

School Performance Plan

School Name
BOWLER, GRANT ES

Address (City, State, Zip Code, Telephone):
1425 WHIPPLE ROAD
LOGANDALE, NV 89021, 7023983233

Superintendent/Region Superintendent: Shawna Jessen / Grant Hanevold

For Implementation During The Following Years: 2020-2021

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	<input type="checkbox"/> Use of Core Instructional Materials	<input type="checkbox"/> Scheduling	<input type="checkbox"/> Model School Visits
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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
Crystal Houston	Parent	Pam Tolouse	Parent
Erin Francom	Parent	Brooke Devogue	Parent
Carolyn DeLaFrance	Teacher	Marianne Ekenstam	Teacher
Darlene Millington	Support Staff	Karla Fetherston	Support Staff

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 2019-2020 SBAC data, ELA students grew from 54.15% percent proficient in 2016-2017 to 55.63% proficient in 2017-2018 to 60.82% proficient in 2018-2019 and xxx in 2019-2020. Math trends were upward as well. Student grew from 40.74% proficient in 2016-2017 to 45.70% proficient in 2017-2018 and 57.04% proficient in 2018-2019 and xxx in 2019-2020. Students demonstrating minimal understanding achievement level went from 21.23% in 2016-2017 to 21.19% in 2017-2018 to 17.18% in 2018-2019 and xxx in 2019-2020.

Negative trends included the increase of the partial understanding students in math from 31.79% in 2016-2017 to 33.11% partially understanding in 2017-2018 but turned around a bit in 2017-2018 to show 25.77 partial understanding. In the fall of 2018, a comprehensive needs assessment was conducted (NCCAT-S). Needs were identified in the following areas: 1.6 all instructional staff members provide students with additional instruction and intervention as needed to improve student achievement, 2.4 all instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance, and 3.1 school leadership develops and communicates a clear, shared vision and mission.

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:

All students will increase proficiency in ELA from xxx% to xxx% by 2021 as measured by the state Smarter Balanced Assessment summative assessments.

Root Causes:

Teachers lack training and expertise in Tier I instruction and materials for Tier II instruction and school needs focus implementing the school wide vision.

Measurable Objective 1:

Increase the percent of 3rd-5th grade students proficient in ELA from XX% to XX% by 2021 as measured by state assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
All Instructional staff members provide students with additional instruction and intervention as needed to improve student achievement. Teachers will reteach and help students use results to monitor their own learning.	FOur staff development days will be used to train on best practices, training on reteaching practices, and teaching aids to support interventions. Additionally training will occur during throughout the year during faculty meetings. The school general fund will provide training materials for teachers.	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	20-21 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
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1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Implement parent training focused on giving strategies to parents to use at home two or more times in the year.	Handouts Teacher and ELL team presenters	Programs Parent sign in sheet FACES/ELL team out to present	PTO training September 25 March 18 Admin, teachers, learning strategist	N/A

Comments:

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.	Time provided on Master Calendar Monday through Thursday, for 30 minutes per day, October 5, 2020 to March 18, 2021; SLP data including QSI, Almsweb, DRA and other formative assessment	Teacher PLC meetings to review progress toward successful intervention and enrichment block	Librarian, Support staff	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 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 our caucasian students who are XX% proficient in ELA and XX% proficient in Math and our Hispanic population who are XX% proficient in ELA and XX% proficient in Math to XX% in ELA and XX% in Math by 2021.

Root Causes:

SBAC data shows limited increases in reading and math proficiency Although the data shows an increase in achievement, there is a lack of significant growth in these areas with FRL, ELL, and IEP students. The lack of reteaching and timely feedback to students during tier one instruction rigor, the lack of professional development, and lack of materials have led to this outcome.

Measurable Objective 1:

Reduce the math and proficiency gap between the Non LEP subgroup and the LEP subgroups from XX% in 2016-2017 to XX% gap in 2020-2021

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:	
All instructional staff members provide specific and timely feedback to students on an ongoing basis and students use the feedback to improve their performance.	Administration and ANet partnership trainers presenting on district staff development days on Strategies for improving meta cognition and Rigor. (August 2020) (November 2020) (February 2021) and the National Geographic reading program	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	Administration, Anet Trainer, 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: No	NCCAT-S Indicators:	
Implement a Maker Faire evening highlighting students of all sub groups in a celebration of problem solving skill attainment and creativity resulting in improved metacognition to be hosted at the school in partnership with community makers and parents.	Teacher leaders Presenters Materials metacognition activities	Programs Parent sign in sheet Newspaper article VIP invitations Presentation handouts	Event scheduled on February 20, 2021 Admin, teachers, learning strategist	N/A

Comments:

2.3 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..	Time provided on Master Calendar Monday through Thursday, for 30 minutes per day, October 5, 2020 to March 18, 2021; SLP data including QSI, Almsweb, DRA and formative assessment	Teacher PLC meetings to review progress toward successful intervention and enrichment block	ELL coordinator Administration	N/A

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	<input 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:

All students will increase proficiency in Math xx% to xx% by 2021 as measured by the NV Smarter Balanced Assessment summative assessments.

Root Causes:

There is a lack of professional development, incomplete materials to adequately teach math, and minimal differentiation of instruction.

Measurable Objective 1:

Increase the percent of students proficient in math from xx% to xx by 2020 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
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Implement new Everyday Mathematics program so that the school is unified in a math vision and has materials, training, technology and time.	Everyday Math program (General fund),sub time (general fund), District trainer (provided by district, Company trainer (provided by district)	Lesson plans, agendas and sign in sheets, Aimsweb scores, MAPS scores, district interims and other formative assessment	PLC meetings with teachers to review success of program quarterly in October, January, March and May	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
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3.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Hold a Math Night to teach families the thinking 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 (Required)		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 Raising	24,000.00	School gifts, marquee, equipment, and teacher materials	None
General fund	80,000.00	Pay for extra duty, teacher aids, and materials	Goals 1, 2 and 3
Title III	1500.00	Subs for ELL walks	Goal 2

Plan for improving the school climate

Goal:

XX% of the students who participated in the CCSD Survey (Pledge of Achievement) strongly agreed that they were happy at school. On the 2020-2021 district survey students will show an increase to XX% who strongly agree that they are happy at school.

Action Plan: How will this plan improve the school climate?

Students will participate in Get Smart Groups, Grit Awards, recognition ceremonies, field trips, and project based learning activities that promote Design Thinking helping them feel engaged and connected. Parents will be recognized at school assemblies who are very important volunteers and utilized to work with students, fund raising, and to support instruction all year. The administration will provide professional development activities that will help teachers be engaging and continue to promote Design Thinking as our overall school brand. Also students will be surveyed to show overall satisfaction twice in the year.

Monitoring Plan: How will you track the implementation of this plan?

Lists will be kept of parent awards monthly (Assistant Principal) Agendas from PTO and SOT meetings will be collected monthly (Principal) Student awards three time a year in October, February, and May (Assistant Principal) Agendas from Design Thinking training (Principal) School wide student survey data to be collected in December and April (Assistant Principal)

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

The climate plan will be evaluated at the conclusion of the year when reviewing student surveys and district survey data We will know our goal has been reached when XX% or more state that they are overall happy at school and when XX% or more self report satisfaction on a school wide survey.

APPENDIX A - Professional Development Plan

1.1

All instructional staff members provide students with additional instruction and intervention as needed to improve student achievement. Teachers will reteach and help students use results to monitor their own learning.

Goal 1 Additional PD Action Step (Optional)

2.1

All instructional staff members provide specific and timely feedback to students on an ongoing basis and students use the feedback to improve their performance.

Goal 2 Additional PD Action Step (Optional)

3.1

Implement new Everyday Mathematics program so that the school is unified in a math vision and has materials, training, technology and time.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Implement parent training focused on giving strategies to parents to use at home two or more times in the year.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Implement a Maker Faire evening highlighting students of all sub groups in a celebration of problem solving skill attainment and creativity resulting in improved metacognition to be hosted at the school in partnership with community makers and parents.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Hold a Math Night to teach families the thinking 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:

All students will increase proficiency in ELA from xxx% to xxx% by 2021 as measured by the state Smarter Balanced Assessment summative assessments.

Measurable Objective(s):

- Increase the percent of 3rd-5th grade students proficient in ELA from XX% to XX% by 2021 as measured by state assessments.

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	All Instructional staff members provide students with additional instruction and intervention as needed to improve student achievement. Teachers will reteach and help students use results to monitor their own learning.	
Progress		N/A
Barriers		
Next Steps		
1.2	Implement parent training focused on giving strategies to parents to use at home two or more times in the year.	
Progress		N/A

Barriers		
Next Steps		
1.3	Implement a school intervention and enrichment block to target struggling and accelerated students.	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 our caucasian students who are XX% proficient in ELA and XX% proficient in Math and our Hispanic population who are XX% proficient in ELA and XX% proficient in Math to XX% in ELA and XX% in Math by 2021.

Measurable Objective(s):

- Reduce the math and proficiency gap between the Non LEP subgroup and the LEP subgroups from XX% in 2016-2017 to XX% gap in 2020-2021

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	All instructional staff members provide specific and timely feedback to students on an ongoing basis and students use the feedback to improve their performance.	
Progress		N/A
Barriers		
Next Steps		
2.2	Implement a Maker Faire evening highlighting students of all sub groups in a celebration of problem solving skill attainment and creativity resulting in improved metacognition to be hosted at the school in partnership with community makers and parents.	
Progress		N/A

Barriers		
Next Steps		
2.3	Implement a school intervention and enrichment block to target struggling and accelerated students..	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:

All students will increase proficiency in Math xx% to xx% by 2021 as measured by the NV Smarter Balanced Assessment summative assessments.

Measurable Objective(s):

- Increase the percent of students proficient in math from xx% to xx by 2020 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 Mathematics program so that the school is unified in a math vision and has materials, training, technology and time.	N/A
Progress		
Barriers		
Next Steps		
3.2	Hold a Math Night to teach families the thinking 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		