

School Performance Plan

School Name
Smith, Helen M ES

Address (City, State, Zip Code, Telephone):
7101 Pinedale Ave
Las Vegas, NV 89145-5235, (702) 799-4300

Superintendent/Assistant Chief: Pat Skorkowsky / Ronnie Guerzon

For Implementation During The Following Years: 2017-2018

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 4 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
Lisa Paul	Parent	Robert Hinchliffe	Principal
Amy Godinez	Assistant Principal	Catalina Allen	5th grade
Tracey Grettum	4th grade	Reka Moldovan	3rd grade
Michelle Nitta	2nd grade	Liliana Effio	1st grade
Abigail Peterson	Kindergarten	MaryBeth Heishman	Art
Katherine Straub	SLD 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
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
NA	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other: Summative Assessments	Other: Summative Assessments
Other:	Other:	Other:

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

Helen M. Smith is a 4-star school, having received 70/100 points possible on the last NSPF. SBAC data from 2016 shows that the school was ahead of the district average when totals were compared and in five (5) out of six (6) areas in grades 3-5 on both math and reading. In ELA 3rd grade (53%), 4th grade (56%), and 5th grade (53%) showed proficient scores. In Math, 3rd grade (49%), 4th grade (32%-the only area below the district average), and 5th grade (41%) passed the SBAC assessment. With respect to demographics, the lowest areas of achievement in math were black students (3/23 - 13%), Hispanic students (34/96 - 25%), and 2nd language students (10/40 - 25%). In English/Language Arts, the lowest areas of proficient achievement were among IEP students (4/23 - 17%) and 2nd language students (12/40 - 30%). Overall, when compared to the averages among the Clark County School District and the state of Nevada, Smith's overall performance on the SBAC was encouraging.

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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Root Causes:

Instruction was not consistently differentiated and students were not given enough opportunities to use technology to prepare for online assessments.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from X% to Y% by May 2018 as measured by the SBAC assessment. *Measurable objectives will be developed in the fall of 2017 once state assessment data is available.

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:	

<p>Teachers will continue to receive staff development on using reading strategies to help differentiate the curriculum based upon data which allow for higher engagement of students. All teachers giving instruction in reading in grades 1st - 5th and students will fully participate in Reading Superstars reading program that works with Accelerated Reader and increases student outcomes. Use of district interim assessments for practice on the testing process as well as to use data to show if standards have been met will be utilized and will increase the students' knowledge of computer skills needed to complete the test. Students in grade 3 this year have had stable teachers in K-2nd grade as well.</p>	<p>People: Teachers, Administration Time: 2016-2017 school year Materials: staff development days, Reading Superstars, Accelerated Reading materials. Interim assessments Funding: General budget for technology and other materials to support literacy. Title 1 Budget for one additional staff member to reduce class-sizes.</p>	<p>NSPF, Accelerated Reading Points, Teacher Observations, Before and after school tutoring data, RTI data (AIMSweb). Interim Assessment data</p>	<p>Formal and Informal grade level meetings, Vertical staff development sessions. Breakdown of interim and AIMSweb data in collaboration with teachers during monthly meetings.</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>1.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>We have worked to implement the Accelerated Reader program, which is included as part of our literacy block and differentiated for each student, into homework and having students/parents more involved in the achievement of goals. We also have literacy night planned in March of 2018 and have over 80% of our parents on Class Dojo which is an app that keeps them informed of daily positive and negative actions of their students. Parents are also aware of student participation in Reading Superstars.</p>	<p>Resources: Accelerated Reader, Class Dojo App, Reading Superstars materials Program Funding: General Budget, SGF, PTO Time: Day and Night Materials: Books and computers, programs, parents, literacy materials, Title I Parent Involvement Set-Aside funds internet, AR Program</p>	<p>Accelerated Reader quizzes will show that students are participating more in the program. DRA reading assessments and AIMSweb data will show if students are improving in reading.</p>	<p>DRA Assessment every three months or monthly if Tier 3 Reading Superstar and Accelerated Reading Goals People: Administration, teachers, parents, librarian</p>	<p>N/A</p>

Comments:

<p>1.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>		
<p>Teachers will utilize Nevada Achievement Content Standards and teach at a more in-depth level and work to get students at a deeper level of understanding. Using professional development and ensuring differentiated teaching, teachers will deliver instruction at student academic level increasing engagement.</p>	<p>People: Teachers (including split-funded 4th grade teacher with Title 1) Time: All year Materials: NVACS Funding Sources: Title 1 CSR teacher</p>	<p>NSPF, AIMSweb Data, RTI Data, Accelerated Reading Data, Teacher observation</p>	<p>Administration Classroom observations (September 2017 - May 2018) Grade level and administration data benchmark analysis (monthly September 2017 - May 2018)</p>	<p>N/A</p>

Comments:

NVACS - Nevada Academic Content Standards

<p>1.4 Other (Optional)</p>	<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>
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				N/A
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Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

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

Root Causes:

Classroom instruction did not consistently engage and motivate students to perform well on state summative assessments. Classroom assignments did not consistently require students to use higher Depth of Knowledge skills.

Measurable Objective 1:

In English/Language Arts, increase the amount of students with IEPs who are proficient from X% to Y% by May 2018 as measured by the SBAC assessment. *Measurable objectives will be developed in the fall of 2017 once state assessment data is available.

Measurable Objective 2:

In English/Language Arts increase the amount of proficient students who are 2nd language learners from X% to Y% by May 2018 as measured by the SBAC assessment.

Measurable Objective 3:

In Math, increase the amount of proficient black students from X% to Y% by May 2018 as measured by the SBAC assessment.

Measurable Objective 4:

In Math, increase the amount of proficient Hispanic students from X% to Y% by May 2018 as measured by the SBAC assessment.

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:	

<p>Teachers will use math groups and more engaging, rigorous instruction, to have students gain a deeper knowledge of the curriculum. The use of the school-wide Math Blaster program and math groups will help students develop basic math facts to mastery. Professional Development will consist of learning about Growth Mindsets and how the brain works through staff meetings and attendance at the National Brain Conference in San Francisco (Feb, 2017). Staff members will also attend the Solution Tree conference in Phoenix (Feb. 2017). Morning meetings will also be helped monthly to look at teaching practices and standards.</p>	<p>People: Teachers, Administration Time: 2017-2018 school year Materials: Growth Mindset materials, SDD Days, Conferences, Morning Meetings Funding: General budget for technology and other materials to support literacy: PZ8 assistance for the conference and materials regarding growth mindsets. Title 1 Class size reduction teacher</p>	<p>NSPF, Teacher Observations, data, Interim Assessment data, after school tutoring data, RTI data (AIMSweb). Proof of registration/attendance for conference will be available as will sign-in sheets for morning meetings.</p>	<p>Administration, Teachers</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
<p>We have worked to use apps to inform parents about the level of academics their child is at. We also have a school-wide math facts program with certain levels to hit per grade level. We also have a family night planned in March of 2018.</p>	<p>Resources: Technology programs Program Funding: General Budget, PTO, Title 1 Time: Day and Night Materials: Books and computers, programs, parents, literacy materials, internet, Title I Parent Involvement Set-Aside funds</p>	<p>NSPF, AIMSweb Data, RTI Data, Teacher observation</p>	<p>Classroom observations by Principal (September, 2017 - May, 2018) Grade level and staff development meetings</p>	<p>N/A</p>

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
<p>Teachers will utilize Nevada Achievement Content Standards and teach at a more in-depth level and work to get students at a deeper level of understanding. Using professional development and by implementing small groups for differentiation of instruction, teachers will deliver instruction at student academic level increasing engagement.</p>	<p>People: Teachers (including split-funded 4th grade teacher with Title 1) Time: All year Materials: NVACS Funding Sources: All Title 1 CSR</p>	<p>NSPF, AIMSweb Data, RTI Data, Teacher observation</p>	<p>Teachers/Principal</p>	<p>N/A</p>

Comments:

2.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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				N/A
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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 evidenced by district student achievement gap data.

Measurable Objective 1:

100% of staff will participate in cultural competency professional development during the 2017-2018 school year.

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:	
Mandatory PD in Cultural Responsiveness for the purpose of increasing respectful and productive engagement among educators, students, families and the community.	No funds are needed.	Teachers will attend and complete any staff development trainings on the topic.	Responsible Department: CCSD Equity and Diversity department; Administration Equity and Diversity Liaison Teacher Timeline: June, 2018	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)
Title I & Parent Involvement Set-Aside	\$72,997.75	Split funding position with strategic budget (4th Gr.) 90% Title I, 10% Strategic Budget (\$72,275); instructional materials for parent involvement nights (\$722.75)	Goals 1 and 2
Title III - ELL Learning Supports	\$3038.00	TBD	None
Read By Grade 3	\$TBD	TBD	None
Strategic Budget	2,698,160.34	Run the school	Goals 1, 2 and 3

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.

Getting teachers to come to Smith has not been a challenge. As very few teachers leave we have very few openings. Administration has recruited other teachers that I have worked with in the past and trust completely to come and do a great job here. When that is not an option, teachers that are trusted are asked for recommendations of people that they know to come or we have staff members interview new candidates. We are blessed to be very stable.

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.

We have successfully implemented the app "Class Dojo" which tells parents how their students are doing in real time throughout the day. The app allows us to communicate positive or negative actions as well as message parents on a 24hr/7day a week basis as needed. Along with this, having many events (Harvest Festival, Open House, Meet and Greet, etc) we are implementing a Career Day (hoping parents will share what they do) and also a "Smith"sonian Night (which will include math/science/and literature). We also have a choir performance that we do as well as a 5th grade promotion. Also this year, having a focus on Growth Mindsets in the classroom, we have a drama club that will be doing a play for the school and parents on how to using your brain works and can create positive change. Being in a working class community, we have to do before/after school activities so that parents can make it, but we have to have the staff willing to stay. Parents are able to access the Infinite Campus Parent Portal for information about student grades and attendance.

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.).

5th grade students have Magnet presentations come to Smith to present and go to Johnson Jr. High for a visit in February, 2017. Counselors also come here for a presentation. Special education students rarely transition from Pre-K to K here, but when they do we monitor their growth through assessments and adjust their IEPs as necessary.

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

The teachers are given the flexibility within their rooms to work with their grade level colleagues and formatively/summatively evaluate students. However, we continue to work to all be on the same page with respect to AIMSweb, DRA, and SBAC scores to ensure that students are measured in an "apples to apples" format as well. With the combination of classroom assessments and more formal summative assessments, the teachers and administration get a well-rounded look at each student which helps with instruction.

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

All Title 1, General, SGF, Read by 3, and Title 3 funds, and other money from teacher grants or fundraisers, are put toward resources and tutoring struggling students after school. Resources are strongly correlated with technological items and with classroom needs. We also receive donations which are put directly toward the classrooms in the school. If money is available it will be spent on books, computers, technological resources, or infrastructure.

APPENDIX A - Professional Development Plan

1.1

Teachers will continue to receive staff development on using reading strategies to help differentiate the curriculum based upon data which allow for higher engagement of students. All teachers giving instruction in reading in grades 1st - 5th and students will fully participate in Reading Superstars reading program that works with Accelerated Reader and increases student outcomes. Use of district interim assessments for practice on the testing process as well as to use data to show if standards have been met will be utilized and will increase the students' knowledge of computer skills needed to complete the test. Students in grade 3 this year have had stable teachers in K-2nd grade as well.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will use math groups and more engaging, rigorous instruction, to have students gain a deeper knowledge of the curriculum. The use of the school-wide Math Blaster program and math groups will help students develop basic math facts to mastery. Professional Development will consist of learning about Growth Mindsets and how the brain works through staff meetings and attendance at the National Brain Conference in San Francisco (Feb, 2017). Staff members will also attend the Solution Tree conference in Phoenix (Feb. 2017). Morning meetings will also be helped monthly to look at teaching practices and standards.

Goal 2 Additional PD Action Step (Optional)

3.1

Mandatory PD in Cultural Responsiveness for the purpose of increasing respectful and productive engagement among educators, students, families and the community.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

We have worked to implement the Accelerated Reader program, which is included as part of our literacy block and differentiated for each student, into homework and having students/parents more involved in the achievement of goals. We also have literacy night planned in March of 2018 and have over 80% of our parents on Class Dojo which is an app that keeps them informed of daily positive and negative actions of their students. Parents are also aware of student participation in Reading Superstars.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

We have worked to use apps to inform parents about the level of academics their child is at. We also have a school-wide math facts program with certain levels to hit per grade level. We also have a family night planned in March of 2018.

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 X% to Y% by May 2018 as measured by the SBAC assessment. *Measurable objectives will be developed in the fall of 2017 once state assessment data is available.

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment: NVACS - Nevada Academic Content Standards

1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will continue to receive staff development on using reading strategies to help differentiate the curriculum based upon data which allow for higher engagement of students. All teachers giving instruction in reading in grades 1st - 5th and students will fully participate in Reading Superstars reading program that works with Accelerated Reader and increases student outcomes. Use of district interim assessments for practice on the testing process as well as to use data to show if standards have been met will be utilized and will increase the students' knowledge of computer skills needed to complete the test. Students in grade 3 this year have had stable teachers in K-2nd grade as well.	N/A
Progress		
Barriers		
Next Steps		
1.2	We have worked to implement the Accelerated Reader program, which is included as part of our literacy block and differentiated for each student, into homework and having students/parents more involved in the achievement of goals. We also have literacy night planned in March of 2018 and have over 80% of our parents on Class Dojo which is an app that keeps them informed of daily positive and negative actions of their students. Parents are also aware of student participation in Reading Superstars.	N/A

Progress		
Barriers		
Next Steps		
1.3	Teachers will utilize Nevada Achievement Content Standards and teach at a more in-depth level and work to get students at a deeper level of understanding. Using professional development and ensuring differentiated teaching, teachers will deliver instruction at student academic level increasing engagement.	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):

- In English/Language Arts, increase the amount of students with IEPs who are proficient from X% to Y% by May 2018 as measured by the SBAC assessment. *Measurable objectives will be developed in the fall of 2017 once state assessment data is available.
- In English/Language Arts increase the amount of proficient students who are 2nd language learners from X% to Y% by May 2018 as measured by the SBAC assessment.
- In Math, increase the amount of proficient black students from X% to Y% by May 2018 as measured by the SBAC assessment.
- In Math, increase the amount of proficient Hispanic students from X% to Y% by May 2018 as measured by the SBAC assessment.

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 use math groups and more engaging, rigorous instruction, to have students gain a deeper knowledge of the curriculum. The use of the school-wide Math Blaster program and math groups will help students develop basic math facts to mastery. Professional Development will consist of learning about Growth Mindsets and how the brain works through staff meetings and attendance at the National Brain Conference in San Francisco (Feb, 2017). Staff members will also attend the Solution Tree conference in Phoenix (Feb. 2017). Morning meetings will also be held monthly to look at teaching practices and standards.	N/A
Progress		
Barriers		
Next Steps		

2.2	We have worked to use apps to inform parents about the level of academics their child is at. We also have a school-wide math facts program with certain levels to hit per grade level. We also have a family night planned in March of 2018.	N/A
Progress		
Barriers		
Next Steps		
2.3	Teachers will utilize Nevada Achievement Content Standards and teach at a more in-depth level and work to get students at a deeper level of understanding. Using professional development and by implementing small groups for differentiation of instruction, teachers will deliver instruction at student academic level increasing engagement.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

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

Measurable Objective(s):

- 100% of staff will participate in cultural competency professional development during the 2017-2018 school year.

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	Mandatory PD in Cultural Responsiveness for the purpose of increasing respectful and productive engagement among educators, students, families and the community.	
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		