

School Performance Plan

School Name
Schorr, Steve ES

Address (City, State, Zip Code, Telephone):
11420 Placid St
Las Vegas, NV 89183, 7027991380

Superintendent/Assistant Chief: Pat Skorkowsky / Arthur Adams

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

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
Jamie Rauch	Parent	Jessica Padilla	Parent
Anne Bisenius	Kindergarten Teacher	Jodi Jacobs	First Grade Teacher
Tonya Dalton	Second Grade Teacher	Charlotte Brigham	Third Grade Teacher
Pamela Thorson	Fourth Grade Teacher	Page Zuniga	Fifth Grade Teacher
Laurel De Haven	Art Specialist	Lidia Sedano	Resource Teacher
Kathleen Timmons	Strategist	Jacqueline Brown	Principal

Leslie Oney	Fourth Grade Teacher		
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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
Interim Assessments	Placement (Proficiency Levels)	IEP Team Membership/Attendance
Formative Assessments Practice	AMAOs/ELPA Analysis	Special Education Procedures - Whole School
NA	NA	Approaches to Testing Accommodations
NA	NA	Service Delivery Models
NA	NA	NA
Other: AIMSWEB	Other: AIMSWEB	Other: AIMSWEB
Other:	Other: WIDA	Other:

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

2017 Standards-Based Assessment Consortium (SBAC) ELA results showed that 56.7% of Schorr ES students in grades 3 through 5 were proficient as compared to 47.8% of Clark County School District students in grades 3 through 5. 2017 Standards-Based Assessment Consortium (SBAC) Mathematics results showed that 47.8% of Schorr ES students in grades 3 through 5 were proficient as compared to 40.2% of Clark County School District students in grades 3 through 5.

According to 2017 SBAC data, the school had an overall ELA proficiency rate of 56.7% and there was a 23.3% gap between the Caucasian subgroup (63.7%) and the lowest performing subgroup (African American - 40.4%). The school's overall Math proficiency rate was 47.8%, with a 25.5% gap between the Caucasian subgroup (53.1%) and the lowest performing subgroup (African American - 27.6%).

AIMSweb Winter 2018 Benchmark reading assessments reveal the following results for at-grade level performance: Kindergarten - 77% (Letter Sound Fluency), 1st grade - 85.6% (Reading - Curriculum-Based Measure), 2nd grade - 88.1% (Reading - Curriculum-Based Measure), 3rd grade - 83% (Reading - Curriculum-Based Measure), 4th grade - 86.4% (Reading - Curriculum-Based Measure), 5th grade - 90.1% (Reading - Curriculum-Based Measure).

AIMSweb Winter 2018 Benchmark math assessments reveal the following results for at grade level performance: Kindergarten - 68% (Number Identification), 1st grade - 87% (Math Computation), 2nd grade - 86.1% (Math Computation), 3rd grade - 79.1% (Math Computation), 4th grade - 82.8% (Math Computation), 5th grade - 85% (Math Computation).

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 type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Root Causes:

Results of the 2017 Standards-Based Assessment Consortium (SBAC) showed that 55% of third grade students were proficient in ELA. 80% of third grade students must be proficient by 2019, in accordance with The Pledge of Achievement. Instructional staff must consistently use effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups. Student Literacy Performance Plans have been written for all students in grades K - 3 to address instructional needs.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 55% to 70% by 2018 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:	
Instructional staff will participate in staff development focusing on the Read by Grade 3 professional development requirements and differentiated instruction and will, as a result, incorporate the learned instructional strategies to meet the learning needs of all students	Read by Grade 3 professional development requirements; Certified Temporary Tutors (5) (\$63,000.00 - Title 1 funds); AIMSweb (\$3,360.00 - Title 1 funds); MAP (\$3,750.00 - School budget)	Lesson plans, observation notes, post-observation conversation notes, sign-in sheets, AIMSweb benchmark results, MAP assessment results	Learning Strategist, Teacher Leaders, Administration, weekly professional development during Site-Based Collaborative Time and grade-level meetings	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:	
Plan and execute family Literacy Nights in order to share strategies and resources for parents to use with students to promote literacy at home.	AIMSweb (\$3,360.00 - Title 1 funds); Lexia (\$8,500.00 - Title 1 funds); MAP (\$3,750.00 - School budget)	Agendas, sign-in sheets, evaluations, resource lists, AIMSWeb benchmark reports, MAP assessment reports	Administration, Learning Strategist and Teacher Leaders; February and May 2019 parent nights	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Align instruction with Read by Grade 3 professional development, including small group instruction, differentiated instruction, non-fiction materials.	Learning Strategist; Instructional staff; non-fiction books and materials (ex. National Geographic Libraries) (\$34,190.66 - Read by Grade 3 funds); Accelerated Reader (\$7,883.00 - Title 1 funds)	Lesson plans, observation notes, AR Summary reports, AIMSWeb benchmark results, MAP assessment results	Administration, Learning Strategist, Librarian, Instructional staff Benchmark assessments administered three times during the year; Bi-monthly classroom observations, Weekly AR usage reports	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 type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between the Caucasian subgroup and the lowest performing ethnic/racial subgroup in both reading and math.

Root Causes:

According to 2017 SBAC ELA data, there was a 23.3% gap between the Caucasian subgroup (63.7%) and the lowest performing subgroup (African American - 40.4%). In addition, 2017 SBAC Math data reflected a 25.5% gap between the Caucasian subgroup (53.1%) and the lowest performing subgroup (African American - 27.6%). The SBAC was a new assessment for students. Students did not receive adequate preparation for the new computer-based format of the assessment.

Measurable Objective 1:

Reduce the reading proficiency gap between the Caucasian subgroup and the lowest performing ethnic/racial subgroup from 23.3% to 20% in Reading by Spring 2018 as measured by state assessments.

Measurable Objective 2:

Reduce the math proficiency gap between the Caucasian subgroup and lowest performing ethnic/racial subgroup from 25.5% to 20% in Math by Spring 2018 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
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Instructional staff will participate in professional development in the implementation of ST Math and Lexia.	Lexia licenses (\$8,500.00 - Title 1 funds); ST Math licenses (\$4,000.00 - Title 1 funds); ST Math professional development/support (ST Math consultant)	Sign-in sheets, ST Math and Lexia usage reports	Learning Strategist, Instructional Staff, Administration; Monthly review of usage reports for ST Math and Lexia	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:	
Provide parents with information about Lexia and ST Math and the procedures for accessing available resources from home	Lexia licenses (\$8,500.00 - Title 1 funds), ST Math licenses (\$4,000.00 - Title 1 funds)	ST Math usage reports identifying school and home sessions, copies of information sent home to parents, sign-in sheets from parent meetings	Administration, Learning Strategist; September/October - information sent home; November/December - PSTAPT discussions of progress; September 2018 - May 2019 - monthly progress reports	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Provide math and reading interventions to identified students, including Lexia and ST Math.	Certified Temporary Tutors (5 CTT's) (\$63,000 - Title 1 funds); Lexia (\$8,500.00 - Title 1 funds), ST Math (\$4,000.00 - Title 1 funds)	Usage reports, benchmark assessment results	Learning Strategist, Instructional Staff, CTT's Lexia - 60 minutes per week ST Math - 90 minutes per week	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 type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 3:

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

Root Causes:

As the demographics continue to change across the district, it is important to provide explicit training in working with diverse populations. The large achievement gap between the highest performing ethnic/racial subgroup and the lowest performing subgroup, is further support for the need for this training.

Measurable Objective 1:

By May 2019, 100% of school-based staff will participate in cultural competency training as measured by sign-in sheets and evaluations.

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:	
Equity and Diversity Education Department Liaison will attend trainings and bring back information to staff. Information will be shared during Site-based Collaborative Time (SBCT) / grade-level meetings. The Leader in Me program will be implemented school-wide. One School One Book will be implemented school-wide.	Training materials from Equity and Diversity Education Department, Equity and Diversity Liaison, The Leader in Me resources (\$1,350.00 - School budget), One School One book program (\$600.00 - Title III funds)	Pathlore transcript, training notes, self-assessment Sign-in sheets, evaluations, discipline referrals	Equity and Diversity Liaison, Counselor, Administration	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 Multi-cultural family night (December 2018); Share information during monthly Principal Teas	Copy paper (\$600.00 - School budget)	Sign-in sheets; evaluations	Equity and Diversity Liaison, Citizenship Committee members	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)
Title 1	\$63,000	Five Certified Temporary Tutors (CTT's) to work with students in the Response to Instruction process	Goal 1
Title 1	\$4,200.00	AIMSweb online assessment	Goals 1 and 2
School Budget	\$3,750.00	MAP assessments for 4th and 5th grade students (\$12.50/student x 300 students)	Goals 1 and 2
Title 1	\$8,500.00	Lexia online reading program	Goals 1 and 2
Read by Grade 3	\$34,190.66	Non-fiction book / materials (National Geographic libraries - 2 per grade level-first through fifth)	Goal 1
Title 1	\$7,883.00	Accelerated Reader	Goal 1
Title 1	\$4,000.00	ST Math online program	Goal 2
School Budget	\$1,350.00	The Leader in Me books / materials for students, staff and parents	Goal 3
Title III	\$600.00	One School One Book program books / materials	Goal 3

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.

All teachers who are currently at Steve Schorr Elementary School are Highly Qualified. When positions become available, the interview process will be used to ensure that Highly Qualified teachers are attracted to our school. Teachers are provided leadership opportunities through committees and professional development. Grade levels collaborate weekly to share instructional strategies.

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.

Monthly parent meetings are scheduled to address curricular and content area instructional strategies to assist students at home. PTA evening events are planned each semester. These events are advertised through the school's website calendar, flyers and ParentLink. Flyers and correspondence are sent home and posted on the website in English and Spanish, when available. Parents participate on school-based committees, including the Leadership Team, that addresses curriculum and school performance, and the School Organizational Team.

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.).

There are Early Childhood classes at Schorr ES, so the students interact often. A kindergarten roundup is held in the spring to introduce students to the school. The feeder middle schools hold orientation nights in the Spring and their counselors come to Schorr ES to discuss registration. The counselor, as well as former students, meet with classes to discuss the Middle School transition.

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

Weekly grade level meetings provide opportunities for teachers to discuss academic assessment results and make decisions about instructional strategies to implement. Common assessments and rubrics are developed during these meetings. Bi-monthly vertical alignment meetings are held to facilitate consistency from one grade level to the next.

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

Title I fund expenditures are aligned with the goals and action steps of the School Performance Plan. Certified Temporary Tutors, technology, AIMSweb and Accelerated Reader are used to support implementation of the Read by Grade 3 legislation. Computer software licenses (Lexia and ST Math) are purchased to support students in an effort to close the achievement gap.

APPENDIX A - Professional Development Plan

1.1

Instructional staff will participate in staff development focusing on the Read by Grade 3 professional development requirements and differentiated instruction and will, as a result, incorporate the learned instructional strategies to meet the learning needs of all students

Goal 1 Additional PD Action Step (Optional)

2.1

Instructional staff will participate in professional development in the implementation of ST Math and Lexia.

Goal 2 Additional PD Action Step (Optional)

3.1

Equity and Diversity Education Department Liaison will attend trainings and bring back information to staff. Information will be shared during Site-based Collaborative Time (SBCT) / grade-level meetings. The Leader in Me program will be implemented school-wide. One School One Book will be implemented school-wide.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Plan and execute family Literacy Nights in order to share strategies and resources for parents to use with students to promote literacy at home.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Provide parents with information about Lexia and ST Math and the procedures for accessing available resources from home

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Hold a Multi-cultural family night (December 2018); Share information during monthly Principal Teas

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 55% to 70% by 2018 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	Instructional staff will participate in staff development focusing on the Read by Grade 3 professional development requirements and differentiated instruction and will, as a result, incorporate the learned instructional strategies to meet the learning needs of all students	
Progress		
Barriers		
Next Steps		
1.2	Plan and execute family Literacy Nights in order to share strategies and resources for parents to use with students to promote literacy at home.	
Progress		

Barriers		
Next Steps		
1.3	Align instruction with Read by Grade 3 professional development, including small group instruction, differentiated instruction, non-fiction materials.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between the Caucasian subgroup and the lowest performing ethnic/racial subgroup in both reading and math.

Measurable Objective(s):

- Reduce the reading proficiency gap between the Caucasian subgroup and the lowest performing ethnic/racial subgroup from 23.3% to 20% in Reading by Spring 2018 as measured by state assessments.
- Reduce the math proficiency gap between the Caucasian subgroup and lowest performing ethnic/racial subgroup from 25.5% to 20% in Math by Spring 2018 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	Instructional staff will participate in professional development in the implementation of ST Math and Lexia.	
Progress		
Barriers		
Next Steps		
2.2	Provide parents with information about Lexia and ST Math and the procedures for accessing available resources from home	

Progress		
Barriers		
Next Steps		
2.3	Provide math and reading interventions to identified students, including Lexia and ST Math.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

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

Measurable Objective(s):

- By May 2019, 100% of school-based staff will participate in cultural competency training as measured by sign-in sheets and evaluations.

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	Equity and Diversity Education Department Liaison will attend trainings and bring back information to staff. Information will be shared during Site-based Collaborative Time (SBCT) / grade-level meetings. The Leader in Me program will be implemented school-wide. One School One Book will be implemented school-wide.	
Progress		
Barriers		
Next Steps		
3.2	Hold a Multi-cultural family night (December 2018); Share information during monthly Principal Teas	
Progress		

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