

School Performance Plan

School Name	
Decker, C H ES	
Address (City, State, Zip Code, Telephone):	
3850 Redwood St Las Vegas, NV 89103-2029, (702) 799-5920	
Superintendent/Assistant Chief:	Pat Skorkowsky / Karen West
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:	4 Star
NCCAT-S:	Not Required

***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
Yareli Vasquez	Parent	Alice Roybal-Benson	Principal
Megan Stein	2nd grade Teacher	Rebecca Westover	3rd grade Teacher
Rick Crandall	Assistant Principal	Kim Conway	Instructional Coach
Donata Parsons	Intermediate Resource	Christina Babicz	5th Grade Teacher
Emily Klein	1st Grade Teacher	Jeanna Sulse	4th Grade Teacher
Deanna Yarabenetz	Pre K Teacher		

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)	Teacher/Administrator Observation Data	Achievement Gap Data
Statewide Assessments	NA	Teacher/Administrator Observation Data
Teacher/Administrator Observation Data	NA	NA
NA	Achievement Gap Data	NA
NA	NA	NA
Other:	Other:	Other:
Other: I	Other:	Other:

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

Data was analyzed for Decker's General Education, ELL and Special Education populations.

Positive trend data indicates that overall, student achievement in reading for Asian subgroup was 47% proficient and in math Asian subgroup was 55.8% proficient. and the multiracial subgroup was 55.56% proficient in English Language Arts (ELA) and 44.4% proficient in math. There is a need to continue the Professional Learning Communities (PLC) collaboration on alignment of assessments with NVACS and analysis of student achievement results in relation to teaching strategies for mastery of content standards.

Negative trend data indicated an overall downward trend in math proficiency in grade levels 3-5. Grade level proficiency in 3rd grade was 35.9%, in 4th grade, 27% , and in 5th grade 18.68%. Continue with the PLC collaboration on alignment of assessments with NVACS and analysis of student achievement results in relation to teaching strategies for mastery of content standards. There is a need to continue professional development on both the math and reading framework and effective instructional strategies.

According to the enrollment tab in the CCSD Datalab, the Decker ES LEP population has increased from 177 students in the 2015-2016 school year to 224 students in the 2016-2017 school year. Student average daily attendance was at 94% which is below CCSD average of 95.5%.

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
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Priority Need/Goal 1:

Increase proficiency rates in reading by Grade 3.

Root Causes:

According to SBAC scores, there is a need to align all assessments in core subjects to Nevada Academic Content Standards.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 38% to 48 % by 2017 as measured by state assessment by May 2017.

Measurable Objective 2:

All students will increase by ten DRA levels from September baseline level in reading as measured by the Developmental Reading Assessment (DRA) by May 2017.

Monitoring Status

On Task

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: Yes	NCCAT-S Indicators:	
Teachers, with the help of Title I Strategist and administration, will align assessments to the Nevada Academic Content Standards during PLC time.	All K-5, specialists and administration, special education teachers, Title I Strategist, PLCs, Read by 3 Strategists (Read by 3 Grant)	Sign-in sheets, lesson plans, common assessments, PLC meeting minutes, classroom observations	Aug. 2016-May 2017: All K-5, specialists and administration, special education teachers, Title I Strategist, PLCs, Read by 3 Strategists (Read by 3 Grant)	On Task

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: No	NCCAT-S Indicators:	
Student-led data conferences and goal-setting with parents and teacher at PTSAPT.	PTSAPT schedule, conference preparation	Sign in sheets, agenda, parent evaluations	Nov - Dec 2016, administration, Title I strategists, classroom teachers	On Task

Comments:

Parents will be provided with engaging strategies to assist with learning at home.

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Consistent implementation of CCSD/PZ 12 Literacy Framework 2.0 with focus on effective Tier 1 instruction developed from common assessments aligned to Nevada Academic Content Standards.	Title I strategist, K-5 classroom teachers, Read by 3 Strategists	PLC minutes, classroom observations, lesson plans, common assessments, PD agendas and sign ins	Title I strategist, classroom teachers, administration: PD on CCSD and PZ 12 Literacy Framework, K-5 full day PLC meetings, PLC weekly meetings	On Task

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:	☒ General Education	☒ FRL	☒ ELL	☒ IEP	☐ Other
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Priority Need/Goal 2:

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

Root Causes:

Although data review shows growth, we did not reach proficiency due to lack of number sense, lack of math strategies and instruction lacked high cognitive demand and best practices for both ELA and Math.

Measurable Objective 1:

Reduce the math proficiency gap between the Decker's highest performing subgroup and lower performing ethnic/racial super group from 31.52 to 21.52 by 2017 as measured by state assessments. (Increase Decker's non-Asian subgroup proficiency from 24.36% to 34.36%)

Measurable Objective 2:

Reduce the reading proficiency gap between Decker's non-LEP subgroup and the lower performing LEP subgroup from 24.55 to 14.55 by 2017 as measured by state assessments. (Increase Decker's LEP subgroup proficiency from 20.66% to 30.66%)

Monitoring Status

On Task

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:	

Grade levels will collaborate to improve/implement common formative assessments used in ELA and Math instruction to assist teachers in making corrective instructional adjustments, including high cognitive demand. Teachers will engage in compelling conversations with administrators to help with data analysis to drive instruction and to ensure that instruction is responsive to student need. Participation in the ELL master plan training sessions and observations.	Two full day PLC's for all K-5 teachers facilitated by Title 1 strategist and administration, weekly PLC meetings facilitated by grade level chair, Compelling conversations led by administration.	Compelling conversation guiding question sheets with notes, teacher data sheets, PLC meeting notes, common formative assessments, lesson plans	August 2016-May 2017 Weekly and full day PLC meetings Winter and spring Compelling conversations	N/A
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Comments:

Math formative assessments will assist teachers in determining achievement gaps.

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:	
Student-led data conferences and goal-setting with parents and teacher at PTSAPT, Parent Connection meeting during the school day focused on math at home, monthly student goal-setting conferences	All teachers, administration, students and parents, conference materials, student goal setting folders	PTSAPT sign in sheets, agenda, parent evaluations, student goal setting folders	September 2016-May 2017 Classroom teachers, administration, monthly student goal conferences, November -December 2016 teach students procedures for PSTAPT	On Task

Comments:

These activities will assist students with multiple opportunities to advance their skills and learn new skills in Math and ELA by examination of student goals in both math and reading.

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Consistent implementation of C H Decker Math Framework with focus on effective Tier 1 instruction, based on NVACS with high cognitive demand. Consistent implementation of school wide and CCSD assessments, data analysis, and planning needs-based instruction. Teachers will integrate ELL master plan strategies into lessons.	Administration, Title I strategists, K-5 classroom teachers, Steering Committee members, AIMSweb, , Data Recognition Corporation (DRC) Assessment (3-5), student goal setting data folders, DRA	PLC minutes, classroom observations, lesson plans, PD agendas and sign in sheets Assessment results, school wide data spreadsheets, agenda and sign in sheets from data analysis sessions, lesson plans, classroom observations.	October 2016-May 2017 by PZIC, Title I strategists, classroom teachers, administration, Steering Committee members: PD on CH Decker Math Framework, K-5 full day PLC meetings, weekly grade level PLC meetings September 2016-May 2017 by Title I strategists, classroom teachers, administration: PD on school wide assessments, data analysis, PD on student goal setting data folders.	On Task

Comments:

2.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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				N/A
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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
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Priority Need/Goal 3:

Increase the percentage of school-based personnel trained in cultural competency.

Root Causes:

There is a need for training in the area of cultural competency as evidenced by the District student achievement gap data.

Measurable Objective 1:

100% of staff will participate in a mandatory 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 session provided by the District's Equity and Diversity Department.	Training materials from E&DD	Sign- in sheets, teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during SBCT.	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
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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 II: Inquiry Process & Action Plan Design- Priority Need/Interventions

Based on the CNA, identify all that apply:

Root Causes:

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:	
				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:	
				N/A

Comments:

4.3 Curriculum/Instruction/Assessment (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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				N/A
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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 Funds	\$209,000.00	Learning Strategists (2), CTT interventionists, site liaison extra duty, sub release, Being a Writer and other instructional materials, 25 computers for students, 5 interactive whiteboards, parental engagement supplies for activities.	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.

Highly qualified teachers are vetted through the SearchSoft system, then interviews are conducted with an interview committee. Interviewees are scored and if the references are contacted to determine if the candidate is the best fit for the school's needs. Candidates new to teaching or new to the site are provided with mentors. Technology, on-site professional development and weekly grade level collaboration assist to support teachers. Decker currently hosts student teachers with Sierra Nevada College and UNLV Elementary Education Departments to attract and retain highly-qualified teachers.

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

In accordance the Section 1118 of NCLB, CH Decker will increase parent engagement through family events such at the start of the school year Meet and Greet, Open House & Family Picnic, monthly Title 1 Parent connection meetings, Decker Academy, student motivation events (Trunk-or Treat, Breakfast with Santa, Student Council, and Choir). Teachers will utilize a consistent Parent Communication Log to document parent communications. All written correspondence to parents is sent home in English and Spanish.

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.).

CH Decker will assist in transitioning students from Pre-Kindergarten age to Kindergarten by conducting a Kindergarten welcome event in the spring to provide parents with activities that will ease their students transition into Kindergarten. The transition into middle school includes site visits, transitional lessons and goal setting.

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

Weekly grade level PLC meetings and 2 full day PLC meetings/trainings are held so that teachers can review instructional practices and create formative assessments. RTI meetings are held every 6 weeks within grade levels to determine next steps to intervene academically for struggling students. Acuity assessments, AIMSweb and formative assessments are analyzed and utilized to differentiate and evaluate instructional practice during required PLC meetings.

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

The Steering Committee, overall staff, and parents participated fully in determining use of all funding sources. Title 1 and the site general education budget were utilized to provide sub release days for 2 full day PLC meetings for each grade level. a strategist to provide professional development for teachers, data review sub release time for Compelling Conversations, instructional materials for Tier 1 and Tier 2 instruction in reading and math, increased technology access for all K-5 students, as well as instructional supplies. Community partners provided students with backpacks and general school supplies at the start of the school year and with clothing donations throughout the school year. Community partners provided funding and volunteers to improve the school garden and environment, and provided donations for the Family Picnic, Trunk or Treat Carnival, and Breakfast with Santa fundraisers.

APPENDIX A - Professional Development Plan

1.1

Teachers, with the help of Title I Strategist and administration, will align assessments to the Nevada Academic Content Standards during PLC time.

Goal 1 Additional PD Action Step (Optional)

Driven by Data will be the school book study. Chapters will be identified to pre-reading and professional development will be conducted on a 4-6 week basis on the specific chapters. Administration will follow up with lesson plan reviews and lesson observations.

2.1

Grade levels will collaborate to improve/implement common formative assessments used in ELA and Math instruction to assist teachers in making corrective instructional adjustments, including high cognitive demand. Teachers will engage in compelling conversations with administrators to help with data analysis to drive instruction and to ensure that instruction is responsive to student need. Participation in the ELL master plan training sessions and observations.

Goal 2 Additional PD Action Step (Optional)

Administration will participate in Cultural Competency training and prepare to share that information with staff during the 2016-2017 school year.

3.1

All staff will participate in a professional development session provided by the District's Equity and Diversity Department.

Goal 3 Additional PD Action Step (Optional)

4.1

Intervention Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Student-led data conferences and goal-setting with parents and teacher at PTSAPT.

Goal 1 Additional Family Engagement Action Step (Optional)

On going monthly parent meetings will provide Decker families with opportunities to assist their children in learning. Teachers will train parents in areas of literacy, math, health and science.

2.2

Student-led data conferences and goal-setting with parents and teacher at PTSAPT, Parent Connection meeting during the school day focused on math at home, monthly student goal-setting conferences

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

4.2

Intervention Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 1****Priority Need/Goal 1:**

Increase proficiency rates in reading by Grade 3.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in reading from 38% to 48 % by 2017 as measured by state assessment by May 2017.
- All students will increase by ten DRA levels from September baseline level in reading as measured by the Developmental Reading Assessment (DRA) by May 2017.

Status

On Task

Comments:**1.1 Professional Development:**

1.2 Family Engagement: Parents will be provided with engaging strategies to assist with learning at home.

1.3 Curriculum/Instruction/Assessment:**1.4 Other:**

	Mid-Year	End-of-Year
1.1	Teachers, with the help of Title I Strategist and administration, will align assessments to the Nevada Academic Content Standards during PLC time.	N/A
Progress		
Barriers		
Next Steps		
1.2	Student-led data conferences and goal-setting with parents and teacher at PTSAPT.	N/A
Progress		

Barriers		
Next Steps		
1.3	Consistent implementation of CCSD/PZ 12 Literacy Framework 2.0 with focus on effective Tier 1 instruction developed from common assessments aligned to Nevada Academic Content Standards.	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 highest performing and ethnic/racial subgroups in both reading and math.

Measurable Objective(s):

- Reduce the math proficiency gap between the Decker's highest performing subgroup and lower performing ethnic/racial super group from 31.52 to 21.52 by 2017 as measured by state assessments. (Increase Decker's non-Asian subgroup proficiency from 24.36% to 34.36%)
- Reduce the reading proficiency gap between Decker's non-LEP subgroup and the lower performing LEP subgroup from 24.55 to 14.55 by 2017 as measured by state assessments. (Increase Decker's LEP subgroup proficiency from 20.66% to 30.66%)

Status

On Task

Comments:

2.1 Professional Development: Math formative assessments will assist teachers in determining achievement gaps.

2.2 Family Engagement: These activities will assist students with multiple opportunities to advance their skills and learn new skills in Math and ELA by examination of student goals in both math and reading.

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	Grade levels will collaborate to improve/implement common formative assessments used in ELA and Math instruction to assist teachers in making corrective instructional adjustments, including high cognitive demand. Teachers will engage in compelling conversations with administrators to help with data analysis to drive instruction and to ensure that instruction is responsive to student need. Participation in the ELL master plan training sessions and observations.	N/A
Progress		
Barriers		
Next Steps		
2.2	Student-led data conferences and goal-setting with parents and teacher at PTSAPT, Parent Connection meeting during the school day focused on math at home, monthly student goal-setting conferences	N/A

Progress		
Barriers		
Next Steps		
2.3	Consistent implementation of C H Decker Math Framework with focus on effective Tier 1 instruction, based on NVACS with high cognitive demand. Consistent implementation of school wide and CCSD assessments, data analysis, and planning needs-based instruction. Teachers will integrate ELL master plan strategies into lessons.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 3****Priority Need/Goal 3:**

Increase the percentage of school-based personnel trained in cultural competency.

Measurable Objective(s):

- 100% of staff will participate in a mandatory cultural competency professional development session during the 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 session provided by the District's Equity and Diversity Department.	N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		

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

APPENDIX C - Monitoring/Evaluation

Priority Need/Interventions

Priority Need/Interventions:

Measurable Objective(s):

Status
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		N/A
Progress		
Barriers		
Next Steps		
4.2		N/A
Progress		
Barriers		

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