

School Performance Plan

School Name
Tomiyasu, Bill Y ES

Address (City, State, Zip Code, Telephone):
5445 Annie Oakley Dr
Las Vegas, NV 89120-2050, (702) 799-7770

Superintendent/Assistant Chief: Pat Skorkowsky / Jeffrey Horn

For Implementation During The Following Years: 2017-2018

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 3 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
Michelle Artman	Parent	Amy Lunger	Parent
Alma Rodriguez	Parent	Vanessa Haze	Teacher
Jackie Conrad	Teacher	Sandy Meyer	Support Staff

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

Using the 2017 Nevada SBAC English Language Arts/Literacy data, the percent proficient in grade 3 was 30.5%, 4th grade was 34%, and 5th grade was 48%. Using the 2017 Nevada SBAC Math data, the percent proficient in grade 3 was 44.4%, in 4th grade was 25%, in 5th grade was 31%. In grades 3-5, the ELA overall percentage went from 36% proficient to 37% proficient on the 2017 SBAC. Due to the lack of significant growth in achievement the focus will be on k-3 literacy and foundational skills. In grades 3-5, the Math overall percentage went from 29% proficient to 33.8% proficient on the 2017 SBAC. Due to the lack of significant growth in achievement the focus will be on math literacy and problem solving.

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
---	---	---	---	---	--------------------------------

Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Root Causes:

Continuity and consistency in Tier 1 instruction was not found across all grade levels.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 30.5% to 40.5% 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:	
Professional Development will be provided on effective Tier 1 small group instructional strategies to add structure and differentiation within instruction. In addition, the Focus of Practice for the ELL Mast Plan Roll-out is an increase in productive discourse. Technology will be used to support Tier I small group instruction.	One hour SBCT is used each week for professional development and PLC time.	Aimsweb, DRC Insight Interims, formative & summative assessments, PLC notes, lesson plans, administrative observations	SBCT will take place every week starting in September. Administration, instructional coach, teachers	On Task

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: Yes	NCCAT-S Indicators:	
Parent training and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. Storyteller literacy parent training for preschool children will be provided by FACES.	\$670.25 allocated from Title I funds for parent involvement. Administration and staff member volunteers coordinate parent nights. Family and Community Education Services (FACES) to provide parent literacy trainings.	Parent surveys, parent conferences, attendance at parent nights	Trainings / strategies will be offered formally three times per year: September 2017, December 2017, and May 2018 Storyteller literacy training offered in January 2018 Administration, instructional coach, teachers	On Task

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Implement differentiated instruction for students during the Tier II & III intervention block. Students not receiving direct Tier II & III instruction (Read Well) will be assigned independent tasks based on their ability level (Compass, AR, Velocity, center work). The Instructional Assistant will provide small group Tier II intervention in reading. Support Staff will provide additional supports to students. Technology will be used to support interventions.	\$35,600 from Title I for Instructional Assistant. \$14,455.35 (estimate) from Title I for 3 support staff members additional hours to work with students.	Data from Aimsweb, Read Well, DRC Insight Interims will be tracked using Google Docs	Data will be reviewed at each benchmark or administration; September January, May Administration, instructional coach, teachers	On Task

Comments:

1.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Professional Development will be provided on effective Tier 1 problem/project-based strategies to add structure and differentiation within instruction.	One hour SBCT is used each week for professional development and PLC time.	Aimsweb, DRC Insight Interims, formative & summative assessments, PLC notes, lesson plans, administrative observations	SBCT will take place every week starting in September. Administration, instructional coach, teachers	On Task

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
---	---	---	---	---	--------------------------------

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:

Instructional strategies were not fully aligned to NVACS, high-quality, high student engagement Tier 1 instruction was not consistently implemented, and instruction was not adjusted to meet the needs of the ELL population at Tomiyasu.

Measurable Objective 1:

Reduce the math proficiency gap between CCSDs highest performing subgroup and Tomiyasu ES lower performing ethnic/racial supergroup from 33.43 to 23.43 by 2018 as measured by state assessments.

Measurable Objective 2:

Reduce the reading proficiency gap between CCSDs highest performing subgroup and Tomiyasu ES lower performing ethnic/racial supergroup from 34 to 24 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
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Professional development will be provided on effective Tier 1 project/problem based learning strategies to add structure and differentiation within instruction. Professional Development will be provided on effective Tier 1 small group instructional strategies to add structure and differentiation within instruction. Technology will be used to support Tier I instruction.	One hour SBCT is used each week for professional development. PLC time is given each week.	Aimsweb data, DRC Insight interims, Engage NY assessments, grade level common assessments, PLC notes, lesson plans, administrative observations	SBCT will take place every week starting in September. Administration, Instructional Coach, teachers	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:	
Parent training and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. Storyteller literacy parent training for preschool children will be provided by FACES.	\$670.25 from Title I was allocated for family curriculum nights, & STPT Conferences. Administration and staff member volunteers coordinate parent nights. Family and Community Education Services (FACES) to provide parent literacy training.	Parent surveys, parent conferences, attendance at parent nights	Training and/or strategies will be offered formally three times per year: September 2017, December 2017, and May 2018. Storyteller literacy training offered in January 2018. Administration, Instructional Coach, Teachers	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Continue to implement Engage NY Math in grades K-5. Continue to implement the Read Aloud Project in grades K-2 & close reads/text complexity in grades 3-5. Implement differentiated instruction for students during the Tier II & Tier III intervention block. Students not receiving direct Tier II & III instruction (Read Well, Do the Math) will be assigned independent tasks based on their ability level (Compass, AR, Imagine Learning, or center work). # preps per week will be bought for teachers to provide small group Tier III intervention (Do The Math) in mathematics. The Instructional Assistant will provide small group Tier II intervention (Read Well) in reading. Support Staff will provide additional supports to students.	\$16,970 from Title I for teacher prep buy-out (X preps per week). \$35,600 from Title I for Instructional Assistant. \$14,455.35 (estimate) from Title I for 3 support staff members additional hours to work with students.	Do the Math module assessments, Aimsweb, Read Well, and DRC Insight Interims will be tracked using Google Docs.	Data will be reviewed at each benchmark or test administration; September, January, May	Administrators, Instructional Coach, Teachers On Task

Comments:

2.4 Other (Optional)	Continuation From Last Year: No		NCCAT-S Indicators:	
				N/A

Comments:

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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
---	---	---	---	---	--------------------------------

Priority Need/Goal 3:

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

Root Causes:

The instruction has not developed to align with the increase in the English Language Learner population. District and school achievement gaps indicate a need for training in cultural responsiveness.

Measurable Objective 1:

By April 2018, 100% of school-based staff will participate in mandatory cultural competency training as measured by staff sign-in sheets.

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:	
The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	Training materials from Equity and Diversity Education Department Equity and Diversity Education Department Liaison	Staff meeting sign-in sheets, agendas	The principal is responsible for ensuring this action step takes place during the 2017 -2018 school year. Equity and Diversity Liaison is responsible for attending professional development quarterly and sharing the 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:	
				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)
17-18 Title I & Parent Involvement Set-Aside	\$67,695.25	Instructional Assistant to support Tier III instruction (\$35,600); additional support staff hours (\$15,000); Prep buy-outs for Tier III intervention (\$16,425); extra-duty pay for parent trainings (\$670.25)	Goals 1 and 2
Title III - ELL Learning Supports	\$5115.00	TBD	None
Read By Grade 3	\$TBD		None

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 a position becomes available at Tomiyasu, an extensive search is conducted in order to identify highly-qualified candidates. Applicants are screened based on experience, educational success, and recommendations from former employees and/or master teachers. They are interviewed and selected based on set criteria. Once hired, teachers are provided mentoring, coaching, and participate in collaboration with peers through PLC meetings, Structure Teacher Planning Time, and grade level meetings.

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.

Administration along with the Family and Community Engagement Services (FACES) coordinates parent trainings to promote literacy in early childhood through 5th grade. An overview of the programs used will be given to families. Parents will learn how to work with their students at home on fluency, vocabulary and basic homework skills. Spanish translation will be done on as many fliers as possible.

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.).

Preschool and kindergarten teachers will hold meetings regularly to ensure academic expectations are being met. Parents attend the Kindergarten Open House, parent informational meeting, and parent conferences. Fifth grade teachers & counselors from middle school will discuss necessary steps for the transition to middle school. Students will also visit the middle school and view a sampling of possible elective classes.

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

The School Improvement Team, Response to Instruction Team, and School Organizational Team analyze data, monitor the plans, and ensure action steps are implemented. Feedback is gathered from each grade level throughout the decision-making process.

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

All monies are coordinated through the core team members. Teachers are given opportunities to give input in decision making. Data is used to drive decision making process during RTI meetings, data meetings, and SPP meetings. Coordination of services and monies are monitored by administration and the core team. General funds provide materials and text books. Title I provides for interventions and technology support.

APPENDIX A - Professional Development Plan

1.1

Professional Development will be provided on effective Tier 1 small group instructional strategies to add structure and differentiation within instruction. In addition, the Focus of Practice for the ELL Mast Plan Roll-out is an increase in productive discourse. Technology will be used to support Tier I small group instruction.

Goal 1 Additional PD Action Step (Optional)

2.1

Professional development will be provided on effective Tier 1 project/problem based learning strategies to add structure and differentiation within instruction. Professional Development will be provided on effective Tier 1 small group instructional strategies to add structure and differentiation within instruction. Technology will be used to support Tier I instruction.

Goal 2 Additional PD Action Step (Optional)

3.1

The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Parent training and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. Storyteller literacy parent training for preschool children will be provided by FACES.

Goal 1 Additional Family Engagement Action Step (Optional)

The Watch D.O.G. program or Dads of Great Students will continue to be implemented. The program encourages fathers and father figures to volunteer in the school.

2.2

Parent training and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. Storyteller literacy parent training for preschool children will be provided by FACES.

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):

- Increase the percent of 3rd grade students proficient in reading from 30.5% to 40.5% 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	Professional Development will be provided on effective Tier 1 small group instructional strategies to add structure and differentiation within instruction. In addition, the Focus of Practice for the ELL Mast Plan Roll-out is an increase in productive discourse. Technology will be used to support Tier I small group instruction.	N/A
Progress		
Barriers		
Next Steps		
1.2	Parent training and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. Storyteller literacy parent training for preschool children will be provided by FACES.	N/A
Progress		

Barriers		
Next Steps		
1.3	Implement differentiated instruction for students during the Tier II & III intervention block. Students not receiving direct Tier II & III instruction (Read Well) will be assigned independent tasks based on their ability level (Compass, AR, Velocity, center work). The Instructional Assistant will provide small group Tier II intervention in reading. Support Staff will provide additional supports to students. Technology will be used to support interventions.	N/A
Progress		
Barriers		
Next Steps		
1.4	Professional Development will be provided on effective Tier 1 problem/project-based strategies to add structure and differentiation within instruction.	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 CCSDs highest performing subgroup and Tomiyasu ES lower performing ethnic/racial supergroup from 33.43 to 23.43 by 2018 as measured by state assessments.
- Reduce the reading proficiency gap between CCSDs highest performing subgroup and Tomiyasu ES lower performing ethnic/racial supergroup from 34 to 24 by 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	Professional development will be provided on effective Tier 1 project/problem based learning strategies to add structure and differentiation within instruction. Professional Development will be provided on effective Tier 1 small group instructional strategies to add structure and differentiation within instruction. Technology will be used to support Tier I instruction.	
Progress		
Barriers		
Next Steps		
2.2	Parent training and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. Storyteller literacy parent training for preschool children will be provided by FACES.	

Progress		
Barriers		
Next Steps		
2.3	Continue to implement Engage NY Math in grades K-5. Continue to implement the Read Aloud Project in grades K-2 & close reads/text complexity in grades 3-5. Implement differentiated instruction for students during the Tier II & Tier III intervention block. Students not receiving direct Tier II & III instruction (Read Well, Do the Math) will be assigned independent tasks based on their ability level (Compass, AR, Imagine Learning, or center work). # preps per week will be bought for teachers to provide small group Tier III intervention (Do The Math) in mathematics. The Instructional Assistant will provide small group Tier II intervention (Read Well) in reading. Support Staff will provide additional supports to students.	
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 April 2018, 100% of school-based staff will participate in mandatory cultural competency training as measured by staff 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	The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

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