School Performance Plan

School Name

Craig, Lois ES

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

2637 E Gowan Rd

N Las Vegas, NV 89030-4461, (702) 799-4910

Superintendent/Assistant Chief: | Pat Skorkowsky/ / Lorna James-Cervantes

For Implementation During The Following Years: | 2016-2017

The Following MUST Be Completed:

Title I Status:	Served
Designation:	Focus School
Grade Level Served:	Elementary
Classification:	2 Star
NCCAT-S:	Review

| ***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
	Parent	Shiobahn Henderson	Parent
Tammy Martin	Assistant Principal	Frances Lucero	Data Strategist
Tisha Jones	Learning Strategist	Michelle Basolo	Learning Strategist
Susan Barbosa	Kindergarten Teacher	Jennifer Cambria	1st Grade Teacher
Arretta Prestage	3rd Grade Teacher	Pierre Shelton	5th Grade Teacher
Randy Cheung	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)	Nevada School Performance Framework (NSPF)
Statewide Assessments	AMAOs/ELPA Analysis	Achievement Gap Data
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	NA	NA
Summative Assessments	NA	NA
NA	NA	NA
Other: i-Ready	Other: i-Ready	Other: i-Ready
Other: NDE Validation Day Data	Other: NDE Validation Day Data	Other: NDE Validation Day Data

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

Lois Craig Elementary School is a comprehensive elementary school serving grades pre-kindergarten through five. With approximately 742 students as of April, Craig Elementary School will operate on a nine-month attendance calendar. The school is located in North Las Vegas, and it has been in operation for 51 years. Based on student achievement data, Craig ES is ranked two star and Focus based on achievement gaps within the free and reduced lunch (FRL), Individualized Education Plans (IEP), and English Learner (EL) subgroups. The Craig demographic data identified Asian (.6%), African American (20.4%), White/Caucasian (4.6%), Native American (.1%), Hispanic/Latino (71%), Multi-race (3.%), and Pacific Islander (.3%) with a total of 724 students based on the 2015-2016 Official NDE Validation Day data. Our subgroup data revealed students with Free and Reduced Lunch (84.3%), Individualized Education Plans (12.3%), and English Language Learners (51.8%).

Based on the 2015-2016 fall and winter Craig i-Ready reading scores, Kindergarten through Fifth grades have shown positive growth in the area of reading. The average winter scale score for Kindergarten was 356 with a year-end goal of 479. This resulted in a negative seven point departure from the norm according to i-Ready winter scale scores. First grade showed a positive eight point growth and Second grade a positive twenty-eight points. Third through Fifth grades displayed the greatest positive departure from the norm in reading. Third grade presented a positive forty-four growth points while Fourth grade increased by forty-one points. In addition, Fifth grade lead the way with a positive increase of fifty-eight points. Although students have shown positive growth in the area of reading, students falling within the EL and IEP subgroups did not demonstrate the same dramatic growth and will require additional support in curriculum to decrease the achievement gap.

According to the Nevada School Performance Framework from the 2013-2014 school year (the most recent available), the school earned 37 points out of a possible 100 points, resulting in a two-star rating. The school earned 35% of the available points for growth measures, 40% of the available points for status measures, 25% of the available points for reduction of achievement gap measures, and 60% of the available points for other indicators (i.e., attendance). In the 2014-2015 school year, nine classrooms were taught by a long-term substitute for the entire year, and three additional classrooms were taught by a long-term substitute for a portion of the year.

The NCCAT-S indicators identified in 2013-14 as areas to focus on are: 3.7 - School leadership ensures that all professional development is focused on improving student achievement and 2.2 - All instructional staff members develop unit/lesson plans based on student assessment results and adjust instruction accordingly. Both of these were considered and integrated when writing our plan. The leadership team indicated they would like to conduct the NCCAT-S in the fall of 2015 to update this data.

New statewide summative data is unavailable at this time. Previously analyzed three year trend data indicate Grade 3-5 reading CRT levels have declined over the last three years however 2014 data shows a 1.51% increase from 2013. Subgroup data indicated a slight increase (2.23%) for the Hispanic population, but significant decreases for the IEP population (over 9%). The LEP and FRL subgroups had seen a slight increase since 2013 of 1.49% and 1.16% respectively. In math, Grades 3-5 experienced an overall decline from 2012 of 9.81%. Af-Am students increased by 2.42% from 2013 to 2014 but Hispanic, white, multi-ethnic, IEP, LEP and FRL scores declined during this same time period. 2014 NSPF and observation data indicate that the IEP, ELL and FRL percentages at or above proficiency were 2%, 27% and 43% in reading and 13%, 31% and 47% in math respectively. FRL students had the highest rate of proficiency among the subgroups with

the exception of Hispanic (reading 45%, math 49%) and White (reading 53% and Math 60%).

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:
Based on observations, collaboration data, and student achievement data, there is a need for increased support and structure with data analysis, and utilizing that data to drive instruction. Training and practice is needed to improve understanding of analyzing raw student data in order to drill down to specific skill deficiencies.

Measurable Objective 1:
Increase the percent of 3rd grade students proficient from fall 2016 to spring 2017 by 10% as measured by school-wide formative assessments (iReady benchmarks and growth monitoring assessments).

Measurable Objective 2:
Increase the percent of K-2 students proficient from fall 2016 to spring 2017 in reading from 12% to 25% as measured by school-wide formative assessments (SBAC interim 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: 1.1/1.2**	
A.) Craig ES will design a template that grade levels will all use to increase the structure and consistency across grade level collaboration. B.) Teachers will participate in PD to increase their knowledge of using data to inform instruction example MAP, WIDA, AR, STAR, CORE Phonics, etc. C.) Teachers will participate in instructional Professional Development (PD) based on the needs analyzed in STPT and PLC.	A.) PD funds/prep buyout and Data Strategist, 1003a, leadership team B.) PD funds/prep buyout, Data Strategist, 1003a; ST Math, 1003a; STAR/AR, Title I C.) Data Strategist, 1003a; Instructional Strategist, Title I	A.) Template designed and utilized by teams B./C.) PD Agendas, Sign-ins, Surveys, Classroom Observation (PD Evidence Checklist) and Lesson Plans for implementation, Coaching Logs	A.) August/September 2016, Data Strategist, Administration B.) monthly, Data Strategist, Administration C.) monthly, Instructional Strategist	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:**	**NCCAT-S Indicators:**	
A.) Family engagement will increase through monthly literacy trainings for parents after school integrating Snack Time with Books, morning walking club, and after school showcases. B.) Literacy Night will also be held for families. Information will be provided in both English and Spanish. C.) Truancy Diversion Program	A./B.) Instructional Materials, Title I Funding; Support Staff Extra Duty (translation), Title I funding; Professional Tech Services, Title I; Spread the Word Nevada ($0) C.) Clark County Partnership ($0)	A./B.) Parent Training Agendas, handouts, sign-ins, parent surveys C.) Attendance data, truancy information	A.) monthly, Administration B.) annually, Administration C.) weekly, Counselor & Community in Schools	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.3 Curriculum/Instruction/Assessment (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators: 1.1/1.2**	
A.) Craig ES teachers will be actively and consistently utilizing data to inform instruction. B.) Data gathered will be informing instruction and guiding the PD being provided. C.) Teachers will implement PD within instructional groupings and integrating strategies of focus.	A.) Data Strategist, 1003a, leadership team B.) Data Strategist, 1003a, C.) Data Strategist, 1003a; Instructional Strategist, Title I	A.) STPT and PLC Agendas and forms B.) PD Agendas/Sign-ins/Surveys, lesson plans C.) Lesson plans, admin observation notes, coaching logs A.-C.) Student Achievement Data measured by MAP and progress monitoring.	A.) monthly, Data Strategist, Administration B.) monthly, Data Strategist, Administration C.) weekly, Teachers, Administration	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.4 Other (Optional)		**Continuation From Last Year:**	**NCCAT-S Indicators: 1.1/1.2**	
A.) Students will be invited to participate in an after school tutoring/enrichment program. B.) Two Certified Temporary Tutors (CTT) will be hired to work with students during the day for intervention. C.) Reading Center, Pre-Kindergarten, Kindergarten CSR will be provided. D.) iReady Assessment, Extended School Year (17 additional days)	A.) 21st Century Grant ($100,000) B.) PASS Grant (TBD) C./D.) Zoom (District allocation of 25 million)	student rosters, RTI meeting notes, progress monitoring and student achievement data	A./B./C./D.) August-July, Administration	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:
Based on observations, collaboration data, and student achievement data, there is a need for increased support and structure with data analysis, and utilizing that data to drive instruction. Training and practice is needed to improve understanding of analyzing raw student data in order to drill down to specific skill deficiencies.

Measurable Objective 1:
Increase the percentage of 3rd grade ELs who are on or above grade level in reading, as measured by end of year assessments, from 13.21% to 23.21% by June 2017.

Measurable Objective 2:
Increase the percentage of K-2 ELs who are on or above grade level in reading, as measured by iReady, from 18% to 28% by June 2017.

Measurable Objective 3:
Increase the percent of ELs meeting AGP, as measured by ELPA, from 53% to 68% by June 2017.

Measurable Objective 4:
Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 50.13 to 40.13 by 2017 as measured by state assessments.

Measurable Objective 5:
Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 47.88 to 37.88 by 2017 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**
2.1 Professional Development (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators: 3.7, 2.2**	

A.) Craig ES will design a template that grade levels will all use to increase the structure and consistency across grade level collaboration. B.) Teachers will participate in PD to increase their knowledge of using data to inform instruction example i-Ready, WIDA, ST Math, AR, STAR, CORE Phonics, etc. C.) Teachers will participate in PD to increase their knowledge of the implementation of the ELL Master Plan. C.) Teachers will participate in instructional Professional Development (PD) based on the needs analyzed in STPT/PLC. D.) PD for admin, provided by Zoom, focuses on the expectations of Zoom. Admin and Zoom staff will attend PD and conferences focused on teaching and supporting English Learners.	A.) PD funds/prep buyout and Data Strategist, 1003(a), Title I (Book Study); leadership team B.) PD funds/prep buyout and Data Strategist, 1003(a); STAR/AR, Title I ($7,790) C.) Data Strategist, 1003(a), Instructional Strategists, Title I D.) Estimated Costs for 29 Zoom elementary and secondary schools: $500,000 (to be paid for with non-SB 405 funds: ELL general funds, Title III, and Title I)	A.) Template designed and utilized by teams B./C/D.) PD Agendas/Sign-ins/Surveys D.) Student Achievement Data as measured by WIDA/iReady (3 times per year).	A.) August/September 2016, Data Strategist, Administration B.) monthly, Data Strategists, Administration C.) monthly, Instructional Strategists D.) Zoom Initiatives: Administration and Assistant Chief (2016-17 school year)	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:**	**NCCAT-S Indicators:**	
A.) Family engagement will increase through monthly literacy trainings for parents after school integrating Snack Time with Books, morning walking club, and after school showcases. B.) Literacy and Math Nights for families will also be held. Information will be provided in both English and Spanish. C.) Zoom initiatives: Two Zoom Family Nights will be held (one in the winter and one in the spring), Zoom newsletters will be sent out.	A./B.) Instructional Materials, Title I Funding; Para tech services, Title I funding C.) Parent Engagement Project Facilitator	A./B.) Parent Training Agendas, handouts, sign-ins C.) Attendance counts and/or sign-in sheets from family events, Parent survey data, newsletters, Site logs of parent contact and activities.	A.) monthly, Administration B.) annually, Administration C.) Zoom Initiatives: Administration and Assistant Chief (2016-17 school year)	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators: 2.2	
A.) Craig ES teachers will be actively and consistently utilizing data to inform instruction. B.) Data gathered will be informing instruction and guiding the PD provided. C.) Teachers will implement PD within instructional groupings and integrating strategies of focus. D.) Implement Zoom PD	A.) Data Strategist, 1003(a) (pending), leadership team, AR/STAR (Title I), i-Ready and Kinder Zoom assessment data, Zoom (District allocation of 1.4 million) B.) Data Strategist, 1003(a) C.) Data Strategist, 1003(a); Instructional Strategist, Title I D.) Estimated Costs for 29 Zoom elementary and secondary schools: (to be paid for with non-SB 405 funds: ELL general funds, Title III, and Title I)	A.) STPT and PLC Agendas and forms B.) PD Agendas/Sign-ins/Surveys C.) Lesson plans, admin observation notes, coaching logs D.) Transparent tracking, AIMSweb, i-Ready, and WIDA.	A.) monthly, Data Strategist, Administration B.) monthly, Data Strategist, Administration C.) weekly, Teachers, Administration D.) Zoom Initiatives: Administration and Assistant Chief (2016-17 school year)	N/A

Comments:

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

| A.) Students will be invited to participate in an before/after school tutoring/enrichment program. B.) Two Certified Temporary Tutors will be hired to work with students during the day for intervention. | A.) 21st Century Grant ($100,000) B.) PASS Grant (TBD) | A.) Student rosters/sign ins B.) Payroll, student list of students served | A./B.) August-July, Administration | 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 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 achievement gap data.

Measurable Objective 1:
100% of staff will participate in a school-based cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

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:**	**NCCAT-S Indicators:**	
All staff will participate in a professional development sessions from the ELL Master plan and Culture & Climate with AB 394. The Equity and Diversity liaison will also provide information to the school. Teachers will participate in PD to increase their knowledge of the implementation of the ELL Master Plan.	Training materials from Equity and Diversity Department; ELL, and Culture & Climate	Staff meeting sign- in sheets, agenda	The principal is responsible for ensuring this action step takes place during the 2016-2017 school year. Equity and Diversity Liaison is responsible for attending professional development quarterly and sharing information with the staff.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status

3.2 Family Engagement (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
				N/A

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:	
CCSD will offer recruitment/retention incentives in accordance with the list of incentives approved by the Nevada State Board of Education: Financial Incentives, Opportunities for Professional Growth, Administrative Support and Leadership, School Culture and Working Conditions.	Estimated Costs for 29 Zoom elementary and secondary schools: $787,006.84	Teacher Survey Data, Possible data from HR, including retention/turnover rates.	Zoom Initiatives: Administration and Assistant Chief (2015-16 school year)	N/A

Comments:

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

Based on the CNA, identify all that apply:	4. Using data to inform instruction

Root Causes:
Based on observations, collaboration data, and student achievement data, there is a need for increased support and structure with data analysis.

Measurable Objective 1:
By the winter benchmark, 50% of students in grades K-5 within the subgroups will be proficient in Reading as measured by the benchmark formative assessment.

Measurable Objective 2:
By the winter benchmark, 50% of students in grades K-5 within the subgroups will be proficient in Math as measured by the benchmark formative assessment.

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**
4.1 Professional Development (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators: 3.7, 2.2**	
Hire a Data Strategist for the following purposes: A.) collect and analyze student achievement data for the school B.) facilitate professional development for staff on analyzing data and how to use it to inform instruction C.) lead/guide grade level data analysis through Structured Teacher Planning Time (STPT) and Professional Learning Communities (PLC) D.) link to instructional supports needed based on data collection.	1003(a)	A.) Data reports B.) Professional Development agendas, sign-Ins, surveys C.) STPT and PLC Meeting Notes/Agendas, D.) Meeting notes/minutes	A.) monthly, Data Strategist B.) monthly, Data Strategist, Administration C.) monthly, Data Strategist, Administration; D.) monthly, Data Strategist, Instructional Strategist, Administration All - monthly problem-solving meetings and 90-day monitoring/status update meetings, designated School and District staff	N/A

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:** 3.7, 2.2	

A) Send a team to the conference in August 2016 located in Milwaukee, Wisconsin at the conclusion of this school calendar. By attending this particular conference we will have time to plan and implement refined processes for our PLCs to start the 2016-2017 school year and train the staff. B) Provide extra duty pay to eight members to meet for two days to plan and prepare the roll out of our refined and improved PLC structure.	A/B) 1003(a)	A) Data reports, B) Structured Teacher Planning Time (STPT) and PLC agendas/notes, student achievement data	Monthly reports will be utilized during STPT analysis, Data Strategist & A/B) Admin; All - monthly problem-solving meetings and 90-day monitoring/status update meetings, designated School and District staff	N/A

Comments:

4.3 Curriculum/Instruction/Assessment (Optional)		**Continuation From Last Year:**	**NCCAT-S Indicators: 3.7, 2.2**	
Funds for Professional Development: A.) professional development provided for staff on analyzing SBAC, i-Ready, WIDA, and CORE Phonics data and how to use it to inform instruction B.) lead/guide grade level data analysis through Structured Teacher Planning Time (STPT)and PLC	A./B.) Prep buy out, sub pay 1003(a)	A.) PD Agendas/Surveys, B.) STPT and PLC Agenda/Notes,	A.) monthly, Data Strategist, Administration B.) twice monthly, Data Strategist, Administration	N/A

Comments:

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

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I	$281,960	Learning Strategist (3), Collaboration funds for lead team (12), Professional/Tech Services (CIS Services), Co-Site Liaison (2), Instructional materials, Book Study and extra duty, Parent Trainings, AR/STAR licenses	Goals 1 and 2
1003(a)	$124,470	Data Strategist (1), Solution Tree Conference, Professional Development for staff on how to analyze and utilize data to inform instruction including prep buy-outs.	Goals 1 and 2
21st Century Grant	$100,000	Program before and after school for intervention and/or enrich student learning in grades K-5.	Goals 1 and 2
PASS	TBD	Certified Temporary Tutors (2) to provide literacy intervention to identified students.	Goals 1 and 2
Zoom	$25 million	Total funding for Zoom schools . Funding will provide for Pre-K half days, 4 days a week; Full Day Kindergarten; Reading Skills Center; Summer Academy Intersession; Professional Development; Recruitment/Retention Initiatives; and Family Engagement Opportunities. The intended outcome is to raise students with WIDA scores academic achievement.	Goals 1, 2 and 3
Title I Set aside	1,500	Collaboration and PLC planning.	Goals 1 and 2

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.
The administration works hand-in-hand with the district's Human Resources Department to stay on top of newly applying candidates. Once vacancies are evident, strong candidates are recruited,several references are called upon for each candidate, observation of actual teaching, if possible, and an interview is conducted. Teachers know they are supported and given ample opportunities to grow as professionals and develop leadership skills. Lois Craig ES supports and adheres to CCSD hiring practices.

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.
Skills classes are provided regularly for PreK parents; correspondence to families is provided in English and Spanish; Snack Time with Books is held each month; family curriculum nights are held; An electronic marquee, with school bulletins/news provides communication in English and Spanish; Additionally, a computer is provided in the main office for parents to use to check 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.).
PreK to Kindergarten: the PreK teacher meets with the kindergarten teachers to discuss individual students and needs. Fifth Grade to 6th Grade: students going to Sedway MS have the option to attend an orientation, the middle school counselors visit Lois Craig to discuss class registration. There is a bridge program for the 5th to 6th grade students each August to prepare for middle school.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
Teachers participate in scheduled Structured Teacher Planning Time (STPT) where decisions are made regarding use of assessments from various sources to include district-adopted reading, writing and mathematics programs. Teachers provide input during STPT on the development of common grade-level assessments.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts
All funding sources are fully aligned to the Lois Craig ES School Performance Plan (SPP). The SPP is developed through the school's Leadership Team comprised of teacher leaders, special ed department representatives and a parent member. Student achievement data is disaggregated, analyzed, and used to develop professional development plan aligned to the SPP. Funds used from all funding sources is completely in alignment with the SPP.

APPENDIX A - Professional Development Plan

1.1
A.) Craig ES will design a template that grade levels will all use to increase the structure and consistency across grade level collaboration. B.) Teachers will participate in PD to increase their knowledge of using data to inform instruction example MAP, WIDA, AR, STAR, CORE Phonics, etc. C.) Teachers will participate in instructional Professional Development (PD) based on the needs analyzed in STPT and PLC.

Goal 1 Additional PD Action Step **(Optional)**

2.1
A.) Craig ES will design a template that grade levels will all use to increase the structure and consistency across grade level collaboration. B.) Teachers will participate in PD to increase their knowledge of using data to inform instruction example i-Ready, WIDA, ST Math, AR, STAR, CORE Phonics, etc. C.) Teachers will participate in PD to increase their knowledge of the implementation of the ELL Master Plan. C.) Teachers will participate in instructional Professional Development (PD) based on the needs analyzed in STPT/PLC. D.) PD for admin, provided by Zoom, focuses on the expectations of Zoom. Admin and Zoom staff will attend PD and conferences focused on teaching and supporting English Learners.

Goal 2 Additional PD Action Step **(Optional)**

3.1
All staff will participate in a professional development sessions from the ELL Master plan and Culture & Climate with AB 394. The Equity and Diversity liaison will also provide information to the school. Teachers will participate in PD to increase their knowledge of the implementation of the ELL Master Plan.

Goal 3 Additional PD Action Step **(Optional)**

4.1
Hire a Data Strategist for the following purposes: A.) collect and analyze student achievement data for the school B.) facilitate professional development for staff on analyzing data and how to use it to inform instruction C.) lead/guide grade level data analysis through Structured Teacher Planning Time (STPT) and Professional Learning Communities (PLC) D.) link to instructional supports needed based on data collection.

Intervention Additional PD Action Step **(Optional)**

APPENDIX B - Family Engagement Plan

1.2
A.) Family engagement will increase through monthly literacy trainings for parents after school integrating Snack Time with Books, morning walking club, and after school showcases. B.) Literacy Night will also be held for families. Information will be provided in both English and Spanish. C.) Truancy Diversion Program

Goal 1 Additional Family Engagement Action Step **(Optional)**

2.2
A.) Family engagement will increase through monthly literacy trainings for parents after school integrating Snack Time with Books, morning walking club, and after school showcases. B.) Literacy and Math Nights for families will also be held. Information will be provided in both English and Spanish. C.) Zoom initiatives: Two Zoom Family Nights will be held (one in the winter and one in the spring), Zoom newsletters will be sent out.

Goal 2 Additional Family Engagement Action Step **(Optional)**

3.2

Goal 3 Additional Family Engagement Action Step **(Optional)**

4.2
A) Send a team to the conference in August 2016 located in Milwaukee, Wisconsin at the conclusion of this school calendar. By attending this particular conference we will have time to plan and implement refined processes for our PLCs to start the 2016-2017 school year and train the staff. B) Provide extra duty pay to eight members to meet for two days to plan and prepare the roll out of our refined and improved PLC structure.

Intervention 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 from fall 2016 to spring 2017 by 10% as measured by school-wide formative assessments (iReady benchmarks and growth monitoring assessments).
- Increase the percent of K-2 students proficient from fall 2016 to spring 2017 in reading from 12% to 25% as measured by school-wide formative assessments (SBAC 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	A.) Craig ES will design a template that grade levels will all use to increase the structure and consistency across grade level collaboration. B.) Teachers will participate in PD to increase their knowledge of using data to inform instruction example MAP, WIDA, AR, STAR, CORE Phonics, etc. C.) Teachers will participate in instructional Professional Development (PD) based on the needs analyzed in STPT and PLC.	
Progress		
Barriers		
Next Steps		
1.2	A.) Family engagement will increase through monthly literacy trainings for parents after school integrating Snack Time with Books, morning walking club, and after school showcases. B.) Literacy Night will also be held for families. Information will be provided in both English and Spanish. C.) Truancy Diversion Program	
Progress		

Barriers		
Next Steps		
1.3	A.) Craig ES teachers will be actively and consistently utilizing data to inform instruction. B.) Data gathered will be informing instruction and guiding the PD being provided. C.) Teachers will implement PD within instructional groupings and integrating strategies of focus.	
Progress		
Barriers		
Next Steps		
1.4	A.) Students will be invited to participate in an after school tutoring/enrichment program. B.) Two Certified Temporary Tutors (CTT) will be hired to work with students during the day for intervention. C.) Reading Center, Pre-Kindergarten, Kindergarten CSR will be provided. D.) iReady Assessment, Extended School Year (17 additional days)	
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):
- Increase the percentage of 3rd grade ELs who are on or above grade level in reading, as measured by end of year assessments, from 13.21% to 23.21% by June 2017.
- Increase the percentage of K-2 ELs who are on or above grade level in reading, as measured by iReady, from 18% to 28% by June 2017.
- Increase the percent of ELs meeting AGP, as measured by ELPA, from 53% to 68% by June 2017.
- Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 50.13 to 40.13 by 2017 as measured by state assessments.
- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 47.88 to 37.88 by 2017 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	A.) Craig ES will design a template that grade levels will all use to increase the structure and consistency across grade level collaboration. B.) Teachers will participate in PD to increase their knowledge of using data to inform instruction example i-Ready, WIDA, ST Math, AR, STAR, CORE Phonics, etc. C.) Teachers will participate in PD to increase their knowledge of the implementation of the ELL Master Plan. C.) Teachers will participate in instructional Professional Development (PD) based on the needs analyzed in STPT/PLC. D.) PD for admin, provided by Zoom, focuses on the expectations of Zoom. Admin and Zoom staff will attend PD and conferences focused on teaching and supporting English Learners.	
Progress		
Barriers		
Next Steps		

2.2	A.) Family engagement will increase through monthly literacy trainings for parents after school integrating Snack Time with Books, morning walking club, and after school showcases. B.) Literacy and Math Nights for families will also be held. Information will be provided in both English and Spanish. C.) Zoom initiatives: Two Zoom Family Nights will be held (one in the winter and one in the spring), Zoom newsletters will be sent out.	
Progress		
Barriers		
Next Steps		
2.3	A.) Craig ES teachers will be actively and consistently utilizing data to inform instruction. B.) Data gathered will be informing instruction and guiding the PD provided. C.) Teachers will implement PD within instructional groupings and integrating strategies of focus. D.) Implement Zoom PD	
Progress		
Barriers		
Next Steps		
2.4	A.) Students will be invited to participate in an before/after school tutoring/enrichment program. B.) Two Certified Temporary Tutors will be hired to work with students during the day for intervention.	
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 school-based cultural competency professional development session during the 2016-2017 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	All staff will participate in a professional development sessions from the ELL Master plan and Culture & Climate with AB 394. The Equity and Diversity liaison will also provide information to the school. Teachers will participate in PD to increase their knowledge of the implementation of the ELL Master Plan.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4	CCSD will offer recruitment/retention incentives in accordance with the list of incentives approved by the Nevada State Board of Education: Financial Incentives, Opportunities for Professional Growth, Administrative Support and Leadership, School Culture and Working Conditions.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Interventions

Priority Need/Interventions:
4. Using data to inform instruction

Measurable Objective(s):
- By the winter benchmark, 50% of students in grades K-5 within the subgroups will be proficient in Reading as measured by the benchmark formative assessment.
- By the winter benchmark, 50% of students in grades K-5 within the subgroups will be proficient in Math as measured by the benchmark formative assessment.

Status
N/A

Comments:

4.1 Professional Development:
4.2 Family Engagement:
4.3 Curriculum/Instruction/Assessment:
4.4 Other:

	Mid-Year		**End-of-Year**
4.1	Hire a Data Strategist for the following purposes: A.) collect and analyze student achievement data for the school B.) facilitate professional development for staff on analyzing data and how to use it to inform instruction C.) lead/guide grade level data analysis through Structured Teacher Planning Time (STPT) and Professional Learning Communities (PLC) D.) link to instructional supports needed based on data collection.		
Progress			
Barriers			
Next Steps			
4.2	A) Send a team to the conference in August 2016 located in Milwaukee, Wisconsin at the conclusion of this school calendar. By attending this particular conference we will have time to plan and implement refined processes for our PLCs to start the 2016-2017 school year and train the staff. B) Provide extra duty pay to eight members to meet for two days to plan and prepare the roll out of our refined and improved PLC structure.		
Progress			

Barriers		
Next Steps		
4.3	Funds for Professional Development: A.) professional development provided for staff on analyzing SBAC, i-Ready, WIDA, and CORE Phonics data and how to use it to inform instruction B.) lead/guide grade level data analysis through Structured Teacher Planning Time (STPT)and PLC	
Progress		
Barriers		
Next Steps		
4.4		
Progress		
Barriers		
Next Steps		