

# School Performance Plan

School Name

Hill, Charlotte ES

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

560 E Eldorado Ln

Las Vegas, NV 89123-1264, 7027995720

Superintendent/Assistant Chief:

Jesus Jara / Jeff Horn

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:**

Initial

**\*1 and 2 Star Schools Only:**Please ensure that the following  
documents will be available upon request☐

Use of Core Instructional Materials

☐

Scheduling

☐

Model School Visits

Members of Planning Team \* ALL Title I schools must have a parent on their planning team that is NOT a district employee.

<b>Name of Member</b>	<b>Position</b>	<b>Name of Member</b>	<b>Position</b>
Arthur Apple	Parent	Maria Boblett	Parent
Gianna Villa	Parent	Jennifer McNair	Parent
Jennifer Reynolds	Principal	Anabelle Pagliaroli	Kindergarten Teacher
Julie Lash	Second Grade Teacher	Nancy Camero	Fourth Grade Teacher
Delilah Jaques	First Grade Teacher	Amy Brugger	Third Grade Teacher
Julie Darwick	Fifth Grade Teacher	Barbara Hamelmann	Learning Strategist
Krista Benyuska	Counselor		

## 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	Placement (Proficiency Levels)	Achievement Gap Data
Formative Assessments Practice	Achievement Gap Data	Special Ed Staffing and Professional Development
Interim Assessments	Service Delivery Models	Availability of Curriculum for IEP Students
Summative Assessments	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.

The percentage of students in third grade who were proficient on the ELA SBAC was 49.67% which is above the District proficient rate of 44.8%. The percentage of students in fourth grade who were proficient on the ELA SBAC was 43.12% which is below the District proficient rate of 46.2%. The percentage of students in fifth grade who were proficient on the ELA SBAC was 53.44% which is above the District proficient rate of 50.2%. In third grade ELA student proficiency was 49.67% with 26.92% nearly met proficiency, fourth grade student proficiency was 43.12% with 30.28% nearly met proficiency, and fifth grade student proficiency was 53.44% with 27.59% nearly met proficiency

The percentage of students in the IEP subgroup who were proficient on the ELA SBAC was 20.4% which is above the District proficient rate of 12.7%. The percentage of students in the IEP subgroup who were proficient on the Math SBAC was 11.32% which is above the District proficient rate of 8.5%. The percentage of students in the Pacific Islander subgroup who were proficient on the ELA SBAC was 66.67%.

Although our students are showing growth in ELA proficiency rates from 46.22% (15-16 SY) to 47.11% (16-17 SY) to 51.17% (17-18 SY) it is not at the rate expected by MIP. Our students are also showing growth in Math proficiency rates from 33.14% (15-16 SY) to 42.68% (16-17 SY) to 42.91% (17-18 SY) it is not at the rate expected by MIP. In the 16-17 SY our third grade ELA proficiency rate was 44.2% which increased to 56.4% in the 17-18 SY which is 1.7% above projection.

The teaching staff of Charlotte Hill ES analyzed data to determine effectiveness of instructional practices (Tier 1 and Tier 2 instruction). Special attention will be given to State and Site Based Common Assessment data, utilizing both formative and summative assessments. Professional Development designed to increase student engagement, higher order thinking and differentiated instruction aligned with the Nevada Academic Content Standards will be ongoing throughout the academic year.

## 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:

Increase grade 3 proficiency rates in reading.

### Root Causes:

The decrease in percent of students catching up in Reading indicates there is a lack of consistent effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups.

### Measurable Objective 1:

All third grade students will increase proficiency in ELA from 56.4% to 61% by 2019 as measured by state summative 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
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>  <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
Provide professional development and review of effective instructional strategies and programs for teaching foundation reading skills with focus on Read by Grade 3 Literacy Plan. (ex. Daily 5 CAFE Structure, Close reads, Small Group Instruction, Engagement Structures).	CTT (Title 1 \$13,200.00) ESGI (5 licenses Title 1 \$695.00), AIMSWeb (Title 1 \$2,415.00) Lexia (Site License, \$5,950.00), Read by Grade 3 Learning Strategist	agendas, sign-in sheets, grade-level meeting minutes, lesson plans, observation forms	Monthly from August 2018 through April 2019, Ready by Grade 3 Learning Strategist and Administrators	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Provide opportunities for parent involvement (ex. Literacy Night, Science Night, newsletters) through training and monthly discussions regarding strategies to assist students at home. Race to Read for kindergarten students and parents.	Instructional Staff extra duty Pay (Title 1 funds \$828.00) Three times during school year. Race to Read (Title 1 \$2,179.25) Reading Connections (\$716.00)	Agendas, sign-in sheets, evaluations	August 2018 through April 2019; Administrators and Read by Grade 3 Learning Strategist.	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Teachers will deliver instruction based on the Nevada Academic Content State Standards utilizing effective instructional strategies, including differentiated instruction (small group) and student engagement strategies (Kagan structures).	Classroom Teachers Certified Temporary Tutors (Title Funds \$13,200.00) AIMSweb (Title 1 \$2,415.00), Lexia (Site License, \$5,950.00)	Observation data, lesson plans, classroom walk-through data	August 2018 through May 2019 Administrators	N/A

Comments:

<b>1.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>		<b>NCCAT-S Indicators:</b>	
				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 percentages between highest performing ethnic/racial subgroups in both reading and math.

### Root Causes:

Increase in the overall achievement gap percentage in both reading and math indicates a lack of consistent effective instructional strategies, including enrichment activities, to engage all learners.

### Measurable Objective 1:

Reduce the math proficiency gap between the highest performing subgroup (Asian 55% proficient) and the lowest performing ethnic/racial subgroup (Black/African American 26.6%) from 28.4% to 25% by 2019 as measured by state summative assessments.

### Measurable Objective 2:

Reduce the reading proficiency gap between the highest performing subgroup (White/Caucasian 65.4%) and the lowest performing ethnic/racial subgroup (Black/African American 33.3%) from 32.1% to 29% as measured on state summative 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
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
Provide professional development in effective instructional strategies for teaching ELA and Math including NVACS, SBAC performance tasks, Number talks, and Daily 5 structure.	Read by Grade 3 Learning Strategist, CTT ( Title 1 Funds \$13,200.00), Teacher Leaders, SBAC Website, NEPF, ST Math (Title 1 Funds \$3,999.00) (Title 1 Funds \$2,999.00) . Lexia (Title 1 Funds \$5,950.00) AIMSWeb (Title 1 \$2310.00)	agendas, sign-in sheets, grade-level meeting minutes, lesson plans, observation forms, AIMSWeb, DRA, student data journals	August 2018 through May 2019 Administrators and Read by Grade 3 Learning Strategist	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
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<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
Provide parents with intervention strategies in Race to Read, ELA, Math, and Science during evening trainings.	Instructional staff, extra duty pay (Title I funds \$828.00)	agendas, sign-sheets, evaluations	August 2018 through May 2019, Administrators and Teachers	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Teachers will include at least one SBAC performance task during mathematics and reading instruction on a monthly basis.	classroom teachers, SBAC resources	lesson plans, student work, observations	Performance task will be reviewed monthly by: classroom teachers, Read by 3 Learning Strategist and administrators	N/A

Comments:

<b>2.4 Other (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
Provide small group instruction in mathematics and ELA to identified students during the school day.	Certified Temporary Tutors (Title 1 Funds \$13,200.00)	pre-/post-test scores, attendance sheets, lesson plans	October 2018 through April 2019; Administrators	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:

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

### Root Causes:

District and school achievement gaps indicate a need for training in cultural responsiveness.

### 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
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
All staff will participate in a professional development session provided by the School's Equity and Diversity Department. Training and implementation in Sanford Harmony.	Materials from Equity and Diversity training for liaisons and Sanford Harmony	Sign-in sheets, Agendas, Lesson Plans, Observations	Administration, teachers, Equity and Diversity Liaison	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	



				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 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	\$14,118.86	Technology Supplies	Goals 1 and 2
Title 1	\$2,179.25	Race to Read	Goals 1 and 2
Title 1	\$13,200.00	Certified Temporary Tutors	Goals 1 and 2
Title 1	\$828.00	Parent Training	Goals 1 and 2
Strategic Budget	\$3,239,204.15	Staffing and general supplies	Goals 1, 2 and 3
Read By Grade 3	\$79,833.13	Increase student achievement	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.**

When positions become available, the interview process is used to ensure that Highly Qualified teachers are attached to our school. Teachers are provided with extra duty opportunities through parent trainings and after-school tutoring. 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 trainings are scheduled to address curricular and content area instructional strategies to assist students at home. PTA evening events are planned throughout the school year. These events are advertised through the school's website, calendar, flyers and ParentLink messages.

**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.).**

Schofield MS has orientation programs to assist with the transition from 5th to 6th grade. Their counselors visit the elementary schools to discuss registration, and field trips to the school are scheduled. The counselor at Hill ES meets with 5th graders to discuss the transition to 6th grade.

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

Monthly grade-level meetings provide opportunities for teachers to discuss academic assessment results and make decisions about instructional strategies to address findings. Teachers serve on their Professional Learning Community (PLC) teams and the Response to Instruction Team (RTI), both of which discuss assessments and student performance.

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

Title I funds are coordinated so that they align with the School Performance Framework and support school improvement efforts. Funds are used to purchase instructional programs, CTT's for tutoring, and materials for parent training.

## APPENDIX A - Professional Development Plan

### 1.1

Provide professional development and review of effective instructional strategies and programs for teaching foundation reading skills with focus on Read by Grade 3 Literacy Plan. (ex. Daily 5 CAFE Structure, Close reads, Small Group Instruction, Engagement Structures).

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

### 2.1

Provide professional development in effective instructional strategies for teaching ELA and Math including NVACS, SBAC performance tasks, Number talks, and Daily 5 structure.

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

### 3.1

All staff will participate in a professional development session provided by the School's Equity and Diversity Department. Training and implementation in Sanford Harmony.

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

## APPENDIX B - Family Engagement Plan

### 1.2

Provide opportunities for parent involvement (ex. Literacy Night, Science Night, newsletters) through training and monthly discussions regarding strategies to assist students at home. Race to Read for kindergarten students and parents.

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

### 2.2

Provide parents with intervention strategies in Race to Read, ELA, Math, and Science during evening trainings.

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

### 3.2

#### 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):**

- All third grade students will increase proficiency in ELA from 56.4% to 61% by 2019 as measured by state summative 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	Provide professional development and review of effective instructional strategies and programs for teaching foundation reading skills with focus on Read by Grade 3 Literacy Plan. (ex. Daily 5 CAFE Structure, Close reads, Small Group Instruction, Engagement Structures).	
Progress		
Barriers		
Next Steps		
1.2	Provide opportunities for parent involvement (ex. Literacy Night, Science Night, newsletters) through training and monthly discussions regarding strategies to assist students at home. Race to Read for kindergarten students and parents.	
Progress		

Barriers		
Next Steps		
1.3	Teachers will deliver instruction based on the Nevada Academic Content State Standards utilizing effective instructional strategies, including differentiated instruction (small group) and student engagement strategies (Kagan structures).	
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 percentages between highest performing ethnic/racial subgroups in both reading and math.

**Measurable Objective(s):**

- Reduce the math proficiency gap between the highest performing subgroup (Asian 55% proficient) and the lowest performing ethnic/racial subgroup (Black/African American 26.6%) from 28.4% to 25% by 2019 as measured by state summative assessments.
- Reduce the reading proficiency gap between the highest performing subgroup (White/Caucasian 65.4%) and the lowest performing ethnic/racial subgroup (Black/African American 33.3%) from 32.1% to 29% as measured on state summative 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	Provide professional development in effective instructional strategies for teaching ELA and Math including NVACS, SBAC performance tasks, Number talks, and Daily 5 structure.	
Progress		
Barriers		
Next Steps		
2.2	Provide parents with intervention strategies in Race to Read, ELA, Math, and Science during evening trainings.	



Progress		
Barriers		
Next Steps		
2.3	Teachers will include at least one SBAC performance task during mathematics and reading instruction on a monthly basis.	
Progress		
Barriers		
Next Steps		
2.4	Provide small group instruction in mathematics and ELA to identified students during the school day.	
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):****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 School's Equity and Diversity Department. Training and implementation in Sanford Harmony.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

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