	Teacher
Barb Frederick	Teacher	Abbey Crouse	Teacher
Patricia Christopher	Teacher	Dawna Alexander	Principal

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	Achievement Gap Data
Summative Assessments	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other: Graduation Rates	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.

For the 2015-2016 school year, students were 28% proficient in ELA based on SBAC scores; 6th grade was 29%, 7th grade was 33%, 8th grade was 21%. The math proficiency rate on the SBAC was 16%, 6th grade was 21%, 7th grade was 13%, 8th grade was 14%. 12.5% of students with an IEP were proficient in ELA and math on the SBAC in 2015-2016. In 2016, 100% of students graduate from the high school.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> AM In/Ak Native	-
<input type="checkbox"/> Asian	-
<input type="checkbox"/> Black	-
<input checked="" type="checkbox"/> Hispanic	100%
<input checked="" type="checkbox"/> Two or More Races	100%
<input checked="" type="checkbox"/> Pacific Islander	100%
<input checked="" type="checkbox"/> White	100%
<input checked="" type="checkbox"/> FRL	100%
<input type="checkbox"/> IEP	-
<input type="checkbox"/> ELL	-

NOTES:

The figures above represent data from the class of 2016 as reported by datalab.

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
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Priority Need/Goal 1:

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

Root Causes:

Inconsistent curriculum implementation for Reading curriculum throughout middle level classes. -Informal and inconsistent Response to Intervention (RTI) process related to reading interventions. -Inconsistent use of universal screener to identify students for RTI interventions.

Measurable Objective 1:

Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 26.23% to 21.23% 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:	NCCAT-S Indicators: 2.3, 3.7	
With the implementation of RTI and inclusive instructional practices, teachers and staff will attend SBCT focused on two areas: data analysis and instructional practices aligned to Nevada Educator Performance Framework.	Teacher collaboration and SBCT No additional funding is required.	Staff attendance sign-in sheets from SBCT meetings. Instructional practices will be monitored and emphasized strategies will be noted in observation notes and final evaluation.	Teachers will organize SBCT with Administrative input and approval. Administration will 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	
Students and parents will participate in Family Reading and Writing Night, so that they can learn strategies to reinforce and enhance ELA NACS outside the school day.	Required teacher nights will be utilized to staff the event. Snacks were provided from SGF. No further required funding will be needed.	At the Family Reading and Writing Nights, completed surveys will provide baseline data related to the comprehension and impact these strategies have on parents and students understanding of NACS. Percent participation will be calculated to determine the overall impact to the school population.	Teachers and staff will plan and organize the promotion, and content of the Family Reading and Writing Nights. Attendance will be taken and surveys will be distributed and collected during the event. Administration and teachers will analyze data to gauge the impact of the event.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators: 1.6, 2.4	
Students in Grade 5, 6, 7 and 8 will be assessed with the AIMSweb MAZE and will be enrolled in both Reading and ELA classes. Low performing students will be invited to participate in after school tutoring to support reading instruction.	Reading Interventions & Tutoring will be provided by teachers. Teachers will evaluate current levels using AIMSweb and provide remedial instruction, and/or supplemental instruction.	Progress monitoring with AIMSweb, formative classroom assessment and SBAC interim data will be analyzed to determine the fidelity of the program.	Teachers will monitor their students' data. RTI team and Literacy Strategist will review data and teacher recommendations.	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
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Priority Need/Goal 2:

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

Root Causes:

-Informal and inconsistent RTI process related to Math interventions. -Inconsistent use of universal screener to identify students for RTI interventions.

Measurable Objective 1:

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 36.08 to 31.08 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. 1.6, 2.3, 2.4	
With the implementation of RTI and inclusive instructional practices, teachers will attend weekly SBCT's focused in two areas: data analysis and instructional practices aligned to Nevada Educator Performance Framework.	Teachers and Administration will provide topics related to effective instructional practices and materials related to best practices. No additional funding is required.	Staff attendance sign-in sheets from SBCT's will measure staff participation rates. Instructional practices will be monitored and emphasized strategies will be noted in observation notes and final evaluation.	Teachers will organize collaboration during scheduled SBCT with input from administration. Teachers and administration will 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: 1.9, 2.3	
Students and parents will participate in Family Nights, so that they can learn strategies to reinforce and enhance Math and Science NACS outside the school day.	Required teacher nights will be utilized to staff the event. Snacks will be provided from SGF. No further required funding will be needed.	At the Family Nights, completed surveys will provide baseline data related to the comprehension and impact these strategies have on parents and students understanding of NACS. Percent participation will be calculated to determine the overall impact to the school population.	Teachers and staff will plan and organize the promotion, and content of the Family Nights. Attendance will be taken and surveys will be distributed and collected during the event. Administration and teachers will analyze data to gauge the impact of the event.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators: 1.6, 2.3, 2.4	
Students in Grade 5, 6, 7 and 8 will be assessed with STAR Math and will be enrolled in both Math and Math Foundations courses. Low performing students will be invited to participate in after school tutoring to support Math instruction.	Math Tutoring will be provided by teachers. Teachers will evaluate current levels using AIMSweb and STAR Math and provide remedial instruction, and/or supplemental instruction.	Progress monitoring with AIMSweb, formative classroom assessment and SBAC interim data will be analyzed to determine the fidelity of the program.	Teachers will monitor their students' data. RTI team and Literacy Strategist will review data and teacher recommendations.	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
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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 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 during.	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
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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	\$30,178.80	Software - Accelerated Reader, STAR assessments, Read 180 (\$4412); Student AP and dual credit fees (\$1996); Laptops, Chromebooks, and additional technology (\$20,261.20); Tutoring field trip transportation and entrance fees (\$1942); Read 180 books (\$718.80); Licensed extra-duty pay for professional development (\$2300); Instructional materials for parent events (\$298.80);	Goals 1 and 2
HSCR	\$3,000.00	Teacher Tutoring - Afterschool Summer School - APEX Credit Retrieval	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 that meet this 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, a four day week, offered only at 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.

Sandy Valley School has open house, reading nights, family math and literacy nights, and several activities that involve the middle school participation. Sandy Valley School has set aside physical space and funding to develop a parental education center that will have computers for parent use as well as maintain data related to teacher parent interactions. 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.).

Incoming 6th grade students are introduced to schedule, teachers, and classrooms in the fourth quarter of the previous year. Outgoing 8th grade students, schedules, teachers, and classrooms are introduced during the fourth quarter of the previous year.

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. Sandy Valley School utilizes CCSS and proven teaching strategies to increase student academic growth and achievement. Title I funds in the amount of \$11,200 were used to purchase technology, software, teacher extra duty, books, field trip transportation and entry fees.

APPENDIX A - Professional Development Plan

1.1

With the implementation of RTI and inclusive instructional practices, teachers and staff will attend SBCT focused on two areas: data analysis and instructional practices aligned to Nevada Educator Performance Framework.

Goal 1 Additional PD Action Step (Optional)

2.1

With the implementation of RTI and inclusive instructional practices, teachers will attend weekly SBCT's focused in two areas: data analysis and instructional practices aligned to Nevada Educator Performance Framework.

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 that they can learn strategies to reinforce and enhance ELA NACS outside the school day.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Students and parents will participate in Family Nights, so that they can learn strategies to reinforce and enhance Math and Science NACS outside the school day.

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:

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

Measurable Objective(s):

- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 26.23% to 21.23% 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 SBCT focused on two areas: data analysis and instructional practices aligned to Nevada Educator Performance Framework.	
Progress		
Barriers		
Next Steps		
1.2	Students and parents will participate in Family Reading and Writing Night, so that they can learn strategies to reinforce and enhance ELA NACS outside the school day.	
Progress		

Barriers		
Next Steps		
1.3	Students in Grade 5, 6, 7 and 8 will be assessed with the AIMSweb MAZE and will be enrolled in both Reading and ELA classes. Low performing students will be invited to participate in after school tutoring to support reading 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 math.

Measurable Objective(s):

- Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 36.08 to 31.08 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 RTI and inclusive instructional practices, teachers will attend weekly SBCT's focused in two areas: data analysis and instructional practices aligned to Nevada Educator Performance Framework.	
Progress		
Barriers		
Next Steps		
2.2	Students and parents will participate in Family Nights, so that they can learn strategies to reinforce and enhance Math and Science NACS outside the school day.	
Progress		

Barriers		
Next Steps		
2.3	Students in Grade 5, 6, 7 and 8 will be assessed with STAR Math and will be enrolled in both Math and Math Foundations courses. Low performing students will be invited to participate in after school tutoring to support Math instruction.	
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		