

School Performance Plan

School Name
Elizondo, Raul P ES

Address (City, State, Zip Code, Telephone):
4865 Goldfield St
N Las Vegas, NV 89031-2514, (702) 799-1730

Superintendent/Assistant Chief: Pat Skorkowsky / Ronnie Guerzon

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
Cordelia Jewell	Parent	Michael Mims	Parent
Rebecca Rury	Parent	Karen Deluce	Teacher
Lauren Slaughter	Teacher	Carla Kletke	Support Staff
Victoria McIntyre	Assistant Principal	Keith France	Principal

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Formative Assessments Practice	Teacher/Administrator Observation Data	Teacher/Administrator Observation Data
Summative Assessments	Family Engagement Data	N/A
Teacher/Administrator Observation Data	N/A	N/A
Interim Assessments	N/A	N/A
Other: Aimsweb assessments	Other: Aimsweb assessments	Other: AimsWeb assessments
Other: 4Sight reading assessment	Other: 4Sight reading assessment	Other: 4Sight reading assessment

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

As noted at the end of the second quarter of the 2016-17 school year, 59% of the students in first through fifth grade are proficient in reading based on the 4Sight reading assessment. Compared to the end of the second quarter of the 2015-16 school year, the students who were proficient or exceeding in reading went from 65% to 68% in first-grade, 67% to 61% in second-grade, and 65% to 58% in third-grade, 57% to 57% in fourth-grade, and 70% to 57% in fifth-grade. The reading baseline for the 2015-16 school year documented that 63% of students in first through fifth grades were at or above grade level in reading. By the fourth quarter of the same year, 63% of the students were on or above grade level. This was and is being impacted by the high rate of transiency for the 2015-2016 and 2016-17 school years. The baseline for the 2016-17 school year confirmed that 63% of the first through fifth grade students are on track to be proficient in reading by the end of the year.

As of February, the Evaluate Common Core assessment revealed that 35% of the second through fifth graders are at or above grade level in math in relation to end of the year standards, and 14.5% of second through fifth graders are at or above grade level in reading in relation to the end of the year standards. The domains of Reading Literature (RL) and Reading Informational (RI) are the two lowest tested Common Core domains as noted with the Evaluate assessment tool. In regards to RL, 37% of second-grade students are proficient, 13.5% of third-grade students are proficient, 50% of fourth-grade students are proficient, and 35% of fifth-grade students are proficient. In RI, 25% of second-grade students are proficient, 33% of third-grade students are proficient, 48% of fourth-grade students are proficient, and 51% of fifth-grade students are proficient.

It is noted that the AimsWeb assessment data for the winter assessment of the 2016-17 school year documented that 53% of the third-grade students are currently at or above grade level in fluency, fourth-grade tested at 42.8%, and fifth-grade tested at 52%. In regards to the primary grade levels, students who are at or above grade level with letter names in kindergarten is 45%, 62% of first graders are proficient in fluency, and 62% of second graders are at or above grade level with the skill of fluency.

In regards to grading practices and the summative grades provided for the final report cards, writing again received the lowest results for the intermediate grades. Specifically, in the domain of Production Distribution of Writing, the baseline data for October utilizing the Evaluate assessment documented that 40% of the third-grade students were at or above grade level, 20% of the fourth-grade students were at or above grade level, and 16% of the fifth-grade students were at or above grade level. During teacher goal setting meetings, it was noted that writing continues to be the subject that teachers were least comfortable with in regards to instruction and assessment.

Utilizing monthly Parent Chat evaluations and sign-in sheets, the parent informational meetings attracted only a small amount of participation based on the hours and content. Parent community family night participation fluctuated depending on the content, grades, and hours.

The Nevada Alternative Assessment (NAA) 2015-16 revealed that 71% of the students received a score of meets or exceeds in reading and 57% received a score of meets or exceeds in math.

The 2015-16 Nevada Student Assessment revealed that 34% of the Black subgroup, 65% of the Caucasian subgroup, 46% of the Hispanic subgroup, 45% of the multiracial subgroup met or

exceeded the achievement standards in reading. The same assessment revealed that 26% of the Black subgroup, 57% of the Caucasian subgroup, 32% of the Hispanic subgroup, and 36% of the multiracial subgroup met or exceeded the achievement standards in math. In addition, there was a 37% difference between students coded as LEP and students who are not coded as LEP in ELA, and a 13% difference in math.

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 third grade's proficiency rates in reading.

Root Causes:

As noted at the end of the second quarter of the 2016-17 school year, 59% of the students in first through fifth grade are proficient in reading based on the 4Sight reading assessment. Compared to the end of the second quarter of the 2015-16 school year, the students who were proficient or exceeding in reading went from 65% to 58% in third-grade, 57% to 57% in fourth-grade, and 70% to 57% in fifth-grade. The 2016-17 baseline data revealed that the domains of Reading Literature (RL) and Reading Informational (RI) are the two lowest tested Common Core domains as noted with the Evaluate assessment tool. In regards to RL, 37% of second-grade students are proficient and 13.5% of third-grade students are proficient. In RI, 25% of second-grade students are proficient and 33% of third-grade students are proficient. The reason for the lowered percentages, especially in third-grade, continues to be the lack of experienced teachers which in return caused inadequate Tier I instruction that lacked consistent rigor and ensuring that the differentiation of instruction occurred in the reading and ELA block at a proficient level. Specifically, the teachers assumed that because the students were leveled, differentiation was not necessary within the reading block. In addition, it was noted during classroom observations that the Common Core critical vocabulary was not being utilized in a consistent manner. In addition, student achievement is being impacted by the high rate of transiency for the 2015-2016 and 2016-17 school years, which is at 39%.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from X% to Y% by 2018 as measured by state assessments.

Measurable Objective 2:

Increase the percentage of second grade students who are proficient in reading from 60% to 70% by May 2018 as measures by the 4Sight reading assessment and recorded on the grade summary form.

Measurable Objective 3:

Increase the percentage of first grade students who are proficient in reading from 77% to 85% by May 2018 as measures by the 4Sight reading assessment and recorded on the grade summary form.

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:	

<p>Success for All (SFA) trainers will support the school with classroom observations, analyzing data, and provide professional development throughout the year in addressing Tier I and Tier II instruction with a focus on teaching inferencing, main idea, and differentiating the curriculum.</p>	<p>\$11,000. is paid by Title-I monies for the consultants. The consultants will be utilized during staff development days and grade level PD meetings throughout the year; \$75,000 is funded by Title I to purchase the reading strategist position.</p>	<p>Success for All (SFA) contract, staff development agendas before and during the visits, SFA consultant reports, class summary forms, and observation notes. For student data, the 4sight quarterly assessment, Evaluate assessment, and Aimsweb data will be examined. The reading strategist and administration: Assist the consultant with the implementation of their recommendations between the visits.</p>	<p>Cassandra Rockwell: reading strategist - Coach teachers throughout the year and before and after each consultant visit; Victoria McIntyre: assistant principal - Ensure that the Title-I budget is adhered to regarding the SFA contract times throughout the year; Keith France: principal - Meeting with the SFA consultant at the end of each visit; Janelle Neuman: Title-1 - Ensure that the strategist was hired and the SFA coordinator was present.</p>	<p>N/A</p>
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Comments:

Although this is considered a continuation from last year and that the same difficult skills will be addressed, the additional focus will be how to differentiate the scripted program without losing the integrity of the science-based lessons to ensure that every students' needs are met within the SFA reading block. Additionally, the consultant will also focus on the additional literacy block and how both ELA blocks can be united.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>1.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>Parent Family Nights will be reformed based on the feedback provided by participants. Three family nights will occur from 5:00 pm to 6:45 pm. They will include a focus on ELA. Books and educational games will be provided to the parents so that they can practice the newly acquired skills with their children at home.</p>	<p>The Family Nights are built into the school year's schedule and are a required night for all teachers; \$2,103 for parent books and educational games will be paid by Title I funds.</p>	<p>Parent sign in sheet for each night, parent evaluations, and schedules/agendas.</p>	<p>All classroom teachers attend Family Night - 10/17/17, 2/27/18, and 5/22/18; Cassandra Rockwell: reading strategist - Collect the parent sign in-sheets; Administration: Review all evaluations and share information with parents during monthly parent meetings.</p>	<p>N/A</p>

Comments:

As the family nights were a success in 2015-16 and continue to be a success during the 2016-17 school year, we will continue with the after school activities and focus on improving them.

<p>1.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>
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<p>Teachers will monitor data to differentiate instruction during their SFA period. They will specifically keep track of each student's progress quarterly in specific regards to the skills of Main Idea with supporting details and Inferencing. In addition, they will meet with the school's strategists monthly to create or discuss progress of an achievement focus plan that will be submitted to their supervisor that will focus on the two monthly skills. Also, teachers will meet with the administration and reading strategist each quarter to review their SFA students' data and reflect on instructional practices.</p>	<p>General fund to purchase 4Sight and Moby Max assessments; District funded Acuity assessment; \$12,220. Will be funded by Title I to purchase the Evaluate assessment program; \$160,000. will be funded by Title I to purchase reading and instructional strategists; \$11,000. will be funded by Title I for the SFA consultant to assist the teachers in planning for differentiated lessons in SFA throughout the year; ELA achievement focus plan; Lead teachers to assist the classroom teachers in analyzing the data on a monthly basis.</p>	<p>Lead meeting agendas, reading strategist and SFA consultant agendas and sign in sheets, classroom observations, the teacher's focus plans, and 4Sight quarterly data.</p>	<p>Cassandra Rockwell and Joanna Brooks- instructional strategists: provide support on how to differentiate within the confinements of the SFA curriculum, and planning and implementing differentiated instruction; Administration and grade level lead teachers: added support; Janelle Neuman: Title I: Ensure Title budget is utilized correctly.</p>	<p>N/A</p>
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Comments:

<p>1.4 Other (Optional)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>
<p>To address the domain of RL, teachers will utilize common core exemplars, the Read to Write program, and novel units during their literacy blocks. To address the domain of RI, teachers and first, third, fourth, and fifth will utilize Scholastic News within their literacy / social studies block. Teachers will instruct utilizing grade level literacy and provide strategies and assistance for students who are below grade level in reading. In addition, teachers will be provided 160 minutes each month to provide an addition period for ELA lessons utilizing grade level exemplars.</p>	<p>General Budget has supplied the funds for the Read Write program; District funds provided the Common Core exemplars; Read by three funds and the general budget supplied the novel units for all grade levels; \$1,650 will be funded by Title I for Scholastic news for kids grades 2 - 5;</p>	<p>Lesson plans, observations and conference notes, student work, Monthly Evaluate and quarterly 4sight data. Purchase order for the Smartboards.</p> <p>Administration: Lesson plans and observations. Sign in sheets for the professional development for the teachers from Catapult; Instructional Strategists: Provide support with the reading model; Laura Paske: Title I - Ensure Title budget is utilized correctly.</p>

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 percentage points between the Caucasian subgroup and the Black and ELA subgroups in both reading and math.

Root Causes:

The 2016-17 baseline data revealed that the domains of Reading Literature (RL) and Reading Informational (RI) are the two lowest tested Common Core domains as noted with the Evaluate assessment tool. In regards to RL, 37% of second-grade students are proficient and 13.5% of third-grade students are proficient. In RI, 25% of second-grade students are proficient and 33% of third-grade students are proficient. In addition, the 2015-16 Nevada Student Assessment revealed that 34% of the Black subgroup, 65% of the Caucasian subgroup, 46% of the Hispanic subgroup, 45% of the multiracial subgroup met or exceeded the achievement standards in reading. The same assessment revealed that 26% of the Black subgroup, 57% of the Caucasian subgroup, 32% of the Hispanic subgroup, and 36% of the multiracial subgroup met or exceeded the achievement standards in math. In addition, there was a 37% difference between students coded as LEP and students who are not coded as LEP and ELA, and a 13% difference in math. Utilizing the Nevada Educator Performance Framework and the Success for All (SFA) school wide reports, it was noted that 50% of the teachers struggled with providing opportunities for extended, productive and meaningful discourse between the teacher and the students and among students. This resulted in students struggling in their ability to explain in detail, critique, and use logic and evidence to support or refute a claim either orally or in writing. In addition, teachers struggled with implementing differentiated supports to meet the needs of struggling students due to time restraints in their daily schedule.

Measurable Objective 1:

Reduce the math proficiency gap between the Caucasians subgroup and the Black subgroup by increasing the proficiency of the Black subgroup from 26% to 55%, and increase the proficiency of the LEP subgroup from 24% to 40% by 2018 as measured by state assessments.

Measurable Objective 2:

Reduce the reading proficiency gap between the Caucasians subgroup and the Black subgroup by increasing the proficiency of the Black subgroup from 34% to 55%, and increase proficiency in the LEP subgroup from 27% to 45% 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:	

<p>Teachers will continue to receive training in strengthening their ability to provide specific and focused opportunities for highly productive discourse between the teacher and students and among students. Additionally, teachers will receive professional development on how to differentiate their SFA lessons without sacrificing the integrity of the science-based program. Also, all teachers will receive the district's Read by Three trainings throughout the year. The staff will also receive training on the critical vocabulary of the Common Core.</p>	<p>\$11,000. will be funded by Title-1 to purchase the SFA coordinator; \$160,000. will be funded by Title-1 for the learning strategists; District will supply the vocabulary textbooks for the teacher training and the Read by Three trainings.</p>	<p>SFA coordinator: Observation notes, agendas, training literature if applicable; Joanna Brooks and Cassandra Rockwell- learning strategists: Review lesson plans and observe teachers as they provide discourse in their classroom Written documentation of the feedback that was provided; Administration: Observations and review lesson plans. Documented observations and post conferences that focused on writing and discourse.</p>	<p>SFA Coordinator/trainer: Train staff, observation notes, and final visit reports; Administration: Observation notes, post observation conference notes; Instructional strategists: PD agendas, sign in sheets, training materials, observation notes.</p>	<p>N/A</p>
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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:	
<p>Provide parents opportunities to learn how to ask higher level questions that would increase the discourse between the parent and the child during formal and informal situations. Specifically, how these questions can increase their child's skills of utilizing logic and evidence to support or refute a claim. Also, events that allow parents to observe the curriculum as it is taught to students. Support the parents in the areas of math in the classroom and during family nights.</p>	<p>\$2,103. funded by Title-1 for educational games and books for home libraries and parenting books to use during Family Nights;</p>	<p>Parent sign in sheets and evaluation forms. Family Night and Parent Chat agendas. PowerPoint presentations and literature that will be provided to the parents.</p>	<p>Keith France and Victoria McIntyre - administration: Parent meetings, first Wednesday of every month; Cassandra Rockwell: Title 1 money spent on games, packing slips; Family Night presented by Title I liaison and lead teachers on 10/17/17, 2/27/18, and 5/22/18.</p>	<p>N/A</p>

Comments:

Although the family nights will be a continuation from last year, they will be reworked and revised to meet the needs of the parents and community.

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
<p>Teachers will better utilize Common Core vocabulary throughout the day and increase their questioning skills and allow time for students to better articulate their understanding of the skills. Also , teachers will better differentiate their instruction during the reading block to address the needs of students. In addition, tutoring will be available for students who are struggling in reading and / or math. Teachers will submit the names of the students. Inexperienced teachers will be allowed the opportunity to have a guided observation of a master teacher during their reading and ELA block.</p>	<p>General funds will provide the monies for the substitutes for the teacher observations of master teachers.</p>	<p>Victoria McIntyre- assistant principal: Ensure Title I purchases occur; Cassandra Rockwell-reading strategist: Sign-in sheets and agendas from trainings. Create tutoring schedules; Administration: Observation notes, post observation notes, lesson plans; Read to Write coordinator: Sign-in sheets, agenda, materials.</p>	<p>Cassandra Rockwell-reading strategist: tutoring begins in October; Keith France: principal - Schedule SFA training by 9/15/16. Provide substitutes for peer to peer observations; Victoria McIntyre-assistant principal: Schedule teacher observations throughout the year as determined by the needs of the teachers; Administration: provide training in Common Core vocabulary throughout the year beginning in 11/2016.</p>	<p>N/A</p>

Comments:

2.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Provide computer programs for teachers to utilize both during and after school, and during tutoring sessions for Tier II and III students. In addition, these interventions should assist in strengthening the deficient skills that will close the achievement gap for literacy and math.	\$4696. will be funded by Title-1 for software to be used by all students (math and ELA); \$22,837.78 will be funded by Title-1 for technology equipment (Chrome books and laptop carts) to increase students' access to technology and the software;	Janelle Neuman- Title 1 coordinator: Packing slips and ensure orders are complete; Victoria McIntyre - assistant principal: Teacher and students tutoring sign-in sheets, tutoring schedules; Joanna Brooks-math strategist: Software usage forms and ensure all software is operable and utilized; Administration- lesson plans, observation notes, and software reports.	Keith France - principal: Title 1 materials received by 11/1/2017; Victoria McIntyre - assistant principal: assist in scheduling tutoring by 10/1/2017; Joanna Brooks - math strategist: review Tier II and III students' data by 1/15/18 and then 4/15/18; Administration: Lesson plan checks and observations of students utilizing the technology.	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:

There is a need for training in the area of cultural competency as evidenced by district student achievement gap data and percentage of negative incidences at the school site.

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2017-2018 school year as measured by sign-in sheets.

Monitoring Status

On Task

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:	
All staff will participate in a professional development session with the Core Learning Skills program and the Be Kind school initiative.	Training materials for the Cores Learning Skills program training provided by the counselor for the Be Kind initiative to both students and teachers	Sign- in sheets, Teacher observation data (NEPF)	Keith France- principal: responsible for ensuring this action step takes place. Administration: classroom observations of the Core Learning Skills lessons being taught. Andrea Barrios and Louise Walker- counselors: instruct teachers and staff throughout the year in the Be Kind program.	N/A

Comments:

As the priority is a continuation from last year, the steps are different.

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:	
Train parents on the two programs the school will be utilizing: Be Kind and the Core Value program. Discuss what bullying is and the signs to look for in their children.	Administration: Time to meet with the parents for the trainings; Counselor: to assist in the trainings and provide some videos that we show the students; Powerpoint to assist in explaining the programs	Administration: Agenda, sign-in sheets, and PowerPoint printout provided to the parents. Victoria McIntyre: assistant principal - Newsletter Andrea Barrios- counselor: Lesson plans	Administration: monthly Parent Chats throughout the year. Victoria McIntyre - assistant principal: School newsletters every month. Andrea Barrios and Louise Walker -counselors: Provide information during Parent Chats and family nights	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will utilize the Be Kind Program along with teaching the Core Learning Skills. Teachers will prepare one lesson a week that will focus on the core value skill of the month, and another lesson that will include a class council time and a review of the core value skill. Awards will be provided to students displaying the monthly core values.	Core Learning Skills program; Be Kind videos to use throughout the year; Time to implement the two lessons a week in the classroom. Andrea Barrios: councilor - assist teachers with lessons	Administration: observation notes. Classroom Teachers: Lesson plans Andrea Barrios-counselor: Observation notes and lesson plans, videos.	Administration: Observations throughout the year and delivery of awards once a month. Andrea Barrios-counselor: provide Be Kind and core value videos for the students at least once a month. Classroom teachers: lesson plans and nominate two students each month for the Core Value award.	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 Parent Involvement	\$2103.50	Educational games to use during Family Nights and to distribute to parents: (1.2) (2.2) Books to assist parents in creating home libraries: (1.2) (2.2)	Goals 1 and 2
Title-1	\$210350	Two learning strategists: (1.1) (1.3) (2.1) Tutoring and assessment Software for students: (2.4) 2 computer carts (2.4) Scholastic news for kids: (1.4) 94 Chrome Book (2.4) SFA consultant for four days: (1.1) (1.3) (2.1) Exemplar Books (1.4)	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

The administration's strategy to attract highly qualified teachers is to "sell" our school's philosophy, model, and culture to highly qualified candidates. In addition, professional development for the school's reading program is provided, teachers are provided time to collaborate each month for both math and reading and daily for trainings and support. In addition, the school has full time curriculum strategists.

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.

Family Nights occur quarterly which focuses on a specific core subject and provides resources they can use at home. We invite parents to visit and volunteer at the school. A parent group meets once a month and the administration meets monthly for the Parent Chats which focuses on curriculum, school wide data, and important issues that effect student achievement. We hold one parent-teacher academic conference as required by CCSD, but parents are encouraged to meet with the teachers at any time for updates. Parents are able to access the Infinite Campus Parent Portal for information about student grades and attendance. All information is sent home in English and Spanish. Translators are provided as needed.

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.).

We provide full day kindergarten. Each child is tested with a beginning kinder level assessment and the results are provided to the parents immediately along with a packet of information and activities that will help prepare them for kindergarten. Our fifth grade classrooms are co-departmentalized with two classes being blended to help increase self motivation. The students move to different classrooms throughout the day to provide a middle school experience. They are also provided time to talk with middle school students so that that they can receive a student's perspective of moving from fifth grade to sixth. In addition, we provide a field trip for the fifth graders to the nearest middle school in the month of May.

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

Elizondo utilizes a leadership team of nine staff members. Teachers are consistently encouraged to provide input regarding decision making and all staff members are invited to attend Leadership Team meetings. The teachers also work as a grade level to produce common assessments to ensure accuracy. We utilize Moby Max assessments, the 4Sight reading assessment, Evaluate, and Aimsweb assessments throughout the year in the areas of math and reading to help drive instruction, strengthen the RTI process, and used to assist students in creating goals. We also have a team of eight as required by the AB 394 state mandate. This team meets at least once a month to assist in the school's budget and aligning the school's curriculum with the needs of the community.

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

All federal, state, and local laws and policies have been followed in the creation of the school improvement plan. School Governance structure allows for any possible discrepancy to be dealt with immediately in order to maintain compliance. Title-1 funds are being utilized for two strategists, SFA reading training, technology, instructional materials, and common core text exemplars. Read by Grade 3 grant funds are used to supply after-school tutoring, additional funds to work outside of the teacher's contract, DRA assessment kits, software, and professional development substitutes.

APPENDIX A - Professional Development Plan

1.1

Success for All (SFA) trainers will support the school with classroom observations, analyzing data, and provide professional development throughout the year in addressing Tier I and Tier II instruction with a focus on teaching inferencing, main idea, and differentiating the curriculum.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will continue to receive training in strengthening their ability to provide specific and focused opportunities for highly productive discourse between the teacher and students and among students. Additionally, teachers will receive professional development on how to differentiate their SFA lessons without sacrificing the integrity of the science-based program. Also, all teachers will receive the district's Read by Three trainings throughout the year. The staff will also receive training on the critical vocabulary of the Common Core.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development session with the Core Learning Skills program and the Be Kind school initiative.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Parent Family Nights will be reformed based on the feedback provided by participants. Three family nights will occur from 5:00 pm to 6:45 pm. They will include a focus on ELA. Books and educational games will be provided to the parents so that they can practice the newly acquired skills with their children at home.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Provide parents opportunities to learn how to ask higher level questions that would increase the discourse between the parent and the child during formal and informal situations. Specifically, how these questions can increase their child's skills of utilizing logic and evidence to support or refute a claim. Also, events that allow parents to observe the curriculum as it is taught to students. Support the parents in the areas of math in the classroom and during family nights.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Train parents on the two programs the school will be utilizing: Be Kind and the Core Value program. Discuss what bullying is and the signs to look for in their children.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase third grade's proficiency rates in reading.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in reading from X% to Y% by 2018 as measured by state assessments.
- Increase the percentage of second grade students who are proficient in reading from 60% to 70% by May 2018 as measures by the 4Sight reading assessment and recorded on the grade summary form.
- Increase the percentage of first grade students who are proficient in reading from 77% to 85% by May 2018 as measures by the 4Sight reading assessment and recorded on the grade summary form.

Status
N/A

Comments:

1.1 Professional Development: Although this is considered a continuation from last year and that the same difficult skills will be addressed, the additional focus will be how to differentiate the scripted program without losing the integrity of the science-based lessons to ensure that every students' needs are met within the SFA reading block. Additionally, the consultant will also focus on the additional literacy block and how both ELA blocks can be united.

1.2 Family Engagement: As the family nights were a success in 2015-16 and continue to be a success during the 2016-17 school year, we will continue with the after school activities and focus on improving them.

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Success for All (SFA) trainers will support the school with classroom observations, analyzing data, and provide professional development throughout the year in addressing Tier I and Tier II instruction with a focus on teaching inferencing, main idea, and differentiating the curriculum.	
Progress		
Barriers		
Next Steps		

1.2	Parent Family Nights will be reformed based on the feedback provided by participants. Three family nights will occur from 5:00 pm to 6:45 pm. They will include a focus on ELA. Books and educational games will be provided to the parents so that they can practice the newly acquired skills with their children at home.	
Progress		
Barriers		
Next Steps		
1.3	Teachers will monitor data to differentiate instruction during their SFA period. They will specifically keep track of each student's progress quarterly in specific regards to the skills of Main Idea with supporting details and Inferencing. In addition, they will meet with the school's strategists monthly to create or discuss progress of an achievement focus plan that will be submitted to their supervisor that will focus on the two monthly skills. Also, teachers will meet with the administration and reading strategist each quarter to review their SFA students' data and reflect on instructional practices.	
Progress		
Barriers		
Next Steps		
1.4	To address the domain of RL, teachers will utilize common core exemplars, the Read to Write program, and novel units during their literacy blocks. To address the domain of RI, teachers and first, third, fourth, and fifth will utilize Scholastic News within their literacy / social studies block. Teachers will instruct utilizing grade level literacy and provide strategies and assistance for students who are below grade level in reading. In addition, teachers will be provided 160 minutes each month to provide an addition period for ELA lessons utilizing grade level exemplars.	
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 Black and ELA subgroups in both reading and math.

Measurable Objective(s):

- Reduce the math proficiency gap between the Caucasians subgroup and the Black subgroup by increasing the proficiency of the Black subgroup from 26% to 55%, and increase the proficiency of the LEP subgroup from 24% to 40% by 2018 as measured by state assessments.
- Reduce the reading proficiency gap between the Caucasians subgroup and the Black subgroup by increasing the proficiency of the Black subgroup from 34% to 55%, and increase proficiency in the LEP subgroup from 27% to 45% by 2018 as measured by state assessments.

Status
N/A

Comments:

2.1 Professional Development:

2.2 Family Engagement: Although the family nights will be a continuation from last year, they will be reworked and revised to meet the needs of the parents and community.

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	Teachers will continue to receive training in strengthening their ability to provide specific and focused opportunities for highly productive discourse between the teacher and students and among students. Additionally, teachers will receive professional development on how to differentiate their SFA lessons without sacrificing the integrity of the science-based program. Also, all teachers will receive the district's Read by Three trainings throughout the year. The staff will also receive training on the critical vocabulary of the Common Core.	
Progress		
Barriers		
Next Steps		
2.2	Provide parents opportunities to learn how to ask higher level questions that would increase the discourse between the parent and the child during formal and informal situations. Specifically, how these questions can increase their child's skills of utilizing logic and evidence to support or refute a claim. Also, events that allow parents to observe the curriculum as it is taught to students. Support the parents in the areas of math in the classroom and during family nights.	

Progress		
Barriers		
Next Steps		
2.3	Teachers will better utilize Common Core vocabulary throughout the day and increase their questioning skills and allow time for students to better articulate their understanding of the skills. Also , teachers will better differentiate their instruction during the reading block to address the needs of students. In addition, tutoring will be available for students who are struggling in reading and / or math. Teachers will submit the names of the students. Inexperienced teachers will be allowed the opportunity to have a guided observation of a master teacher during their reading and ELA block.	
Progress		
Barriers		
Next Steps		
2.4	Provide computer programs for teachers to utilize both during and after school, and during tutoring sessions for Tier II and III students. In addition, these interventions should assist in strengthening the deficient skills that will close the achievement gap for literacy and math.	
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 2017-2018 school year as measured by sign-in sheets.

Status
On Task

Comments:

3.1 Professional Development: As the priority is a continuation from last year, the steps are different.

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 with the Core Learning Skills program and the Be Kind school initiative.	
Progress		
Barriers		
Next Steps		
3.2	Train parents on the two programs the school will be utilizing: Be Kind and the Core Value program. Discuss what bullying is and the signs to look for in their children.	
Progress		

Barriers		
Next Steps		
3.3	Teachers will utilize the Be Kind Program along with teaching the Core Learning Skills. Teachers will prepare one lesson a week that will focus on the core value skill of the month, and another lesson that will include a class council time and a review of the core value skill. Awards will be provided to students displaying the monthly core values.	
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		