School Performance Plan

School Name

Bowler, Grant ES

Address (City, State, Zip Code, Telephone):

1415 W Whipple Rd
Logandale, NV 89021, 7023983233

Superintendent/Assistant Chief: Pat Skorkowsky / Grant Hanevold

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status:	NA
Designation:	NA
Grade Level Served:	Elementary
Classification:	2 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
KarenJensen	Parent	Tamara Harding	Parent
Jana Holmes	Parent	Kay Barlow	Teacher
Marianne Ekenstam	GATE Teacher	Cairee Johnson	Libray 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)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	NA	NA
Formative Assessments Practice	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

According to 2015-2016 and 2016-0217 SBAC data, students in grades 3-5 that scored at the advanced achievement level remained constant for ELA claim 3 going from 29.17% to 29.27%. In math, students performing in the advanced achievement level increased from 15.79% to 18.14% over the two year span. Additionally, students demonstrating minimal understanding achievement level remained constant from 14.74% to 14.71%. Students in grades 3-5 performing at proficient or advanced achievement levels on the SBAC ELA section, dropped from 64.58% proficient to 54.64% proficient for a difference of 9.94%. On the SBAC math assessment, students in grades 3-5 decreased from 56.84% proficient to 49.51% for a difference of 7.33%. Grant Bowler will continue to work at increasing proficiency in ELA and math as outlined in the action steps of this plan.

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 1:
Increase Grade 3 proficiency rates in reading.

Root Causes:
Increase the percent of 3rd grade students proficient in reading from 49.87% to 55.00% by 2019 as measured by state assessments.

Measurable Objective 1:
Increase the percent of 3rd grade students proficient in reading from 49.87% to 55.00% by 2019 as measured by state assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline, Benchmarks, and Position Responsible**	**Monitoring Status**
1.1 Professional Development (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators:**	
Instructional coach training for all staff members to increase metacognition strategies (Standard 4- NEPF), academic discourse, and connecting learning (Standard 1- NEPF).	Instructional coach visits and SBCT presentations monthly (third Monday of each month), administration presenting at morning meetings, state grant to pay for instructional coach	Sign in sheets and agendas from trainings Administrative Observation form Lesson plans reflect these NEPF standards Administrative conferences reflect classroom observations of these standards in practice	18-19 School year, coaches, admin, School Associate Superintendent	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:	
Implement a curriculum night focused on giving strategies to parents to use at home (March 18)	Handouts Teacher and FACES team presenters	Programs Parent sign in sheet FACES team out to present	Curriculum night March 18 Admin, teachers, learning strategist	N/A

Comments:
Master Calendar Monday through Thursday, for 30 minutes per day, October 5, 2018 to March 18, 2019; SLP data including QSI, AImsweb, DRA and formative assessment

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Implement a school intervention and enrichment block to target struggling and accelerated students to include one to one Chromebook acquisition.	Master Calendar Monday through Thursday, for 30 minutes per day, October 5, 2018 to March 18, 2019; SLP data including QSI, AImsweb, DRA and formative assessment	Monthly reports October through March	Librarian, Support staff	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
Create a parent boot camp for students identified as in jeopardy of not being proficient by having instructional coach invite, present, and record tips and strategies to help students at home Sessions will be video taped and put up on the website to review and for those who cannot attend.	Instructional coach	Agendas, sign ins, screen shot of website	Sessions will be in November, January, February and March at 8:30 and repeated at 2:30 to give parents an option They will be uploaded to the internet the following day.	N/A

Comments:

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 2:
Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

Root Causes:
SBAC data shows limited increases in reading and a decrease in math proficiency The lack of intervention options and tier one instruction rigor, the lack of professional development, and lack of materials have led to this outcome.

Measurable Objective 1:
Reduce the math proficiency gap between the Non LEP subgroup and the LEP subgroups from 23.35% in 2016-2017 to 20.00% gap in 2018-2019

Measurable Objective 2:
Reduce the ELA proficiency gap between the Non LEP subgroups and the LEP subgroups form 27.83% in 2016-1017 to a 22.00% gap in 2018-2019

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline, Benchmarks, and Position Responsible**	**Monitoring Status**
2.1 Professional Development (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators:**	
Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.	Administration presenting at morning meetings and ELL coordinator presenting at SBCT on Strategies for improving metacognition and the Imagine Learning materials (Nov. 13)	Sign in sheets and agendas from trainings Administrative Observation form Lesson plans reflect these NEPF standards Administrative conferences reflect classroom observations of these standards in practice	ELL Coordinator, admin, School Associate Superintendent (Nov. 13)	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: Yes**	**NCCAT-S Indicators:**	
Implement a curriculum night focused on giving strategies to parents to use at home on March 17	Handouts teacher and district presenters	program agenda and parent sigh in sheets	Curriculum night March 17, Admin, presenters	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Implement the Imagine Learning computer program for qualifying students and use the Chromebooks to access individualized learning plans.	Imagine Learning web based program (provided by the district) Master Calendar, intervention time Monday through Thursday at 30 minutes per day, October 15 to March 28, WIDA	Monthly reports October through March and student attendance sheets	ELL coordinator (Nov. 13)	N/A

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 3:
Increase the percentage of students performing at proficient levels in math from 49.51% to 55.00%.

Root Causes:
There is a lack of professional development, lack of materials to adequately teach math, and no differentiation of instruction.

Measurable Objective 1:
Increase the percent of students proficient in math from 49.87% to 55.00% by 2019 as measured by state assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline, Benchmarks, and Position Responsible**	**Monitoring Status**
3.1 Professional Development (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators:**	
Implement new Everyday Math Curriculum by providing training to include differentiation and technology components, materials, and time to plan with colleagues.	Everyday Math Program (General fund), manipulatives (donation), sub time (general fund), District trainer (provided by district, Company trainer (provided by district)	Lesson plans, agendas and sign in sheets, Aimsweb MCap and MComp scores, and formative assessment	District trainer (Mike Everson) Oct 23 and Nov 14; Company Trainer Aug 21 and Jan 18	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: No	NCCAT-S Indicators:	
Hold a family game night to teach families the value of games as repeated practice and help them with strategies to support learning at home.	Curriculum Committee members and volunteers (appropriately 12 teachers) Math games to distribute (general fund)	Agenda, parent sign in, teacher outline for presentations	Learning strategist and administration	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

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

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
PTO FUnd rainsing	16,000.00	School gifts, marquee, equipment, and teacher materials	None
Get Smart Organization	30,000.00	teacher tools for STEAM projects	Goals 1, 2 and 3
Read by 3 grant from State	80,000.00	Learning Strategist	Goals 1 and 3

APPENDIX A - Professional Development Plan

1.1
Instructional coach training for all staff members to increase metacognition strategies (Standard 4- NEPF), academic discourse, and connecting learning (Standard 1- NEPF).

Goal 1 Additional PD Action Step (Optional)

2.1
Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

Goal 2 Additional PD Action Step (Optional)

3.1
Implement new Everyday Math Curriculum by providing training to include differentiation and technology components, materials, and time to plan with colleagues.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2
Implement a curriculum night focused on giving strategies to parents to use at home (March 18)

Goal 1 Additional Family Engagement Action Step (Optional)

2.2
Implement a curriculum night focused on giving strategies to parents to use at home on March 17

Goal 2 Additional Family Engagement Action Step (Optional)

3.2
Hold a family game night to teach families the value of games as repeated practice and help them with strategies to support learning at home.

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 49.87% to 55.00% by 2019 as measured by state assessments.

Status
N/A

Comments:

1.1 Professional Development:
1.2 Family Engagement: Master Calendar Monday through Thursday, for 30 minutes per day, October 5, 2018 to March 18, 2019; SLP data including QSI, Almsweb, DRA and formative assessment
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year	End-of-Year
1.1	Instructional coach training for all staff members to increase metacognition strategies (Standard 4- NEPF), academic discourse, and connecting learning (Standard 1- NEPF).	N/A
Progress		
Barriers		
Next Steps		
1.2	Implement a curriculum night focused on giving strategies to parents to use at home (March 18)	N/A
Progress		

Barriers		
Next Steps		
1.3	Implement a school intervention and enrichment block to target struggling and accelerated students to include one to one Chromebook acquisition.	N/A
Progress		
Barriers		
Next Steps		
1.4	Create a parent boot camp for students identified as in jeopardy of not being proficient by having instructional coach invite, present, and record tips and strategies to help students at home Sessions will be video taped and put up on the website to review and for those who cannot attend.	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):
- Reduce the math proficiency gap between the Non LEP subgroup and the LEP subgroups from 23.35% in 2016-2017 to 20.00% gap in 2018-2019
- Reduce the ELA proficiency gap between the Non LEP subgroups and the LEP subgroups form 27.83% in 2016-1017 to a 22.00% gap in 2018-2019

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	Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.	N/A
Progress		
Barriers		
Next Steps		
2.2	Implement a curriculum night focused on giving strategies to parents to use at home on March 17	N/A
Progress		

Barriers		
Next Steps		
2.3	Implement the Imagine Learning computer program for qualifying students and use the Chromebooks to access individualized learning plans.	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 students performing at proficient levels in math from 49.51% to 55.00%.

Measurable Objective(s):
- Increase the percent of students proficient in math from 49.87% to 55.00% by 2019 as measured by state assessments.

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	Implement new Everyday Math Curriculum by providing training to include differentiation and technology components, materials, and time to plan with colleagues.	N/A
Progress		
Barriers		
Next Steps		
3.2	Hold a family game night to teach families the value of games as repeated practice and help them with strategies to support learning at home.	N/A
Progress		

Barriers		
Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		