

# School Performance Plan

School Name	
Tate, Myrtle ES	
Address (City, State, Zip Code, Telephone):	
2450 Lincoln Rd Las Vegas, NV 89115-4302, 7027997360	
Superintendent/Region Superintendent:	Jesus Jara / Karla Loria
For Implementation During The Following Years:	2019-2020

## The Following MUST Be Completed:

Title I Status:	Served
Designation:	NA
Grade Level Served:	Elementary
Classification:	3 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.**

Name of Member	Position	Name of Member	Position
Pedro Cardenas	Parent	Liliana Duenas	Parent
Christopher Garcia	Parent	Sarah Popek	Principal
Teresa Subira	Support Staff (SOT Member)	Leigh Todd	Teacher (SOT Member)
Lauren Phenix	Teacher (SOT Member)	Jennifer Tarno	Assistant 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
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Individualized Education Programs (IEP)
Coordination of Services for FRL, ELL, IEP students	AMAOs/ELPA Analysis	Nevada Alternate Assessment (NAA)
Formative Assessments Practice	Service Delivery Models	NA
Stakeholder Survey Information	ELL Program Policies and Procedures	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.

Myrtle Tate Elementary School was identified as a 2-Star School according to the Nevada School Performance Framework based on data from the 2018-2019 school year, with an SPF Index Score of 41.5 points, a decrease of 20 points from the 2017-2018 school year. According to the 2018-2019 SBAC Math assessment, the school had an overall proficiency rate of 37.2%. According to the 2018-2019 SBAC ELA assessment, the school had an overall proficiency rate of 39.0%.

**Positive Trends:**

In Math, 26.3% of prior non-proficient students met the Math AGP Goal, 6% above the district average. In Reading and Math, the MGp was 49 and 50, respectively, indicating that the students were growing at a rate comparable to their cohorts. For English Language Learners, the AGP was 58.1%, almost 8% higher than the district. The TSI report showed that the White/Caucasian subgroup reversed a two year trend, meeting Measure of Interim Progress (MIP) targets during the 2018-2020 school year. There was a significant decrease in referrals (time out of class) for the 5th Grade cohort, a class that had a high percentage of discipline since Kindergarten. This was attributed to lower class sizes (five (5) 5th Grade classes instead of the district-allocated four (4)). A review of District-wide Survey Parent Response results, indicated that all areas surveyed parents agreed or strongly agreed with every response at a 97.5% rate in regards to statements reflecting the school climate. Several statements had 100% of surveyed parents responding in the agreed or strongly agreed categories.

**Areas of Concern:**

While there was a small decrease in proficiency in all areas, this data mirrored cohort data being tracked (a lower performing 3rd and 5th Grade cohort). The team identified increased Chronic Absenteeism at 29.8%, more than double the district rate, as the biggest area of concern as it represented the percentage of students not receiving an adequate days in school to meet academic demands. In addition, the team identified Science CRT proficiency as a concern, as a 9.1% proficiency result reversed prior positive trend data. According to the Academic Achievement Indicators in the TSI worksheet, the Black/African American and Special Education subgroups missed Measure of Interim Progress (MIP) targets for two consecutive years in ELA.

## 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:

All students will increase proficiency in ELA from 39.0% to 57.0% by 2020 as measured by state summative assessments. (This goal has been calculated to meet the NDE target by 2022)

### Root Causes:

1) Tier I Reading Instruction and Tier I Differentiated instruction provided in Grades K through Third was not consistently aligned to the rigor of the Nevada Academic Content Standards. 2) Instructional materials made available for Tier I Reading instruction and Tier I Differentiated instruction provided in Grades K through Third have not been fully mastered by teachers, especially those who are new to the school. 3) Teachers were not consistently utilizing strategies identified as highly effective for English Language Learners. 4) Actions taken by the counselor, teachers, and administration have not made a effective impact on reducing absenteeism.

### Measurable Objective 1:

Increase the percent of 3rd Grade students proficient in reading from 31.8% to 57% by 2020, as measured by state assessments.

### Measurable Objective 2:

Increase the percent of English Learners proficient in reading from 39.6% to 44.4% by 2020, as measured by SBAC assessment.

### Measurable Objective 3:

Reduce the percent of Kindergarten, 1st Grade, 2nd Grade, and 3rd Grade students identified as "At-Risk" 67.2% in September 2019 to 40% by May 2020, as measured by the Measure of Academic Progress (MAP).

### Measurable Objective 4:

Reduce the percent of chronically absent students from 29.8% to 19.8% by 2020 as measured by Infinite Campus and reported on the Nevada School Performance Framework.

### 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
1.1 Professional Development (Required)		Continuation From Last Year:  Yes	NCCAT-S Indicators: 1.4	

Instructional staff will engage in weekly Professional Development designed to improve knowledge of Nevada Academic Content Standards and effective instructional strategies in the area of ELA/Reading. The PD will target NEPF Standard 2 (Learning tasks have high cognitive demand for diverse learners), Read by Three training, A-Net initiatives, and continued implementation of the curriculum aligned with NVACs.	\$49,801 for weekly prep buyouts for Professional Development of licensed teachers (Title I). \$1920.00 for Student Success Advocates to provide PD during Prep Buyout PD on ELL Master Plan training sessions and for licensed teachers to attend PD during the school day in support of identified SPP goals and objectives (Title III).	Artifacts: Sign-In Sheets from PD and trainings, lesson plans, observational documentation of implementation Evidence of Progress: i-Ready and MAP Assessments	Timeline: Grade Level Professional Development occurs weekly, beginning in August 2019 Positions Responsible: Administration, Grade Level Lead Teachers, Student Success Advocates, Read by Three team, and other trainers	N/A
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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:</b>  <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
School staff will provide families with opportunities and resources that support student achievement. Specifically, Academic Parent Teacher Team (APTT) meetings will be expanded from the parents/guardians of Third, Fourth and Fifth Grade Students to additional grade levels, with the purpose of providing them with training on goal setting and instructional strategies to increase their child's performance. Bilingual staff will be compensated for translating materials. The CIS Facilitator and Truancy Prevention Program will work with students and families to reduce absenteeism. Future Smiles will provide dental health screenings and preventative care to reduce absenteeism due to appointments and poor oral health. Teachers will conduct home visits as part of the Parent Teacher Home Visit initiative, as supported by RPDP.	\$1,058.00 for bilingual licensed staff members and \$1058 for support staff members to translate meetings and home-school communications (Title I). \$20,350.00 for a bilingual Communities in Schools facilitator to provide support to students and families defined as "at-risk" (Title I). \$3,950.00 for the Truancy Diversion Program (Title I). \$2550.00 for a Future Smiles ePod to provide oral health services (Title I). \$4,600 Extra Duty Pay for licensed staff and \$1,986 for support staff to conduct Parent Teacher Home Visits.	Artifacts: Sign-In Sheets and Surveys from parent training, Truancy Prevention Program records, and Future Smile records Evidence of Progress: APTT attendance, PTHV Logs, i-Ready Assessments, MAP Assessments, and Infinite Campus Attendance Reports	Timeline: Title I Family Engagement Meetings are scheduled semi monthly. Title I Family Nights (Math and Reading) are offered twice a year. Title I Family Center activities are offered daily. APTT Sessions will be held four times a year (October, December, February, and May). Bilingual translations will occur as needed. Future Smiles will begin operating in August 2019. The Truancy Diversion Program will begin operating in August 2019. The PTHV initiative will begin home visits in September. Positions Responsible: Administration, Title I Site Liaison, APTT Leadership Team, Future Smiles, Communities in Schools Facilitator, and Truancy Diversion Program staff	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year:</b>  <b>Yes</b>	<b>NCCAT-S Indicators:</b>
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Teachers in all grades will collaborate to identify and utilize curriculum in alignment with NVACs to provide rigorous Tier I instruction. All grade levels will use Accelerated Reader and myON to supplement Tier I reading instruction. A-Net will work with all teachers on common assessments and long-range planning.	\$49,801 for weekly prep buyouts for Professional Development of licensed teachers (Title I). \$18,230.04 for Chromebooks to support computer-based learning such as Achieve3000, i-Ready, and myON Title I)	Artifacts: Lesson plans and observational documentation of implementation. Evidence of Progress: i-Ready, MAP, and AIMSWeb Assessments	Timeline: Grade Level Professional Development occurs weekly, beginning in August 2019. Positions Responsible: Administration, Grade Level Lead Teachers, Read by Three team, teachers and other trainers.	N/A
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Comments:

1.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
ZOOM Paraprofessional Tutors and Language and Literacy Specialists will provide 30 minutes of Tier II/III instructional support for students in First, Second, Third, Fourth, and Fifth Grade performing below grade level. Zoom Pre-K will provide early childhood learning for all students. Class size reduction in K-3 grade will allow for small class sizes. Zoom funded extended day will provide 20 minutes of additional instruction for all students. A Certified Temporary Tutor (CTT) will provide targeted support for students performing below grade level.	Salaries of Zoom Project Facilitator and Paraprofessional Tutors (Zoom). Class size reduction in Grade K-3 (General Budget). Extended Day for all licensed and support staff (Zoom). \$14,300 for a Certified Temporary Tutor (Title I).	Artifacts: Lesson plans and observational documentation of implementation Evidence of Progress: i-Ready, MAP, and DRA	Timeline: The Zoom Reading Center will operate 5 days a week, beginning October 2019. Extended day will align with the 2019-2020 instructional calendar. CTT will provide support beginning in September 2019. Persons Responsible: Zoom Project Facilitator Zoom facilitators, CTTs, Zoom strategist, Administration (Aug 2018-May 2019)	N/A

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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### Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math. Specifically, ELs will increase proficiency in in math, from 29.6% to 35.8%, and in ELA, from 22.3% to 41.1%, by May 2020 as measured by SBAC assessments.. (This goal has been calculated to meet NDE requirements for 2022.)

### Root Causes:

1) Tier I Differentiated Instruction and Tier II/III Instruction in ELA/Reading and Math do not effectively address the needs of the Special Education and Black/African American Subgroups. 2) Teachers do not utilize instructional strategies that actively engage students in theses subgroups in meaningful learning aligned with the Nevada Academic Content Standards. 3) Teachers are unable to provide individualized instruction due to high class sizes in Grade Five. 4) Actions taken by the counselor, teachers, and administration have not made a effective impact on reducing absenteeism.

### Measurable Objective 1:

Increase the percentage of 3rd grade ELs who are on or above grade level in reading, as measured by end of year assessments, from 28% to 40% by May 2020.

### Measurable Objective 2:

Increase the percentage of K-2 ELs who are on or above grade level in reading, as measured by MAP, from 7% to 47% by May 2020

### Measurable Objective 3:

Increase the percent of ELs meeting AGP, as measured by ELPA, from 58.1% to 60% by May 2020.

### Measurable Objective 4:

Increase the percentage of K-2 ELs who are on or above grade level in reading, as measured by MAP, from 3% to 47% by May 2020

### 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
2.1 Professional Development (Required)		Continuation From Last Year:  Yes	NCCAT-S Indicators:	

Instructional staff will engage in weekly Professional Development designed to improve knowledge of Nevada Academic Content Standards and effective instructional strategies in the area of ELA/Reading. The PD will target NEPF Standard 2 (Learning tasks have high cognitive demand for diverse learners), Read by Three training, A-Net initiatives, and continued implementation of NVACs aligned curriculum.	\$49,801 for weekly prep buyouts for Professional Development of licensed teachers (Title I). \$1920.00 for Student Success Advocates to provide PD during Prep Buyout PD on ELL Master Plan training sessions and for licensed teachers to attend PD during the school day in support of identified SPP goals and objectives (Title III).	Artifacts: Sign-In Sheets from PD and trainings, lesson plans, observational documentation of implementation Evidence of Progress: i-Ready and MAP Assessments	Timeline: Grade Level Professional Development occurs weekly, beginning in August 2019 Positions Responsible: Administration, Grade Level Lead Teachers, Student Success Advocates, Read by Three team, and other trainers	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last</b> <b>Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
School staff will provide families with opportunities and resources that support student achievement. Specifically, Academic Parent Teacher Team (APTT) meetings will be expanded from the parents/guardians of Third, Fourth and Fifth Grade Students to additional grade levels, with the purpose of providing them with training on goal setting and instructional strategies to increase their child's performance. Bilingual staff will be compensated for translating materials. The CIS Facilitator and Truancy Prevention Program will work with students and families to reduce absenteeism. Future Smiles will provide dental health screenings and preventative care to reduce absenteeism due to appointments and poor oral health. Teachers will conduct home visits as part of the Parent Teacher Home Visit initiative, as supported by RPDP.	\$1,058.00 for bilingual licensed staff members and \$1058 for support staff members to translate meetings and home-school communications (Title I). \$20,350.00 for a bilingual Communities in Schools facilitator to provide support to students and families defined as "at-risk" (Title I). \$3,950.00 for the Truancy Diversion Program (Title I). \$2550.00 for a Future Smiles ePod to provide oral health services (Title I). \$4,600 Extra Duty Pay for licensed staff and \$1,986 for support staff to conduct Parent Teacher Home Visits.	Artifacts: Sign-In Sheets and Surveys from parent training, Truancy Prevention Program records, and Future Smile records Evidence of Progress: APTT attendance, i-Ready Assessments, and Infinite Campus Attendance Reports	Timeline: Title I Family Engagement Meetings are scheduled semi monthly. Title I Family Nights (Math and Reading) are offered twice a year. Title I Family Center activities are offered daily. APTT Sessions will be held four times a year (October, December, February, and May). Bilingual translations will occur as needed. Future Smiles will begin operating in August 2019. The Truancy Diversion Program will begin operating in August 2019. Positions Responsible: Administration, Title I Site Liaison, APTT Leadership Team, Future Smiles, Communities in Schools Facilitator, and Truancy Diversion Program staff	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last</b> <b>Year: Yes</b>	<b>NCCAT-S Indicators:</b>
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Teachers, Learning Strategists (Language and Literacy Specialist, Read By Three Specialist and Off-Ratio), and CTTs will provide targeted Tier II/III support at the students' instructional levels in ELA/Reading and Math. Two Class Sized Reduction positions will be provided for Fifth Grade to decrease ratios. The REACH Program will ensure that more students have access to highly effective teachers by increasing the class size and providing additional supports to identified classrooms in Grades One and Four.	\$82,159.00 for a Learning Strategist (Read By Three). \$82,159.00 for a Literacy and Learning Strategist (Zoom). \$133,525.68 for two Fifth Grade CSR positions \$22,102 for additional personnel costs for identified REACH teachers (General Budget). \$97,188.00 for two 8 hour TFA to support REACH Classrooms (Title I).	Artifacts: Intervention folders, lesson plans, and observational documentation of implementation. Evidence of Progress: I-Ready, MAP, and AIMSWeb Assessments	Timeline: ELA/Reading support will be provided for 30 minutes a day, five days a week. Math support will be provided for 30 minutes, three times a week. CSR and REACH classes will begin in August 2019. Persons Responsible: Classroom teachers, strategists, REACH teachers and support staff	N/A
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Comments:

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
ZOOM Paraprofessional Tutors and Language and Literacy Specialists will provide 30 minutes of Tier II/III instructional support for students in First, Second, Third, Fourth, and Fifth Grade performing below grade level. Zoom Pre-K will provide early childhood learning for all students. Class size reduction in K-3 grade will allow for small class sizes. Zoom funded extended day will provide 20 minutes of additional instruction for all students. A Certified Temporary Tutor (CTT) will provide targeted support for students performing below grade level.	Salaries of Zoom Project Facilitator and Paraprofessional Tutors (Zoom). Class size reduction in Grade K-3 (General Budget). Extended Day for all licensed and support staff (Zoom). \$14,300 for a Certified Temporary Tutor (Title I).	Artifacts: Lesson plans and observational documentation of implementation Evidence of Progress: i-Ready, MAP, and DRA	Timeline: The Zoom Reading Center will operate 5 days a week, beginning October 2019. Extended day will align with the 2019-2020 instructional calendar. CTT will provide support beginning in September 2019. Persons Responsible: Zoom Project Facilitator Persons Responsible: Zoom Pre-K Teacher, Family Assistant, SAS and Administrator (2018-19 school year)	N/A

Comments:



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

<b>Based on the CNA, identify all that apply:</b>	<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:**

The percentage of students identified as "chronically absent" will be reduced from 29.8% to 19.8% by May 2020.

**Root Causes:**

School staff does not communicate the importance of school attendance in a manner in which motivates parents to ensure their children are attending school. School staff does not follow up with students who are absent to prevent further absences. School staff does not utilize available resources (Truant Officers, Truancy Court, CIS, BoysTown, School Counselor) efficiently to combat chronic absenteeism.

**Measurable Objective 1:**

Average Daily Attendance (ADA) will increase from 91.2% to 93.2% by May 2020.

<b>Monitoring Status</b>
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: No</b>	<b>NCCAT-S Indicators:</b>	
Instructional staff will receive Professional Development on DataLab attendance tracker to identify students who were identified as "Chronically Absent" during the 2018-2019 school year, identify students who are in danger of being identified as such in the 2019-2020 school year, and monitor the attendance of all students in their class. Teachers will receive training on Parent Teacher Home Visits.	\$50,893.74 for weekly prep buyouts for Professional Development of licensed teachers (Title I).	Artifacts: Sign-In Sheets from PD and DataLab Reports Evidence of Progress: DataLab and IC Attendance Reports	Timeline: Grade Level Professional Development occurs weekly, beginning in August 2019 Positions Responsible: Administration, Grade Level Lead Teachers	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	
The Title I FACES Family Engagement Center will offer classes on the importance of school attendance. The CIS Facilitator and Truancy Prevention Program will work with students and families to reduce absenteeism. The school will participate in the Chronic Absenteeism Pilot Program. The teachers and support staff will provide Parent Teacher Home Visits in collaboration with RPD.	\$1090 for instructional materials used during Family Engagement Meetings and Events (Title I). \$20,350.00 for a bilingual Communities in Schools facilitator to provide support to students and families defined as "at-risk" (Title I). \$3,950.00 for the Truancy Diversion Program (Title I).	Artifacts: Sign-In Sheets and Surveys from parent training, Truancy Prevention Program records Evidence of Progress: DataLab and IC Attendance Reports	Timeline: Title I Family Center activities are offered daily. The Truancy Diversion Program will begin operating in August 2019. Parent Teacher Home Visits will begin in September 2019. Positions Responsible: Administration, Communities in Schools Facilitator, and Truancy Diversion Program staff	N/A

Comments:

<b>3.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

<b>3.4 Other (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
The school will participate in the Chronic Absenteeism Pilot Program (principal robo calls, robo texts, addition truancy support).	Tier I,II, III Attendance Officers, assistance from technology services (cost unknown).	Artifacts: Truancy Documentation, IC robo call/text Reports Evidence of Progress: DataLab and IC Attendance Reports	Timeline: Chronic Absenteeism Pilot Program begins in September 2019 Positions Responsible: Administration, Chronic Absenteeism Pilot Program Staff	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)
Zoom Initiative	\$25,000,000 total funding	Funding will provide for Pre-K half days, 4 days a week; Reading Skills Center; Extended Day; Professional Development; Recruitment/Retention Initiatives; and Family Engagement Opportunities. The intended outcome is to raise students with WIDA scores academic achievement.	Goals 1, 2 and 3
21st Century Community Learning Center Grant	\$140,000	Funding will provide approximately 130 days of afterschool tutoring (one hour) and enrichment (intramurals, Disney Musicals, Garden, Robotics, Stem, Dance, cheer, etc.) for approximately 200 students. The intended impact is increasing student achievement providing students with extra-curricular activities that would not otherwise be afforded by their families.	Goals 1, 2 and 3
Title III	\$19,404	Funding will provide an hour of afterschool tutoring for approximately 75 identified ELL students by five licensed teachers for approximately 130 school days, extra duty for planning tutoring instruction, and needed instructional supplies. Funding for 16 sub days for SSAs to provide PD during the instructional day.	Goals 1 and 2
Title I	\$376,650.00	2 CSR Positions, 2 TFA Positions, 1 CTT, Communities in Schools, Truancy Diversion Program, Future Smiles, Prep Buy Out (PD), extra duty for PD, substitutes for collaboration and PD, and translation services. The intended outcome is to reduce class sizes, provide support for families, and provide training for teachers.	Goals 1, 2 and 3
Strategic Budget	\$4,387,036	Licensed and Support Staff, general supplies (curriculum and and instructional supplies), and REACH program staffing.	Goals 1, 2 and 3

## COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

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

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

All prospective teachers are provided with information about the demographics, instructional expectations, adopted programs, and initiatives. Applicants are asked to share their experiences that relate to the expectations set at Tate in order to ensure that the teacher has the appropriate skills and knowledge base to adapt when hired. Incentives to attract teachers to an interview include the use of technology, quality professional development, and opportunities for extra duty pay.

### **2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (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.**

Tate increases parent involvement through a number of activities in which all students and parents can participate, such as Parent Meetings, Curriculum Nights, and Breakfast with Books. Parents are also encouraged to volunteer in classrooms and our Title I Family Engagement Center throughout the year and are invited to school activities. Additionally, parents can go to the Title I Family Engagement Center to participate in a number of personal growth classes or check out resources to assist their children at home.

### **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.).**

PreK teachers take their graduating students to visit Kindergarten classrooms at the end of the school year to ease the transition from PreK to Kindergarten. The school counselor works with fifth grade students to prepare for transition to middle school by arranging for magnet school presentations. Von Tobel's counselor holds an orientation where 5th graders are familiarized with the expectations for middle school and choose electives.

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

Teachers will be using the state assessments, I-Ready Assessments, MAP, WIDA, and AIMSWeb to monitor student progress toward mastery of the standards. Teachers will analyze student assessment data to determine effectiveness of interventions and instructional strategies for all students with a particular focus on increasing effectiveness of interventions for students who are not performing at a proficient level on assessed standards.

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

Available funding sources are coordinated to provide effective teacher and student support. Funding from the state legislature has provided for full day kindergarten and class size reduction in Grades K-3 and SB504 funds have provided Pre-K classes. Both Title I and District funds have provided for teacher training and instructional materials.

## Plan for improving the school climate

**Goal:**

The Squires community will increase student engagement and create a climate that leads to academic success by developing a house system based on the work of the Ron Clark Academy.

SMART Goal: By creating a refreshed school culture through new ideas generated from the Ron Clark Academy, the Squires community will reduce chronic absenteeism from 29.8% to 19.8% in 2019-2020.

**Action Plan:** How will this plan improve the school climate?

While Tate's overall district survey data is extremely positive, the community is looking for new ways to increase students' overall excitement and engagement about learning, which we believe will help increase both attendance and student performance. The school plans to send 9 staff members to the Ron Clark Academy professional development in February 2020. This team will use the new ideas to develop a comprehensive student engagement system to be implemented school wide, with the focus being on improving the overall student climate and culture through deeper student engagement.

**Monitoring Plan:** How will you track the implementation of this plan?

We will collect data through agendas, sign-in sheets, photos and videos of events, and anecdotal records of student experiences. Additionally, we will track student attendance and student learning as we currently do and compare to before project implementation. We will continue our current monitoring processes through our weekly support team meetings.

**Evaluation Plan:** What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

We are expecting that improving the overall student climate at Tate Elementary will improve our attendance data. We will monitor our average daily attendance as well as our chronic absenteeism rate and compare to before plan implementation.

## APPENDIX A - Professional Development Plan

### 1.1

Instructional staff will engage in weekly Professional Development designed to improve knowledge of Nevada Academic Content Standards and effective instructional strategies in the area of ELA/Reading. The PD will target NEPF Standard 2 (Learning tasks have high cognitive demand for diverse learners), Read by Three training, A-Net initiatives, and continued implementation of the curriculum aligned with NVACs.

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

### 2.1

Instructional staff will engage in weekly Professional Development designed to improve knowledge of Nevada Academic Content Standards and effective instructional strategies in the area of ELA/Reading. The PD will target NEPF Standard 2 (Learning tasks have high cognitive demand for diverse learners), Read by Three training, A-Net initiatives, and continued implementation of NVACs aligned curriculum.

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

### 3.1

Instructional staff will receive Professional Development on DataLab attendance tracker to identify students who were identified as "Chronically Absent" during the 2018-2019 school year, identify students who are in danger of being identified as such in the 2019-2020 school year, and monitor the attendance of all students in their class. Teachers will receive training on Parent Teacher Home Visits.

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

## APPENDIX B - Family Engagement Plan

### 1.2

School staff will provide families with opportunities and resources that support student achievement. Specifically, Academic Parent Teacher Team (APTT) meetings will be expanded from the parents/guardians of Third, Fourth and Fifth Grade Students to additional grade levels, with the purpose of providing them with training on goal setting and instructional strategies to increase their child's performance. Bilingual staff will be compensated for translating materials. The CIS Facilitator and Truancy Prevention Program will work with students and families to reduce absenteeism. Future Smiles will provide dental health screenings and preventative care to reduce absenteeism due to appointments and poor oral health. Teachers will conduct home visits as part of the Parent Teacher Home Visit initiative, as supported by RPDP.

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

### 2.2

School staff will provide families with opportunities and resources that support student achievement. Specifically, Academic Parent Teacher Team (APTT) meetings will be expanded from the parents/guardians of Third, Fourth and Fifth Grade Students to additional grade levels, with the purpose of providing them with training on goal setting and instructional strategies to increase their child's performance. Bilingual staff will be compensated for translating materials. The CIS Facilitator and Truancy Prevention Program will work with students and families to reduce absenteeism. Future Smiles will provide dental health screenings and preventative care to reduce absenteeism due to appointments and poor oral health. Teachers will conduct home visits as part of the Parent Teacher Home Visit initiative, as supported by RPDP.

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

### 3.2

The Title I FACES Family Engagement Center will offer classes on the importance of school attendance. The CIS Facilitator and Truancy Prevention Program will work with students and families to reduce absenteeism. The school will participate in the Chronic Absenteeism Pilot Program. The teachers and support staff will provide Parent Teacher Home Visits in collaboration with RPDP.

#### Goal 3 Additional Family Engagement Action Step (Optional)

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

All students will increase proficiency in ELA from 39.0% to 57.0% by 2020 as measured by state summative assessments. (This goal has been calculated to meet the NDE target by 2022)

**Measurable Objective(s):**

- Increase the percent of 3rd Grade students proficient in reading from 31.8% to 57% by 2020, as measured by state assessments.
- Increase the percent of English Learners proficient in reading from 39.6% to 44.4% by 2020, as measured by SBAC assessment.
- Reduce the percent of Kindergarten, 1st Grade, 2nd Grade, and 3rd Grade students identified as "At-Risk" 67.2% in September 2019 to 40% by May 2020, as measured by the Measure of Academic Progress (MAP).
- Reduce the percent of chronically absent students from 29.8% to 19.8% by 2020 as measured by Infinite Campus and reported on the Nevada School Performance Framework.

**Status**

N/A

**Comments:****1.1 Professional Development:****1.2 Family Engagement:****1.3 Curriculum/Instruction/Assessment:****1.4 Other:**

	Mid-Year	End-of-Year
1.1	Instructional staff will engage in weekly Professional Development designed to improve knowledge of Nevada Academic Content Standards and effective instructional strategies in the area of ELA/Reading. The PD will target NEPF Standard 2 (Learning tasks have high cognitive demand for diverse learners), Read by Three training, A-Net initiatives, and continued implementation of the curriculum aligned with NVACs.	
Progress		
Barriers		
Next Steps		



1.2	School staff will provide families with opportunities and resources that support student achievement. Specifically, Academic Parent Teacher Team (APTT) meetings will be expanded from the parents/guardians of Third, Fourth and Fifth Grade Students to additional grade levels, with the purpose of providing them with training on goal setting and instructional strategies to increase their child's performance. Bilingual staff will be compensated for translating materials. The CIS Facilitator and Truancy Prevention Program will work with students and families to reduce absenteeism. Future Smiles will provide dental health screenings and preventative care to reduce absenteeism due to appointments and poor oral health. Teachers will conduct home visits as part of the Parent Teacher Home Visit initiative, as supported by RPDP.	
Progress		
Barriers		
Next Steps		
1.3	Teachers in all grades will collaborate to identify and utilize curriculum in alignment with NVACs to provide rigorous Tier I instruction. All grade levels will use Accelerated Reader and myON to supplement Tier I reading instruction. A-Net will work with all teachers on common assessments and long-range planning.	
Progress		
Barriers		
Next Steps		
1.4	ZOOM Paraprofessional Tutors and Language and Literacy Specialists will provide 30 minutes of Tier II/III instructional support for students in First, Second, Third, Fourth, and Fifth Grade performing below grade level. Zoom Pre-K will provide early childhood learning for all students. Class size reduction in K-3 grade will allow for small class sizes. Zoom funded extended day will provide 20 minutes of additional instruction for all students. <u>A Certified Temporary Tutor (CTT) will provide targeted support for students performing below grade level.</u>	
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. Specifically, ELs will increase proficiency in in math, from 29.6% to 35.8%, and in ELA, from 22.3% to 41.1%, by May 2020 as measured by SBAC assessments.. (This goal has been calculated to meet NDE requirements for 2022.)

**Measurable Objective(s):**

- Increase the percentage of 3rd grade ELs who are on or above grade level in reading, as measured by end of year assessments, from 28% to 40% by May 2020.
- Increase the percentage of K-2 ELs who are on or above grade level in reading, as measured by MAP, from 7% to 47% by May 2020
- Increase the percent of ELs meeting AGP, as measured by ELPA, from 58.1% to 60% by May 2020.
- Increase the percentage of K-2 ELs who are on or above grade level in reading, as measured by MAP, from 3% to 47% by May 2020

Status
N/A

**Comments:****2.1 Professional Development:****2.2 Family Engagement:****2.3 Curriculum/Instruction/Assessment:****2.4 Other:**

	Mid-Year	End-of-Year
2.1	Instructional staff will engage in weekly Professional Development designed to improve knowledge of Nevada Academic Content Standards and effective instructional strategies in the area of ELA/Reading. The PD will target NEPF Standard 2 (Learning tasks have high cognitive demand for diverse learners), Read by Three training, A-Net initiatives, and continued implementation of NVACs aligned curriculum.	
Progress		
Barriers		
Next Steps		

2.2	School staff will provide families with opportunities and resources that support student achievement. Specifically, Academic Parent Teacher Team (APTT) meetings will be expanded from the parents/guardians of Third, Fourth and Fifth Grade Students to additional grade levels, with the purpose of providing them with training on goal setting and instructional strategies to increase their child's performance. Bilingual staff will be compensated for translating materials. The CIS Facilitator and Truancy Prevention Program will work with students and families to reduce absenteeism. Future Smiles will provide dental health screenings and preventative care to reduce absenteeism due to appointments and poor oral health. Teachers will conduct home visits as part of the Parent Teacher Home Visit initiative, as supported by RPDP.	
Progress		
Barriers		
Next Steps		
2.3	Teachers, Learning Strategists (Language and Literacy Specialist, Read By Three Specialist and Off-Ratio), and CTTs will provide targeted Tier II/III support at the students' instructional levels in ELA/Reading and Math. Two Class Sized Reduction positions will be provided for Fifth Grade to decrease ratios. The REACH Program will ensure that more students have access to highly effective teachers by increasing the class size and providing additional supports to identified classrooms in Grades One and Four.	
Progress		
Barriers		
Next Steps		
2.4	ZOOM Paraprofessional Tutors and Language and Literacy Specialists will provide 30 minutes of Tier II/III instructional support for students in First, Second, Third, Fourth, and Fifth Grade performing below grade level. Zoom Pre-K will provide early childhood learning for all students. Class size reduction in K-3 grade will allow for small class sizes. Zoom funded extended day will provide 20 minutes of additional instruction for all students. A Certified Temporary Tutor (CTT) will provide targeted support for students performing below grade level.	
Progress		
Barriers		
Next Steps		

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

The percentage of students identified as "chronically absent" will be reduced from 29.8% to 19.8% by May 2020.

**Measurable Objective(s):**

- Average Daily Attendance (ADA) will increase from 91.2% to 93.2% by May 2020.

**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	Instructional staff will receive Professional Development on DataLab attendance tracker to identify students who were identified as "Chronically Absent" during the 2018-2019 school year, identify students who are in danger of being identified as such in the 2019-2020 school year, and monitor the attendance of all students in their class. Teachers will receive training on Parent Teacher Home Visits.	
Progress		
Barriers		
Next Steps		
3.2	The Title I FACES Family Engagement Center will offer classes on the importance of school attendance. The CIS Facilitator and Truancy Prevention Program will work with students and families to reduce absenteeism. The school will participate in the Chronic Absenteeism Pilot Program. The teachers and support staff will provide Parent Teacher Home Visits in collaboration with RPDP.	
Progress		

Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4	The school will participate in the Chronic Absenteeism Pilot Program (principal robo calls, robo texts, addition truancy support).	
Progress		
Barriers		
Next Steps		