

School Performance Plan

School Name
Smith, Hal ES

Address (City, State, Zip Code, Telephone):
5150 E Desert Inn Rd
Las Vegas, NV 89122-4220, 7027993700

Superintendent/Assistant Chief: Jesus Jara / Rebecca Kaatz

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status: Served

Designation: Rising Star

Grade Level Served: Elementary

Classification: 1 Star

NCCAT-S: Initial

***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
Juan Flores	Parent	Karen Birchard	Parent
Jody Hendricks	RBG3 Learning Strategist	Brianda Meza	1st Grade Teacher
Gloria Luque	3rd Grade Teacher	Audra Ruff-Smith	Title I Learning Strategist
Tracie Salgado	Title I Learning Strategist	Marissa Alexander	5th Grade Teacher
Danielle Strough	Assistant 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
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	NA
Statewide Assessments	NA	NA
Coordination of Services for FRL, ELL, IEP students	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.**Demographic Data Analysis:**

During the 2017-18 school year Hal Smith elementary school had an official school count of 931 students. One hundred percent (100%) of students qualified for free or reduced lunch. A total of 13.21% of the students had and IEP and 23.74% were considered English Language Learners (ELL). More than three-quarters of the students were either Hispanic/Latino or Black/African American.

Two Year SBAC Trend Analysis:

2016-2017 Smarter Balanced Assessment data for ELA and Math: ELA: 25.7% proficient and Math: 16% proficient

2017-2018 Smarter Balanced Assessment data for ELA and Math: ELA: 19.7% proficient and Math: 12.9% proficient

The SBAC results for the 2016/17 and 2017/18 school years showed students at Hal Smith fell further behind. In 2016-17, 25.7% students were proficient in ELA, this dropped to 19.7% proficient in 2017/18. Moreover, the 2017/18 District average was 49.1% (29 percentage points below). Comparatively, 16% students were proficient in mathematics in 2016/17. However, only 12.9% of students were proficient in Math in 2017/18. Moreover, the 2017/18 District average 41.7% (28 percentage points below). Similar to other schools with low proficiency rates Tier I instruction at Hal Smith lacks the academic vocabulary required for the rigor of the SBAC assessment. Students in all grades did not have consistent access to constructed response, multi-step tasks, or writing assignments that aligned to the rigor and complexity required by the Nevada Academic Content Standards (NVACS) within Tier I instruction. Tier I instruction did not consistently provide the appropriate rigor or expectations as necessary within all classrooms. The inconsistent instructional practices led to inequitable learning environments and lowered achievement. Additionally, a lack of focused instruction for targeted student in Tier II intervention led to inconsistent growth across individual classrooms. While data analysis occurred from district and school-specified assessments, interventions implemented were inconsistent and ineffective in producing the necessary results. Therefore, assessment-to-instructional practices have not yielded results appropriate with performance on the SBAC.

Interim Assessment Data Analysis

2016-2017 STAR Reading Data: 35.2% At or Above Grade Level (146/414, 3-5 grade students)

2017-2018 STAR Reading Data: 28.3% At or Above Grade Level (127/448, 3-5 grade students)

2018-19 Fall MAP data for ELA and Math: ELA: 30.6% At or Above Grade Level RIT and Math: 18.9% At or Above Grade Level RIT

2017-2018 AIMS WEB MCOMP Data:

Winter

25.1% of 3-5 grade students scored at or above grade level target

Spring

19.7% of 3-5 grade students scored at or above grade level target

2018-2019 AIMS WEB MCOMP Data:

Fall

22.1% of 3-5 grade students scored at or above grade level target

MAP (NWEA), K-5) interim assessments will be evaluated to align assessment and instruction to the level of rigor and task complexity for SBAC proficiency levels. STAR will be retained for use for the Reading Rangers program, however. Additionally, AimsWeb will be retained for progress monitoring for the Response to Intervention Program (RTI).

Discipline Data and Student Behaviors Needs Assessment Data Analysis:

During the first 40 days of the 2018-2019 school year at Hal Smith, there were 363 behavior referrals, 5 bullying referrals, and 200 reports of assault, hitting, threats, or other forms of aggression. As a result, there were 95 Required Parent Conferences with Temporary Removal of the student from school and 5 suspensions due to extreme behaviors. On a recent student behaviors needs assessment, 87.1% of teachers reported that their class has one or more students that exhibit chronic, severe behavior; and 25.7% teachers report that they have 5 or more students that exhibit chronic, severe behaviors. The quantity and type of chronic, severe behaviors encountered by teachers are reported as 42.9% having experienced student elopement (leaving the class without permission), 57.1% having encountered physical aggression (hitting, kicking, biting), 65.7% having witnessed verbal aggression (cursing, using unkind words towards others), and 82.9% having been met with student insubordination (not doing as instructed by an adult/authority.) At the same time, 45.7% of teachers report that they do not feel equipped to handle these types of behaviors.

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 Reading Proficiency.

Root Causes:

19.7% of students are proficient according to the SBAC. Tier I instruction in reading is inconsistent as NVACS are interpreted and taught differently from classroom to classroom within and across grade levels. There are inconsistent materials being used within and across all grade levels. There is a disconnect between reading strategies being taught during Tier I and students using the strategies when reading independently. Writing strategies and technology implementation is vastly inconsistent classrooms to classroom within and across grade levels. Special Education and Tier III services have been problematic for scheduling without impacting Tier I instruction.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient from 21.8% to 32.0% by 2019 as measured by the SBAC.

Measurable Objective 2:

Increase the percent of 1-3 students meeting proficiency (not-at risk) from 39.7% to 49.7% by Spring as measured by MAP interim 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: 1.2, 2.2	

<p>Teachers will receive professional development on purposeful planning (prioritizing standards, unwrapping NVACS, determining learning targets and success criteria, and developing learning tasks & common assessments). Additional professional development and coaching on how to read and use data (formative, MAP, STAR, Aimsweb assessments) to make instructional decisions and student discourse strategies (Kagan Cooperative Learning Structures). Teachers will continue to receive support and coaching on reading strategies (Assessment, Transitional Readers, Conferencing, ZPD, phonics strategies) to be implemented and scaffolded for students consistently during the Wide Independent Reading (WIPR) Block.</p>	<p>Read by 3 Strategist (IDPL), Strategists (Title I & 1003(a)), and teachers provide professional development, collaboration funds (Title I) for implementation of strategies, weekly morning professional development, Read by 3 resources (MAP, K-2) software and MAP (4th/5th Grade) (Title I), Kagan (Title III). PLC/Common Formative Assessment, Data Walk Observation Tool and Colleague Walk Google Forms.</p>	<p>Professional development agendas, sign-in and evaluation, Administration and Peer Observations, Reading Ranger graduations, STAR Assessment scores, AIMSweb, MAP Data, Colleague Walk, Data Walk Observation Tool and PLC/CFA Google Form data.</p>	<p>Professional Development evidence collected weekly by Title I strategist/Read by 3 strategist, Reading Ranger graduation and STAR analyzed monthly for growth by teachers, Data Walk Observation Tool, Colleague Walk and PLC/CFA Data, observation data collected and analyzed multiple times per year by teachers and administration, AIMSweb, analyzed at benchmark by 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
<p>1.2 Family Engagement (Required)</p>		<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators: 1.9</p>	
<p>Grade level specific strategies and resources in reading shared with parents during Parents Educating All Kids (P.E.A.K) days and Reading Ranger Kickoff. Family events focusing on Reading Ranger graduations will be held twice yearly. Student data communicated with parents on a monthly basis through progress reports. Cookies and Chat parent meetings will be held monthly for all parents. Spread the Word Nevada will provide books for students and monthly breakfast with books activities for families. As a part of during the school day tutoring, Catapult learning will provide parent meetings, progress reports, and newsletters. Additionally, Social Media Outlets (Twitter, Facebook, Snap Chat, and Instagram) will be leveraged to engage parents.</p>	<p>Grade level specific parent resources (Title I), Strategist to organize Cookies and Chat days, and Reading Ranger Kickoff (Title I). STAR and Reading Ranger data shared (Title I), data communicated through progress reports & PTSAPT, Spread the Word Nevada. Catapult Learning representatives will provide parents with the following: progress reports, newsletters, and parent meetings in relationship to during school reading tutoring (SB 178). Additionally, Twitter, Facebook, SnapChat, and Instagram accounts will need to be obtained in the school's name.</p>	<p>Parent sign-in logs and evaluations, Reading Ranger graduations, STAR Reading Assessment, Parent newsletters, Tweets and Posts on Social Media Outlets.</p>	<p>Parent sign-in logs collected during each P.E.A.K., Breakfast with Books, and Cookies and Chat sessions by Title I Strategist, and STAR assessment scores and AR quizzes will be analyzed monthly for growth. Follower/Engagement data from Social Media Outlets will be analyzed to determine impact on engagement.</p>	<p>N/A</p>

Comments:

<p>1.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators: 1.2, 2.2, 2.4</p>
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<p>Teachers will participate in PLCs to collaborate, lesson plan and develop common grade level assessments, including performance tasks, that measure mastery of the NVACS and plan for lessons that support students' growth toward or mastery of NVACS. Teachers will utilize and analyze Core Phonics Diagnostic, MAP and AimsWeb assessments to plan for differentiation and intervention groups within the classroom. Teachers, Learning Strategists, Title I Instructional Assistants, and Catapult will provide intervention groups in reading. STPT days are planned for after each benchmark for teachers to disseminate data and plan instruction. Humanities blocks (Reader's Theater & Technology) will focus on grade level standards. Third grade bottom quartile per STAR Assessment and/or ELL will be identified for summer school reading/math tutoring utilizing AchieveReading Flex and AchieveMath Flex. Develop/align Reading/Writing Tier I/II Programs with Lesson Plan Protocols, Master Schedule Tier I/Tier II instruction for coordination of Special Education and Tier II/III services. Realign Special Education Resource Teacher Assignments from Grade Level to Subject-specific.</p>	<p>PLC time weekly, PLC/CFA Google Form, Strategist (Title I), collaboration time (Title I), Instructional Assistant (Title I), Curriculum Engine, reading materials for students, AR and STAR (Title I), STPT substitutes, Kagan Cooperative Learning (Title III), during school day and summer school reading tutoring utilizing AchieveReading Flex through Catapult Learning (SB 178). Professional Development for Reading/Writing Tier I/II Lesson Plan Protocols, Master Schedule Tier I/Tier II for coordination of Special Education and Tier II/III services.</p>	<p>Lesson Plans, Administration and Peer Observations, Reading Ranger data, STAR Assessment scores, AIMSweb, STPT agendas/minutes, Catapult Learning Progress Reports, PLC/CFA Google Form Data, Colleague Walk Google Form Data.</p>	<p>Reading Ranger and STAR data analyzed monthly for growth by teachers, Lesson/Unit Plans checked 3xs per year by admin, Observation data collected and analyzed 2xs per year by teachers and administration, AIMSweb and SBAC analyzed at benchmark by teachers, STPT notes will be collected by administration, Catapult Learning tutoring will be monitored by principal and Title I Strategist. PLC/CFA Google Form Data, Colleague Walk Google Form Data.</p>	<p>N/A</p>
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Comments:

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

Comments:

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

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

According to the data evident in the SBAC, classrooms assessments did not meet the level of rigor of the NVACS and differentiated instruction and interventions were not tailored to skill deficits in reading or math. Planning for Tier I instruction and interventions were inconsistent or missing. Inconsistent materials used within and across grade levels. There is also a disconnect between reading strategies being taught during Tier I and students using the strategies when reading independently. Special Education and Tier III services have been problematic for scheduling without impacting Tier I instruction.

Measurable Objective 1:

Increase the percent of students achievement level of meeting or exceeding standards based on 2018 Math and ELA SBAC scores. Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 50.27 to 24.80 by May 2019 as measured by state assessments.

Measurable Objective 2:

Increase the percent of students meeting the end of year target as measured by AIMSweb MCOMP and RCBM from Spring 2018 to Spring 2019. Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 45.54 to 25.47 by May 2019 as measured by state assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 2.2	

<p>Professional development and coaching on purposeful planning (prioritizing standards, unwrapping NVACS, determining learning targets and success criteria, and developing learning tasks & common assessments); how to read and use data (formative, MAP, STAR, Aimsweb assessments) to make instructional decisions; how to use new reading and math resources and student discourse strategies (Kagan Cooperative Learning Structures). Teachers will participate in Colleague Walks to monitor strategies implemented, rigor/task complexity, and Tier I Lesson Plan Protocol implementation. Additionally, teachers will attend a two-day Ron Clark Academy training to increase school climate, student expectation, and rigor/task complexity.</p>	<p>Strategist (Title I), Kagan (Title III), Ron Clark Academy (SB178), collaboration and professional development (Title I & 1003(a)) for implementation of strategies, weekly/monthly professional development.</p>	<p>Professional Development agendas, sign-in and evaluation, Administration and Peer Observations, Reading Ranger graduations, STAR Assessment scores, AIMSweb RCBM and MCOMP, Map Assessment, and Data Observation Tool, Colleague Walk and PLC/CFA Google Form data.</p>	<p>Professional Development evidence collected weekly by Title I strategist, Reading Ranger graduation and STAR analyzed monthly for growth by teachers, Observation data collected and analyzed 2xs per year by teachers and administration, AIMSweb and PLC/CFA Google Form data analyzed at benchmark by 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
<p>2.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 1.9</p>	
<p>Grade level specific strategies and resources in reading shared with parents during Parents Educating All Kids (P.E.A.K) days and Reading Ranger Kickoff. Family events focusing on Reading Ranger graduations will be held twice yearly. Student data communicated with parents on a monthly basis through progress reports. Cookies and Chat parent meetings will be held monthly for all parents. After the school day tutoring, Catapult learning will provide parent meetings, progress reports, and newsletters. Additionally, Social Media Outlets (Twitter, Facebook, Snap Chat, and Instagram) will be leveraged to engage parents.</p>	<p>Grade level specific parent resources (Title I), Strategist to organize Cookies and Chat days, and Reading Ranger Kickoff (Title I). MAP and MCAP/MCOMP data shared (Title I), data communicated through progress reports & PTSAPT, Spread the Word Nevada. Catapult Learning representatives will provide parents with the following: progress reports, newsletters, and parent meetings in relationship to after school math tutoring (SB 178). Additionally, Twitter, Facebook, SnapChat, and Instagram accounts will need to be obtained in the school's name.</p>	<p>Parent sign-in logs and evaluations, MAP, and AimsWeb MCAP/MCOMP Assessment, Parent newsletters, Tweets and Posts on Social Media Outlets.</p>	<p>Parent sign-in logs collected during each P.E.A.K. and Cookies and Chat sessions by Title I Strategist, and MAP, and AimsWeb MCAP/MCOMP Assessment will be analyzed monthly for growth. Follower/Engagement data from Social Media Outlets will be analyzed to determine impact on engagement.</p>	<p>N/A</p>

Comments:

<p>2.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>
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<p>Teachers will use PLC/CFA Google Form to collaborate, analyze data, and create lesson plans aligned to NVACS for all content areas. Student discourse and engagement strategies will be implemented during Tier I instruction in reading and math. Teachers, Learning Strategists, Title I Instructional Assistants, and Catapult will provide intervention groups in reading and math. STPT days are planned for after each benchmark for teachers to analyze data and plan instruction. Realign 3 Special Education Resource teachers assignments from grade level specific to content-based assignments.</p>	<p>PLC time weekly, Data Observation Tool, Colleague Walks and PLC/CFA Google Forms, collaboration time (Title I), Strategist (Title I) & teachers, Curriculum Engine, reading & math curriculum materials for students, MAP and AimsWeb MCOMP (Title I), STPT subs (Title I). Daily reading and math intervention and summer school reading tutoring (Title I & SB 178).</p>	<p>PLC calendar, PLC agendas, PLC/CFA and Colleague Walk Google Forms Data, Lesson Plans, Administration & Peer Observations, AIMSweb MCOMP, STPT agendas/minutes, Catapult Learning Progress Reports, Catapult Learning Tutoring Sign In Sheets, SB 178 Monitoring Forms.</p>	<p>MAP and AimsWeb MCOMP data analyzed monthly by teachers. Lesson/Unit Plans checked 3xs per year by admin, Observation data collected & analyzed 2xs per year by teachers & admin, AIMSweb MCOMP, MCAP, and SBAC analyzed at benchmark by teachers, STPT notes collected by administration. Catapult Learning tutoring will be monitored by principal and Title I Learning Strategist, PLC/CFA Google Form Data, Data Observation Tool Form & Colleague Walk Google Form Data.</p>	<p>N/A</p>
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Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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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 the District student achievement gap data. Additionally, from 2016-2017 to 2017-2018 school year, there was a 48% turn over of faculty and staff.

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2018-2019 school year as measured by sign-in sheets.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.8	
Professional Learning Meetings (PLM) held before school will address cultural competency strategies to use in classrooms.	EDD Liasion	PLM agenda/minutes	Sept-June; administration and teachers, strategists	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:	
Multicultural night, Cookies and Chat, P.E.A.K. days, award ceremonies invite families to the school to engage in school activities. All activities will ensure families are able to fully participate by providing access to resources in their first language.	No funding needed	Master Calendar	Sept-May 2018-19; Title I strategist, administration	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Sanford Harmony life skills curriculum will be used in Pre-K - 5th grade. Peer Leaders Uniting Student (PLUS) will participate in Youth Participatory Action Research (YPAR), to study and prescribe team building activities to improve peer relations and the perceived social-emotional safety of all students. Playworks, Recess Reboot will increase participation and peer mediation during recess in an effort to improve social-emotional and physical safety of students. Universal behavioral supports through Positive Behavior Intervention and Supports (PBIS).	Peer Leaders Uniting Student (PLUS) - SB 178 Playworks (United Health Care Partnership) Sanford Harmony curriculum Behavior Mentor Strategist - Title I	Lesson plans, classroom observations PLUS Agendas, Student Surveys Playworks - Meeting Agendas/Minutes PBIS - Meetings/Minutes, Behavior Rubrics, Lesson Plans	August-May; Behavior Mentor, Counselor, Equity and Diversity Liasion, Recess Team, PBIS Team, Administration, Strategists will conduct meetings, student trainings, and Student Town Halls.	N/A

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:

Root Causes:

Monitoring Status

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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
4.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

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

Comments:

4.3 Curriculum/Instruction/Assessment (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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Comments:

4.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	

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)
Read By Grade 3	TBD	Learning Strategist working with students and teachers (coaching, student intervention)	Goal 1
Strategic Budget	\$4,837,757.09	Staffing, general supplies	Goals 1, 2 and 3
Title III	\$12,772	Kagan professional development and extra duty pay for teachers	Goals 1 and 2
Title I	388,000	Three strategists, two Instructional Assistant, substitutes to cover classrooms for STPT, technology supplies and software, instructional supplies and materials, parent engagement supplies and materials	Goals 1, 2 and 3
SB178	451,200	Catapult: Intervention services; PLUS; Ron Clark Academy and travel	Goals 1, 2 and 3
1003(a)	300,853.71	Learning strategist; extra-duty pay for PD; NYCLA & PISI	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.

Panel interviews are conducted with at least one grade level representative to provide peer perspectives. Weekly mentoring provided for new and transferring teachers to Hal Smith. All new teachers receive an information packet which includes detailed procedures, expectations and questions to review with their mentor. Schoolwide procedures and expectations are thoroughly reviewed. We encourage a strong collaborative community with weekly PLC and PLM discussions to support teachers.

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

Parents Educating All Kids (P.E.A.K.) days focus on skills they can help their children with in order to improve achievement in reading and math. Multicultural Night allows for families to experience showcased cultural projects and performing arts. A PTSAPT is held in November for all parents to meet one on one with their child's classroom teacher to discuss academic progress. During Science Day, student inquiry-based projects are on display for parents. Monthly Cookies and Chat meetings offer parents resources, information from other CCSD departments, and information about the Nevada program for college for Kindergartners. All communication (including the monthly newsletter) is translated into Spanish and is sent out via hard copy and Parentlink.

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.).

Title I provides two half day programs for Pre-K children for the full school year (4 days a week, with a parent component on Fridays). Several Kindergarten PEAK days focus on readiness skills in math and reading. The counselor teaches "Moving on to Middle School" skills to all fifth grade students along with a fifth grade parent meeting to assist with middle school articulation in literacy and math for parents and students. The counselor works with Harney MS and magnet schools to provide students and parents information, assemblies, and opportunities to visit Harney MS.

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

Time is provided during weekly PLCs as well as STPT to develop common assessments with performance tasks aligned with NVACS. Data from assessments discussed during PLCs and STPTs help teachers determine next steps for curriculum, pacing, instruction and development of short and long term goals. To monitor teachers pre enter CFA Data to PLC/CFA Google Form and all data is aggregated and disaggregated to pinpoint areas of success and need for future planning. Assessments are used for vertical alignment of standards, grade level and classroom differentiation/interventions. AR and STAR assessments guide teachers' lesson development during WIPR instruction while promoting graduations from Reading Rangers.

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

All action steps and funding sources are coordinated. Title I provides support for Tier I, II, and III through the strategist, technology, instructional assistants, and tutoring. Data analysis and teacher support is provided through collaboration time and supports RTI efforts by providing Tier III tutoring and Fast ForWord. General fund purchases supplemental classroom materials in reading and math. Toyota grant will be submitted to support literacy goals with learning materials and student reading incentives. Title III supports ELL students with professional development and after Tier III programming.

APPENDIX A - Professional Development Plan

1.1

Teachers will receive professional development on purposeful planning (prioritizing standards, unwrapping NVACS, determining learning targets and success criteria, and developing learning tasks & common assessments). Additional professional development and coaching on how to read and use data (formative, MAP, STAR, Aimsweb assessments) to make instructional decisions and student discourse strategies (Kagan Cooperative Learning Structures). Teachers will continue to receive support and coaching on reading strategies (Assessment, Transitional Readers, Conferencing, ZPD, phonics strategies) to be implemented and scaffolded for students consistently during the Wide Independent Reading (WIPR) Block.

Goal 1 Additional PD Action Step (Optional)

2.1

Professional development and coaching on purposeful planning (prioritizing standards, unwrapping NVACS, determining learning targets and success criteria, and developing learning tasks & common assessments); how to read and use data (formative, MAP, STAR, Aimsweb assessments) to make instructional decisions; how to use new reading and math resources and student discourse strategies (Kagan Cooperative Learning Structures). Teachers will participate in Colleague Walks to monitor strategies implemented, rigor/task complexity, and Tier I Lesson Plan Protocol implementation. Additionally, teachers will attend a two-day Ron Clark Academy training to increase school climate, student expectation, and rigor/task complexity.

Goal 2 Additional PD Action Step (Optional)

3.1

Professional Learning Meetings (PLM) held before school will address cultural competency strategies to use in classrooms.

Goal 3 Additional PD Action Step (Optional)

4.1

Intervention Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Grade level specific strategies and resources in reading shared with parents during Parents Educating All Kids (P.E.A.K) days and Reading Ranger Kickoff. Family events focusing on Reading Ranger graduations will be held twice yearly. Student data communicated with parents on a monthly basis through progress reports. Cookies and Chat parent meetings will be held monthly for all parents. Spread the Word Nevada will provide books for students and monthly breakfast with books activities for families. As a part of during the school day tutoring, Catapult learning will provide parent meetings, progress reports, and newsletters. Additionally, Social Media Outlets (Twitter, Facebook, Snap Chat, and Instagram) will be leveraged to engage parents.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Grade level specific strategies and resources in reading shared with parents during Parents Educating All Kids (P.E.A.K) days and Reading Ranger Kickoff. Family events focusing on Reading Ranger graduations will be held twice yearly. Student data communicated with parents on a monthly basis through progress reports. Cookies and Chat parent meetings will be held monthly for all parents. After the school day tutoring, Catapult learning will provide parent meetings, progress reports, and newsletters. Additionally, Social Media Outlets (Twitter, Facebook, Snap Chat, and Instagram) will be leveraged to engage parents.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Multicultural night, Cookies and Chat, P.E.A.K. days, award ceremonies invite families to the school to engage in school activities. All activities will ensure families are able to fully participate by providing access to resources in their first language.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase Grade 3 Reading Proficiency.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient from 21.8% to 32.0% by 2019 as measured by the SBAC.
- Increase the percent of 1-3 students meeting proficiency (not-at risk) from 39.7% to 49.7% by Spring as measured by MAP interim assessments.

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will receive professional development on purposeful planning (prioritizing standards, unwrapping NVACS, determining learning targets and success criteria, and developing learning tasks & common assessments). Additional professional development and coaching on how to read and use data (formative, MAP, STAR, Aimsweb assessments) to make instructional decisions and student discourse strategies (Kagan Cooperative Learning Structures). Teachers will continue to receive support and coaching on reading strategies (Assessment, Transitional Readers, Conferencing, ZPD, phonics strategies) to be implemented and scaffolded for students consistently during the Wide Independent Reading (WIPR) Block.	
Progress		N/A
Barriers		
Next Steps		

1.2	Grade level specific strategies and resources in reading shared with parents during Parents Educating All Kids (P.E.A.K) days and Reading Ranger Kickoff. Family events focusing on Reading Ranger graduations will be held twice yearly. Student data communicated with parents on a monthly basis through progress reports. Cookies and Chat parent meetings will be held monthly for all parents. Spread the Word Nevada will provide books for students and monthly breakfast with books activities for families. As a part of during the school day tutoring, Catapult learning will provide parent meetings, progress reports, and newsletters. Additionally, Social Media Outlets (Twitter, Facebook, Snap Chat, and Instagram) will be leveraged to engage parents.	N/A
Progress		
Barriers		
Next Steps		
1.3	Teachers will participate in PLCs to collaborate, lesson plan and develop common grade level assessments, including performance tasks, that measure mastery of the NVACS and plan for lessons that support students' growth toward or mastery of NVACS. Teachers will utilize and analyze Core Phonics Diagnostic, MAP and AimsWeb assessments to plan for differentiation and intervention groups within the classroom. Teachers, Learning Strategists, Title I Instructional Assistants, and Catapult will provide intervention groups in reading. STPT days are planned for after each benchmark for teachers to disseminate data and plan instruction. Humanities blocks (Reader's Theater & Technology) will focus on grade level standards. Third grade bottom quartile per STAR Assessment and/or ELL will be identified for summer school reading/math tutoring utilizing AchieveReading Flex and AchieveMath Flex. Develop/align Reading/Writing Tier I/II Programs with Lesson Plan Protocols, Master Schedule Tier I/Tier II instruction for coordination of Special Education and Tier II/III services. Realign Special Education Resource Teacher Assignments from Grade Level to Subject-specific.	N/A
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		

Next Steps		
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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):

- Increase the percent of students achievement level of meeting or exceeding standards based on 2018 Math and ELA SBAC scores. Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 50.27 to 24.80 by May 2019 as measured by state assessments.
- Increase the percent of students meeting the end of year target as measured by AIMSweb MCOMP and RCBM from Spring 2018 to Spring 2019. Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 45.54 to 25.47 by May 2019 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	Professional development and coaching on purposeful planning (prioritizing standards, unwrapping NVACS, determining learning targets and success criteria, and developing learning tasks & common assessments); how to read and use data (formative, MAP, STAR, Aimsweb assessments) to make instructional decisions; how to use new reading and math resources and student discourse strategies (Kagan Cooperative Learning Structures). Teachers will participate in Colleague Walks to monitor strategies implemented, rigor/task complexity, and Tier I Lesson Plan Protocol implementation. Additionally, teachers will attend a two-day Ron Clark Academy training to increase school climate, student expectation, and rigor/task complexity.	N/A
Progress		
Barriers		
Next Steps		

2.2	Grade level specific strategies and resources in reading shared with parents during Parents Educating All Kids (P.E.A.K) days and Reading Ranger Kickoff. Family events focusing on Reading Ranger graduations will be held twice yearly. Student data communicated with parents on a monthly basis through progress reports. Cookies and Chat parent meetings will be held monthly for all parents. After the school day tutoring, Catapult learning will provide parent meetings, progress reports, and newsletters. Additionally, Social Media Outlets (Twitter, Facebook, Snap Chat, and Instagram) will be leveraged to engage parents.	N/A
Progress		
Barriers		
Next Steps		
2.3	Teachers will use PLC/CFA Google Form to collaborate, analyze data, and create lesson plans aligned to NVACS for all content areas. Student discourse and engagement strategies will be implemented during Tier I instruction in reading and math. Teachers, Learning Strategists, Title I Instructional Assistants, and Catapult will provide intervention groups in reading and math. STPT days are planned for after each benchmark for teachers to analyze data and plan instruction. Realign 3 Special Education Resource teachers assignments from grade level specific to content-based assignments.	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 a mandatory cultural competency professional development session during the 2018-2019 school year as measured by sign-in sheets.

Status
N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1	Professional Learning Meetings (PLM) held before school will address cultural competency strategies to use in classrooms.	
Progress		N/A
Barriers		
Next Steps		
3.2	Multicultural night, Cookies and Chat, P.E.A.K. days, award ceremonies invite families to the school to engage in school activities. All activities will ensure families are able to fully participate by providing access to resources in their first language.	
Progress		N/A

Barriers		
Next Steps		
3.3	Sanford Harmony life skills curriculum will be used in Pre-K - 5th grade. Peer Leaders Uniting Student (PLUS) will participate in Youth Participatory Action Research (YPAR), to study and prescribe team building activities to improve peer relations and the perceived social-emotional safety of all students. Playworks, Recess Reboot will increase participation and peer mediation during recess in an effort to improve social-emotional and physical safety of students. Universal behavioral supports through Positive Behavior Intervention and Supports (PBIS).	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Interventions

Priority Need/Interventions:

Measurable Objective(s):

Status

Comments:

4.1 Professional Development:

4.2 Family Engagement:

4.3 Curriculum/Instruction/Assessment:

4.4 Other:

	Mid-Year	End-of-Year
4.1		N/A
Progress		
Barriers		
Next Steps		
4.2		N/A
Progress		
Barriers		

Next Steps		
4.3		N/A
Progress		
Barriers		
Next Steps		
4.4		N/A
Progress		
Barriers		
Next Steps		