

School Performance Plan

School Name
Cyril Wengert ES

Address (City, State, Zip Code, Telephone):
2001 Winterwood Blvd
Las Vegas, NV 89142, 702-799-8600

Superintendent/Assistant Chief: Pat Skorkowsky/Rebecca Kaatz

For Implementation During The Following Years: 2014-2015

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School (Interventions will be attached)

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required Initial Review

***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
Suhaila Mustafa	Principal	Aaron Walker	Assistant Principal
Michelle Pallares	Data Strategist	Amy Naser	Literacy Specialist
Lacey St. Peters	Counselor	Norma Pineda	Kinder
Heidi Boykins	1st Grade	Maria Cisneros	2nd Grade
Alejandra Hernandez	3rd Grade	Joaquin Garcia	4th Grade
Olga Elvira	5th Grade	Martha Delgado	Parent

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	Nevada Alternate Assessment (NAA)
		Achievement Gap Data
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

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

Based on the schools 2012-2014 growth summary report, the median growth percentile in Reading decreased below targeted growth from 48 (2013) to 49 (2014).
 Based on the schools 2012-2014 growth summary report, the median growth percentile in Math increased above targeted growth from 57 (2013) to 62 (2014).
 Based on the CRT Three Year trend report in Reading, the percent proficient of all tested students in grades 3-5 have slightly decreased from 60% (2013) to 59% (2014).
 Based on the CRT Three Year trend report in Math, the percent proficient of all tested students in grades 3-5 have steadily decreased from 70% (2013) to 65% (2014).
 Based on the NSPF, percent of students at or above proficiency in Reading/ELA have increased then decreased over three years 64 (2013) to 61(2014).
 Based on the NSPF, percent of students at or above proficiency in Math have decreased over three years 75 (2013) to 68 (2014).

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Root Causes:

Inconsistent delivery among grade level teachers of rigorous tier I instruction in alignment with Nevada Academic Content Standards as indicated by the 45% of 3rd grade students non-proficient on state assessments.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in reading from 55.26% to 62% by 2015 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)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Develop and facilitate professional development on performance based learning strategies, academic vocabulary and HQSI strategies. Create formative assessments by utilizing Smarter Balanced Assessment Consortium questioning format, in alignment with the NVACS.	Professional books of implementing PBL, HQSI, academic vocabulary and questioning strategies-flex budget. Budget for literacy specialist. Flex budget funds for additional teacher collaboration. Title-Dual Language Conference.	Staff Professional Development Agendas and surveys-Flex. Teacher collaboration agendas, lesson plans and administrative evaluations and observations.	District staff development days - weekly teacher collaboration-monthly meetings - Administration, strategists and monthly professional development	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Facilitate and coordinate parents' academic opportunities; Parent Engagement Nights; Second Cup of Coffee; Parent Involvement Days; School Newsletter; School Website; Targeted Parent meetings for low students.	Title I funds for Parent Engagement Nights and 2nd cup of coffee; Parent Involvement Days; School newsletter/communiques; school website- Teachers, Administrators, Strategists, technology coach for school website	Parent Engagement Nights agendas and sign in sheets; 2nd cup of coffee agendas and sign in sheets; Parent Involvement Days agendas and sign in sheets; newsletter; and Website.	Monthly Parent Engagement Nights-teachers /administrators; Monthly Second Cup of Coffee- School strategists and admin: Monthly Parent Involvement Days -Teachers; Monthly school newsletter-teachers, administrators and strategists; School website-administrator, technology specialist and tech coach	N/A
Comments:				
1.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
All grade level teachers will collaborate to create high quality lesson plans, including the consistent use of academic vocabulary to deliver effective Tier I instruction, formative assessments, integrate technology, and high level performance based activities.	Data and Lit. Strategist and Grade level weekly PLC time-Flex Budget, Reading Rangers program, renewal of AR licenses and purchase computers-Title Budget. 2 teachers to reduce class size in order to help ensure proficiency in 3rd grade. ELL Tutoring - Title and general tutoring -PASS funds	PLC meeting notes, lesson plans, formative assessment results, classroom observations/evaluations, supervisory conferences and SBAC results, Reading Rangers program. Classroom improvement plans.	Administrators and School Improvement team, PLC-Weekly Lesson plans -Supervisory Conference/classroom observations/evaluations- Formative assessment results-Monthly/Trimester Results-Annual, Reading Ranger graduations - monthly by strategist.	N/A
Comments:				
1.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
				N/A
Comments:				

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

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

Root Causes:

Inconsistent delivery among grade level teachers of rigorous tier I instruction in alignment with Nevada Academic Content Standards as indicated by the 45% of 3rd grade students non-proficient on state assessments, the decrease in African American and Caucasian decrease in reading proficiency and the decrease in all subgroup proficiency in math according to the NSPF.

Measurable Objective(s):

- Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 19.6 to 16.7 by 2015 as measured by state assessments.
- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 21.1 to 18 by 2015 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)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Develop and facilitate professional development on performance based learning strategies, academic vocabulary and HQSI strategies. Create formative assessments by utilizing Smarter Balanced Assessment Consortium questioning format, in alignment with the NVACS.	Professional books of implementing PBL, HQSI, academic vocabulary and questioning strategies-flex budget. Budget for literacy specialist. Flex budget funds for additional teacher collaboration. Title-Dual Language Conference.	-Staff Professional Development Agendas and surveys-Flex. Teacher collaboration agendas, lesson plans and administrative evaluations and observations.	District staff development days - weekly teacher collaboration-monthly meetings - Administration, strategists and monthly professional development	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Facilitate and coordinate parents' academic opportunities; Parent Engagement Nights; Second Cup of Coffee; Parent Involvement Days; School Newsletter; School Website; Targeted Parent meetings for low students.	Title I funds for Parent Engagement Nights and 2nd cup of coffee; Parent Involvement Days; School newsletter/communiques; school website- Teachers, Administrators, Strategists, technology coach for school website	Parent Engagement Nights agendas and sign in sheets; 2nd cup of coffee agendas and sign in sheets; Parent Involvement Days agendas and sign in sheets; newsletter; and Website	Monthly Parent Engagement Nights-teachers /administrators; Monthly Second Cup of Coffee- School strategists and admin: Monthly Parent Involvement Days -Teachers; Monthly school newsletter-teachers, administrators and strategists; School website-administrator, technology specialist and tech coach	N/A
Comments:				
2.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
All grade level teachers will collaborate to create high quality lesson plans, including the consistent use of academic vocabulary to deliver effective Tier I instruction, formative assessments, integrate technology, and high level performance based activities.	Data and Lit. Strategist and Grade level weekly PLC time-Flex Budget, Reading Rangers program, renewal of AR licenses and purchase computers-Title Budget. 2 teachers to reduce class size in order to help ensure proficiency in 3rd grade. ELL Tutoring - Title and general tutoring -PASS funds	PLC meeting notes, lesson plans, formative assessment results, classroom observations/evaluations, supervisory conferences and SBAC results, Reading Rangers program. Classroom improvement plans.	Administrators and School Improvement team, PLC-Weekly Lesson plans -Supervisory Conference/classroom observations/evaluations- Formative assessment results-Monthly/Trimester Results-Annual, Reading Ranger graduations - monthly by strategist.	N/A
Comments:				
2.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
				N/A
Comments:				

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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

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

Root Causes:

School-based personnel has not completed required trainings in cultural competency.

Measurable Objective(s):

- By April 2015, 95% of school-based administrators (deans, assistant principals, and principals) will participate in mandatory cultural competency training as measured by online module completion and Pathlore transcripts.

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)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Administrators will complete all mandatory cultural competency trainings and online modules.	Trainings provided by Equity and Diversity Department, online modules, and Pathlore.	Pathlore transcripts and online modules for Principal and Assistant Principal	Pathlore transcripts and online module completion - EOY by administration	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
				N/A
Comments:				
3.3 Curriculum/Instruction/Assessment (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
				N/A
Comments:				
3.4 Other (Optional)		<input type="checkbox"/> 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 I	\$200,096.13	2 Teachers for Classroom reduction purposes, ELL tutoring, Renewal of AR licenses, Technology, PD (conferences -), subs for PD, technology for student labs, NPLI fees, Parenting supplies and support	Goal 1 & 2
CCSD Vendor Approved: Yes			
PASS Funding	18,097.00	Licensed teachers to tutor	Goal 1 & 2
CCSD Vendor Approved: Yes			
General Funds	144,000.00	Class size reduction	Goal 1 & 2
CCSD Vendor Approved: Yes			

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.

Administrative staff recruits bilingual candidates who are willing and have the ability to work in teams of Spanish/English classroom settings. Candidates must hold a bilingual endorsement and attend school site PD on sheltered instruction and high quality instructional strategies. Admin created a culture of trust and open communication in which teachers feel comfortable; because of this the teachers also help recruit teachers they know that are looking to work at a dual language school.

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.

Wengert Paw Prints newsletter, in Spanish and English, sent bi-monthly and contains information about school news. Training nights, second cup of coffee meetings, and academic-based Parent Involvement Days- parents are invited to join the students in the classroom where teachers model strategies to address school improvement academic goals in all content areas. Our parent organization, WFA, serves as an advisory group to establish goals and decisions regarding the school improvement plan.

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.).

Early childhood teachers recruit early childhood students to serve as typical peers in the special education classrooms. Incoming Kindergarten students participate in a Kindergarten Roundup to prepare them for entry into the regular classroom. 5th grade students participate in a 6th grade orientation at the feeder middle schools to learn about behavior and academic expectations.

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

Teachers are allocated weekly STPT to analyze school/district-based assessment data to identify students' specific needs in alignment with NVACS/expectations. Teachers collaborate to administer interval assessments and develop common instructional plans/activities. Teachers receive training on effective assessment tools, effective methods of implementation, and effective teaching/learning strategies. School based data strategist assists teachers with data analysis and improvement plans.

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

Title I allocation was used to hire a two class size reduction teachers in first and second grade. Title I allocation and PASS Grant budgets provide tutoring for struggling students outside the allocated school hours. Tier 1 instruction trainings are planned to increase teachers' expertise and ability in teaching all core subjects. Title I allocation was used to purchase student computers and Accelerated Reader Software to effectively address target goals identified in the SPP.

APPENDIX A - Professional Development Plan

1.1

Develop and facilitate professional development on performance based learning strategies, academic vocabulary and HQSI strategies. Create formative assessments by utilizing Smarter Balanced Assessment Consortium questioning format, in alignment with the NVACS.

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

2.1

Develop and facilitate professional development on performance based learning strategies, academic vocabulary and HQSI strategies. Create formative assessments by utilizing Smarter Balanced Assessment Consortium questioning format, in alignment with the NVACS.

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

APPENDIX B - Family Engagement Plan

1.2

Facilitate and coordinate parents' academic opportunities; Parent Engagement Nights; Second Cup of Coffee; Parent Involvement Days; School Newsletter; School Website; Targeted Parent meetings for low students.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Facilitate and coordinate parents' academic opportunities; Parent Engagement Nights; Second Cup of Coffee; Parent Involvement Days; School Newsletter; School Website; Targeted Parent meetings for low students.

Goal 2 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):	<ul style="list-style-type: none"> Increase the percent of 3rd grade students proficient in reading from 55.26% to 62% by 2015 as measured by state assessments. 	<table border="1" style="margin: auto;"> <tr style="background-color: #f4a460;"> <th style="padding: 5px;">Status</th> </tr> <tr> <td style="text-align: center; padding: 5px;">N/A</td> </tr> </table>	Status	N/A
Status				
N/A				
Comments:	<p>1.1 Professional Development:</p> <p>1.2 Family Engagement:</p> <p>1.3 Curriculum/Instruction/Assessment:</p> <p>1.4 Other:</p>			

	Mid-Year	End-of-Year
1.1	Develop and facilitate professional development on performance based learning strategies, academic vocabulary and HQSI strategies. Create formative assessments by utilizing Smarter Balanced Assessment Consortium questioning format, in alignment with the NVACS.	
Progress		
Barriers		
Next Steps		

1.2	Facilitate and coordinate parents' academic opportunities; Parent Engagement Nights; Second Cup of Coffee; Parent Involvement Days; School Newsletter; School Website; Targeted Parent meetings for low students.	
Progress		
Barriers		
Next Steps		
1.3	All grade level teachers will collaborate to create high quality lesson plans, including the consistent use of academic vocabulary to deliver effective Tier I instruction, formative assessments, integrate technology, and high level performance based activities.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:	Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.			
Measurable Objective(s):	<ul style="list-style-type: none"> Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 19.6 to 16.7 by 2015 as measured by state assessments. Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 21.1 to 18 by 2015 as measured by state assessments. 	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr style="background-color: #f4a460;"> <th style="padding: 5px;">Status</th> </tr> <tr> <td style="text-align: center; padding: 5px;">N/A</td> </tr> </table>	Status	N/A
Status				
N/A				
Comments:	<p>2.1 Professional Development:</p> <p>2.2 Family Engagement:</p> <p>2.3 Curriculum/Instruction/Assessment:</p> <p>2.4 Other:</p>			

	Mid-Year	End-of-Year
2.1	Develop and facilitate professional development on performance based learning strategies, academic vocabulary and HQSI strategies. Create formative assessments by utilizing Smarter Balanced Assessment Consortium questioning format, in alignment with the NVACS.	
Progress		
Barriers		
Next Steps		

2.2	Facilitate and coordinate parents' academic opportunities; Parent Engagement Nights; Second Cup of Coffee; Parent Involvement Days; School Newsletter; School Website; Targeted Parent meetings for low students.	
Progress		
Barriers		
Next Steps		
2.3	All grade level teachers will collaborate to create high quality lesson plans, including the consistent use of academic vocabulary to deliver effective Tier I instruction, formative assessments, integrate technology, and high level performance based activities.	
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 2015, 95% of school-based administrators (deans, assistant principals, and principals) will participate in mandatory cultural competency training as measured by online module completion and Pathlore transcripts.

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	Administrators will complete all mandatory cultural competency trainings and online modules.	
Progress		
Barriers		
Next Steps		

3.2		
Progress		
Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		