

School Performance Plan

School Name
Darnell, Marshall C ES

Address (City, State, Zip Code, Telephone):
9480 W Tropical Pkwy
Las Vegas, NV 89149-2362, 7027996630

Superintendent/Assistant Chief: _____ / _____

For Implementation During The Following Years: _____ 2018-2019

The Following MUST Be Completed:

Title I Status: NA

Designation: NA

Grade Level Served: NA

Classification: N 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
Robert Vadovic	Parent	Diane Vadovic	Parent
Francisco Vargas	Parent	Patricia J. Cobb	Principal
Julie Durham	Assistant Principal	Tonya Boylan	ECSE Teacher
Kelly Epstein	Resource Room Teacher	Melody Meyers	Third Grade Teacher
Rachel Carson	School Aide		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)**DATA REVIEWED & ANALYZED:**

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	AMAOs/ELPA Analysis	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Formative Assessments Practice	Teacher/Administrator Observation Data	Achievement Gap Data
Interim Assessments	Nevada School Performance Framework (NSPF)	IEP Compliance
Fiscal Resources	Comparison of ELPA with other Assessments	Special Education Procedures - Whole School
Other: AIMSweb	Other:	Other: AIMSweb
Other: SRI and Pathblazer	Other:	Other: SRI and Pathblazer

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

The most recent statewide summative assessment data was analyzed and we identified the following Positive Trends: Overall, on the 2016-2017 SBAC, Darnell Elementary students scored above the District by 8.9% (ELA) and 4.9% (Math). Our Hispanic subgroup scored 1.7% (ELA) and 9.65% (Math) above the District, demonstrating typical growth overall. Our multiracial subgroup scored 18.15% above the District. Areas of Concern: Math data shows that overall math proficiency was 45%, in comparison with the district average of 40%. Proficiency by grade was 59% in third grade, 44% in fourth grade, and 31% in fifth grade. 2016-2017 ELA data shows that overall ELA proficiency was 57%, in comparison to the district average of 48%. Proficiency by grade was 61% in third grade, 58% in fourth grade, and 50% in fifth grade. We have decided to address these concerns within Goal 1 of our plan. The percentage of ELL students meeting AGP is only 21.7% on the ELPA (the District is 43.4%). This concern is addressed in Goal 2.

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 checked="" type="checkbox"/> Other
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Priority Need/Goal 1:

All students will increase proficiency in ELA from 56.8% to 64% and in math from 41% to 48.5% by 2019 as measured by Spring 2019 administration of the state summative assessment.

Root Causes:

As evidenced in SBAC state assessments, the lack of implementation of a 90 minute reading block that includes small group differentiated instruction with alignment and rigor of the instructional materials to NVACS is cause for concern. Student engagement and the inconsistent monitoring and planning of the Tier 1 90 minute block are additional concerns.

Measurable Objective 1:

Increase the percent of students proficient in reading from 61% to 66% (3rd grade); 58.4% to 65% (4th grade); and 50.4% to 61% (5th grade) by Spring 2019 as measured by state assessments (SBAC).

Measurable Objective 2:

Increase the percent of students proficient in math from 62.8% to 67% (3rd grade); 27.8% to 37.8% (4th grade); and 31.9% to 49.9% (5th grade) by Spring 2019 as measured by state assessments (SBAC).

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:	
Provide professional development to improve Tier 1 reading instructional practices to increase engagement, implement gradual release of responsibility, implement close reading strategies, and implement the NVACS and NEPF. Implement the Read by Grade Three Literacy Action Plan. Provide time during PLC meetings for teachers to explore the resources available to teach the enVisions math curriculum.	The Read by Grade Three Learning Strategies and members of the Literacy Cadre will provide PD. Use allocated time for PD. Story Works and exemplar texts. The enVisions math texts and teacher materials.	Professional development sign-in logs, agendas, lesson plans, PLC minutes, classroom observations, benchmark assessments, interim assessments, and progress monitoring results.	Read By Grade Three Learning Strategists September through May monthly PD and as time as allocated by the District. Grade level chairs hold weekly PLC meetings.	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: Yes	NCCAT-S Indicators:	
The Literacy and Math Cadres will organize and host a Family Literacy Night and Math/Science Nights (February/March) and Parent Advisory monthly meetings. Morning meetings will be provided to support parents in literacy strategies such as selecting appropriate books, sight word practice, and modeled reading (Fall and Spring). Parenting classes will be provided (Fall and Spring), and the school will communicate with families through a variety of print and digital means.	Literacy and Math Cadre members, Read by Grade Three Strategists, School Social Worker, FACES staff, and Administration will utilize SGF and budget to purchase needed supplies - approximately \$1,000.00. Math texts previously purchased. Odyssey-Pathblazer approximately \$1,500.00	Family Literacy and Math/Science Night flyers and program, parent meeting agendas, and sign-in logs.	Administration will monitor and ensure action steps happen. Monthly cadre meetings and weekly PLC meetings beginning August 2018 continuing through May 2019. Parent meetings monthly. School Social Worker will coordinate parenting classes and presentations with outside entities as well as with FACES staff.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers align materials and assessments during weekly PLC meetings to meet the rigor and requirements of the NVACS. Provide intervention instruction to targeted students through a CTT on a daily basis during the school day. Provide after-school tutoring to targeted students weekly.	Grade level members, Read by Grade Three Srtategists, Curriculum Engine, Wiki Teacher, CPD grade level exemplar texts, enVisions materials, and other online NVACs resources.	PLC meeting notes and lesson plans aligned to NVACS. CTT time-sheets and student progress monitoring data.	Weekly August 2018 through May 2019 (PLC) and monthly August 2018 through May 2019 (cadres). Daily October through May (tutoring and intervention) depending on funding accessibility.	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 checked="" type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Increase the percent of English Language Learners achieving AGP toward English Language Proficiency from 21.7% to 60% by 2019 as measured by ELPA.

Root Causes:

There is a very small percentage of English Language Learners (less than 1%) at Darnell Elementary School, and school staff do not routinely receive or seek professional development focused on meeting the needs of these students. 22% of the ELLs are in special education.

Measurable Objective 1:

Increase the percent of proficient ELL students in grades K-3 from 52% to 60% on MAPS literacy assessments from the Winter benchmark 2018 to the Winter benchmark 2019.

Measurable Objective 2:

Increase the percent of proficient ELL students in grades 3-5 from 50.4% to 55.4% on state assessment (Spring 2019).

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: No	NCCAT-S Indicators:	
Provide professional development in Response to Instruction, student discourse and engagement, and general language acquisition instruction.	Read By Grade Three Strategists, Response to Instruction Team, Administration, and designate professional development time.	Professional development agendas and sign-in logs.	Bi-monthly August through May PLC meetings, Cadre meetings, professional development time under the guidance of Read By Grade Three Strategists, Math and Literacy Cadre Chairs, Administration, ELL School Success Advocate, School Social Worker, and grade Level Chairs.	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: No	NCCAT-S Indicators:	
ELL School Success Advocate and School Social Worker develop parent engagement activities/presentations.	ELL School Success Advocate, School Social Worker, FACES staff.	Flyers, agendas, parent sign-in logs.	ELL School Success Advocate, School Social Worker, and Administration.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: No	NCCAT-S Indicators:	
Progress monitor nonproficient ELL students through the RTI process with assessments including AIMSweb, SRI, Odyssey/Pathblazer, MAPS, and classroom assessments. Provide after school tutoring through Title III to eligible ELL students.	RTI Team, teachers, AIMSweb (\$3,500), Odyssey/Pathblazer (\$1,500), SRI (\$500), Imagine Learning access, and MAPS.	RTI progress monitoring graphs.	Weekly progress monitoring, August through May. RTI Team, ELL Success Advocate, and administration. Tutoring two or more times weekly, October through May.

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:

Measurable Objective 1:

Provide professional development in cultural competency to 100% of licensed personnel.

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:	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:	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 III	\$2,976.00	Fund School Success Advocate and tutoring to support English Language Learners.	Goal 2
Budget	\$10,400.00	Purchase subscriptions to StoryWorks, Scholastic Reading Counts, AIMSweb, and other instructional materials.	Goal 1
Read By Grade Three Grant	\$14,980.00	Fund Learning Strategists' prep buyout, provide after-school tutoring in reading, substitute days for professional development, and a CTT for intervention instruction during the school day.	Goal 1

APPENDIX A - Professional Development Plan

1.1

Provide professional development to improve Tier 1 reading instructional practices to increase engagement, implement gradual release of responsibility, implement close reading strategies, and implement the NVACS and NEPF. Implement the Read by Grade Three Literacy Action Plan. Provide time during PLC meetings for teachers to explore the resources available to teach the enVsions math curriculum.

Goal 1 Additional PD Action Step (Optional)

2.1

Provide professional development in Response to Instruction, student discourse and engagement, and general language acquisition instruction.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

The Literacy and Math Cadres will organize and host a Family Literacy Night and Math/Science Nights (February/March) and Parent Advisory monthly meetings. Morning meetings will be provided to support parents in literacy strategies such as selecting appropriate books, sight word practice, and modeled reading (Fall and Spring). Parenting classes will be provided (Fall and Spring), and the school will communicate with families through a variety of print and digital means.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

ELL School Success Advocate and School Social Worker develop parent engagement activities/presentations.

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:

All students will increase proficiency in ELA from 56.8% to 64% and in math from 41% to 48.5% by 2019 as measured by Spring 2019 administration of the state summative assessment.

Measurable Objective(s):

- Increase the percent of students proficient in reading from 61% to 66% (3rd grade); 58.4% to 65% (4th grade); and 50.4% to 61% (5th grade) by Spring 2019 as measured by state assessments (SBAC).
- Increase the percent of students proficient in math from 62.8% to 67% (3rd grade); 27.8% to 37.8% (4th grade); and 31.9% to 49.9% (5th grade) by Spring 2019 as measured by state assessments (SBAC).

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	Provide professional development to improve Tier 1 reading instructional practices to increase engagement, implement gradual release of responsibility, implement close reading strategies, and implement the NVACS and NEPF. Implement the Read by Grade Three Literacy Action Plan. Provide time during PLC meetings for teachers to explore the resources available to teach the enVsions math curriculum.	
Progress		
Barriers		
Next Steps		
1.2	The Literacy and Math Cadres will organize and host a Family Literacy Night and Math/Science Nights (February/March) and Parent Advisory monthly meetings. Morning meetings will be provided to support parents in literacy strategies such as selecting appropriate books, sight word practice, and modeled reading (Fall and Spring). Parenting classes will be provided (Fall and Spring), and the school will communicate with families through a variety of print and digital means.	

Progress		
Barriers		
Next Steps		
1.3	Teachers align materials and assessments during weekly PLC meetings to meet the rigor and requirements of the NVACS. Provide intervention instruction to targeted students through a CTT on a daily basis during the school day. Provide after-school tutoring to targeted students weekly.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of English Language Learners achieving AGP toward English Language Proficiency from 21.7% to 60% by 2019 as measured by ELPA.

Measurable Objective(s):

- Increase the percent of proficient ELL students in grades K-3 from 52% to 60% on MAPS literacy assessments from the Winter benchmark 2018 to the Winter benchmark 2019.
- Increase the percent of proficient ELL students in grades 3-5 from 50.4% to 55.4% on state assessment (Spring 2019).

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	Provide professional development in Response to Instruction, student discourse and engagement, and general language acquisition instruction.	
Progress		
Barriers		
Next Steps		
2.2	ELL School Success Advocate and School Social Worker develop parent engagement activities/presentations.	
Progress		

Barriers		
Next Steps		
2.3	Progress monitor nonproficient ELL students through the RTI process with assessments including AIMSweb, SRI, Odyssey/Pathblazer, MAPS, and classroom assessments. Provide after school tutoring through Title III to eligible ELL students.	
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):

- Provide professional development in cultural competency to 100% of licensed personnel.

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		
Progress		
Barriers		
Next Steps		
3.2		
Progress		

Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		