School Performance Plan

School Name

BROWN, HANNAH MARIE ES

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

10 CHAPATA DRIVE
HENDERSON, NV 89012, 7027992250

Superintendent/Region Superintendent: | Jesus Jara / Deanna Jaskolski

For Implementation During The Following Years: | 2021-2022

The Following MUST Be Completed:

Title I Status:	NA
Designation:	NA
Grade Level Served:	Elementary
Classification:	N 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
Michele Wooldridge	Principal	Nicole Newby	Kindergarten
Amy Field	1st grade	Christie Whelchel	2nd grade
Kellie Murphy	3rd grade	Bree Carlson	5th grade
Nikki Gehlken	Librarian	Jashelle Boman	KIDS Teacher/SpEd GLC
Katherine Robertt	RBGT Strategist	Matthew Christian	Assistant Principal
Jaclyn Bennet	4th Grade		

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	Achievement Gap Data
Summative Assessments	Placement (Proficiency Levels)	Individualized Education Programs (IEP)
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

As a brand new school, we will analyze the data of the incoming students from MAPS, SBAC results and baseline assessments given at the beginning of the school year in order to create a clear cohesive picture of our schools academic levels for all populations.

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

Based on the CNA, identify all that apply:	☑ General Education	□ FRL	□ ELL	□ IEP	□ Other

Priority Need/Goal 1:
Increase the percent of students proficient in Math from 49.7% to 58.7% by Spring, 2022 as measured by the MAPs Growth Assessments.

Root Causes:
*inconsistent math practices across three school communities *lack of differentiated tier 1 instruction *attendance concerns from distance education *hybrid learning most of last school year

Measurable Objective 1:
Increase the percent of students scoring above the 60th percentile in math from 49.7% (Fall) to 54.2% (Winter) to 58.7% (Spring) by May 2022 as measured by the MAP Growth Assessments.

Measurable Objective 2:
Increase the percent of students in IEP and ELL subgroup meeting or exceeding growth projections in math from 30.5% (Winter) to 35% (Spring) as measured by the MAP Growth Assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline, Benchmarks, and Position Responsible**	**Monitoring Status**
1.1 Professional Development (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators:**	
*RPDP math PD on Claim 1/Concepts and Procedures *Differentiated instruction training to all teaching staff throughout the year. *Intervention strategies to meet specific academic needs *Vertical articulation of the grade levels/planning sessions *teacher observations followed by grade level debriefing	*RPDP PD/Trainers, sub time *Teacher leaders *The amount is minimal because the action steps can be completed during the school day, or with sub coverage for half day planning sessions or instructional rounds. *School wide math program implementation	*Sign in sheets from trainings *Agendas *Grade level meeting notes and plans	*Administration *Grade Level Chairperson	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators:**	
*Academic Nights *Parent Academies for specific skill trainings and understandings *Incorporate academic information into the monthly school newsletter	*School Site Council *Administration	*Agendas *Newsletter *volunteer tracking lists * Website * Class Dojo *Website Video	Timeline: September 2021-May 2022 *Administration *Grade Level Chairperson *PTA	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)			Continuation From Last Year:	NCCAT-S Indicators:	
*Progress monitor all students 40th percentile or below on MAPs *Integrate daily spiral review of concepts and procedures/Claim 1 type question *Maintain a pacing calendar for each grade level based on major standards/skills *Grade level planning and collaboration regarding data driven instruction and explicit concepts/procedures instruction and PD *Incorporate higher DOK activities & increase variety of engagement strategies throughout the instructional day		*Administration *Grade Level Chairperson *Math Program *Collaboration Time	*Grade level meeting notes *Data review sheets/notes *Individual teacher lesson plans *Student watch list/progress monitoring	Timeline: September 2021-May 2022 *Administration *Grade level chairperson	N/A

Comments:

1.4 Other (Optional)			Continuation From Last Year:	NCCAT-S Indicators:	
Students eligible to participate in the intervention will be determined using MAP data as well as current number sense and math proficiency data. These students will be identified on a watch list. Identified students will receive small group instruction specific to their deficit. Instruction will be focused on standards determined as highest need through MAPs data.		Math materials	schedules, data tracking, watch list	timeline: September 2021-May 2022 *Administration *Grade Level Chairperson	N/A

Comments:

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

Based on the CNA, identify all that apply:	☑ General Education	☐ FRL	☐ ELL	☐ IEP	☐ Other

Priority Need/Goal 2:
Increase the percent of students proficient in ELA from 56.2% to 65.2% by the Spring of 2022 as measured by the MAPS Growth Assessments.

Root Causes:
*inconsistent ELA practices across three school communities *lack of differentiated tier 1 instruction *attendance concerns from distance education *hybrid learning most of last school year

Measurable Objective 1:
Increase the percent of IEP students proficient in ELA from 23% to 31% by the Spring of 2022 as measured by the MAPS Growth Assessments.

Measurable Objective 2:
Increase the percent of ELL students proficient in ELA from 41% to 50% by the Spring of 2022 as measured by MAPS Growth Assessments.

Measurable Objective 3:
Increase the percent of 1st grade students proficient in ELA from 45% to 55% by the Spring of 2022 as measured by MAP Growth Assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline, Benchmarks, and Position Responsible**	**Monitoring Status**
2.1 Professional Development (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators:**	
*Differentiated instruction training to all teaching staff throughout the year *Intervention strategies to meet specific academic needs *Vertical articulation of the grade levels/planning sessions *teacher observations followed by grade level debriefing	*Teacher leaders *RBGT Strategist *The amount is minimal because the action steps can be completed during the school day, or with sub coverage for half day planning sessions or instructional rounds. *School wide ELA program implementation	*Sign in sheets from trainings *Agendas *Grade level meeting notes and plans	*Administration *Grade Level Chairperson *RBGT Strategist	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators:**	
*Academic Nights *Parent Academies for specific skill trainings and understandings *Incorporate academic information into the monthly school newsletter	*School Site Council *Administration	*Agendas *RTI data *Newsletter *volunteer tracking lists * Website * Class Dojo *Website Video	Timeline: September 2021-May 2022 *Administration *RBGT Strategist *Grade Level Chairperson *PTA	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)			Continuation From Last Year:	NCCAT-S Indicators:	
2.3 Curriculum/Instruction/Assessment (Required)			**Continuation From Last Year:**	**NCCAT-S Indicators:**	
Progress monitor all students 40th percentile or below on MAPs *Integrate daily spiral review of concepts and procedures *Maintain a pacing calendar for each grade level based on major standards/skills *Grade level planning and collaboration regarding data driven instruction and explicit concepts/procedures instruction and PD *Incorporate higher DOK activities & increase variety of engagement strategies throughout the instructional day * Begin after school tutoring for ELL students through provided funds.		*Administration *Grade Level Chairperson *ELA/Writing Program *Collaboration Time	*Grade level meeting notes *Data review sheets/notes *Individual teacher lesson plans *Student watch list/progress monitoring	Timeline: September 2021-May 2022 *Administration *RBGT Strategist *Grade level chairperson	N/A

Comments:

2.4 Other (Optional)			Continuation From Last Year:	NCCAT-S Indicators:	
2.4 Other (Optional)			**Continuation From Last Year:**	**NCCAT-S Indicators:**	
Students eligible to participate in the intervention will be determined using MAP data as well as current comprehension and ELA proficiency data. These students will be identified on a watch list. Identified students will receive small group instruction specific to their deficit. Instruction will be focused on standards determined as highest need through MAPs data.		intervention and differentiated materials	schedules, data tracking, watch list	Timeline: September 2021-May 2022 *Administration *RBGT Strategist *GLC	N/A

Comments:

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

Based on the CNA, identify all that apply:	☐ General Education	☐ FRL	☐ ELL	☐ IEP	☐ Other

Priority Need/Goal 3:

Root Causes:

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**
3.1 Professional Development (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators:**	
				N/A

Comments:

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

				N/A

Comments:

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

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Instructional Budget	$3.8 million	staffing, instructional materials	Goals 1 and 2

Plan for improving the school climate

Goal:
Establish a high percentage of staff and families who feel included and engaged with the development and opening of Hannah Brown Elementary School.

Action Plan: How will this plan improve the school climate?
This will allow for a smooth and exciting transition into the true community based school goal. Stakeholders will feel like "owners" and develop pride for the new community.

Monitoring Plan: How will you track the implementation of this plan?
Survey staff and stakeholders In September, 2021; then a follow up survey in April, 2022.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?
Evaluate the results of the survey and make changes as needed.

APPENDIX A - Professional Development Plan

1.1
*RPDP math PD on Claim 1/Concepts and Procedures *Differentiated instruction training to all teaching staff throughout the year. *Intervention strategies to meet specific academic needs *Vertical articulation of the grade levels/planning sessions *teacher observations followed by grade level debriefing

Goal 1 Additional PD Action Step (Optional)
Professional development will be planned to instruct teachers how to analyze and effectively unwrap MAPS data. Grade level plans will be created to target specifically targeted standards.

2.1
*Differentiated instruction training to all teaching staff throughout the year *Intervention strategies to meet specific academic needs *Vertical articulation of the grade levels/planning sessions *teacher observations followed by grade level debriefing

Goal 2 Additional PD Action Step (Optional)
Professional development will be planned to instruct teachers how to analyze and effectively unwrap MAPS data. Grade level plans will be created to target specifically targeted standards.

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2
*Academic Nights *Parent Academies for specific skill trainings and understandings *Incorporate academic information into the monthly school newsletter

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

2.2
*Academic Nights *Parent Academies for specific skill trainings and understandings *Incorporate academic information into the monthly school newsletter

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

3.2

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

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:
Increase the percent of students proficient in Math from 49.7% to 58.7% by Spring, 2022 as measured by the MAPs Growth Assessments.

Measurable Objective(s):
- Increase the percent of students scoring above the 60th percentile in math from 49.7% (Fall) to 54.2% (Winter) to 58.7% (Spring) by May 2022 as measured by the MAP Growth Assessments.
- Increase the percent of students in IEP and ELL subgroup meeting or exceeding growth projections in math from 30.5% (Winter) to 35% (Spring) as measured by the MAP Growth Assessments.

Status
N/A

Comments:

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

	Mid-Year		End-of-Year
1.1	*RPDP math PD on Claim 1/Concepts and Procedures *Differentiated instruction training to all teaching staff throughout the year. *Intervention strategies to meet specific academic needs *Vertical articulation of the grade levels/planning sessions *teacher observations followed by grade level debriefing		N/A
Progress			
Barriers			
Next Steps			
1.2	*Academic Nights *Parent Academies for specific skill trainings and understandings *Incorporate academic information into the monthly school newsletter		N/A
Progress			

Barriers		
Next Steps		
1.3	*Progress monitor all students 40th percentile or below on MAPs *Integrate daily spiral review of concepts and procedures/Claim 1 type question *Maintain a pacing calendar for each grade level based on major standards/skills *Grade level planning and collaboration regarding data driven instruction and explicit concepts/procedures instruction and PD *Incorporate higher DOK activities & increase variety of engagement strategies throughout the instructional day	N/A
Progress		
Barriers		
Next Steps		
1.4	Students eligible to participate in the intervention will be determined using MAP data as well as current number sense and math proficiency data. These students will be identified on a watch list. Identified students will receive small group instruction specific to their deficit. Instruction will be focused on standards determined as highest need through MAPs data.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
Increase the percent of students proficient in ELA from 56.2% to 65.2% by the Spring of 2022 as measured by the MAPS Growth Assessments.

Measurable Objective(s):
- Increase the percent of IEP students proficient in ELA from 23% to 31% by the Spring of 2022 as measured by the MAPS Growth Assessments.
- Increase the percent of ELL students proficient in ELA from 41% to 50% by the Spring of 2022 as measured by MAPS Growth Assessments.
- Increase the percent of 1st grade students proficient in ELA from 45% to 55% by the Spring of 2022 as measured by MAP Growth Assessments.

Status
N/A

Comments:

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

		Mid-Year	End-of-Year	
2.1		*Differentiated instruction training to all teaching staff throughout the year *Intervention strategies to meet specific academic needs *Vertical articulation of the grade levels/planning sessions *teacher observations followed by grade level debriefing	N/A	
Progress				
Barriers				
Next Steps				
2.2		*Academic Nights *Parent Academies for specific skill trainings and understandings *Incorporate academic information into the monthly school newsletter	N/A	
Progress				

Barriers		
Next Steps		
2.3	Progress monitor all students 40th percentile or below on MAPs *Integrate daily spiral review of concepts and procedures *Maintain a pacing calendar for each grade level based on major standards/skills *Grade level planning and collaboration regarding data driven instruction and explicit concepts/procedures instruction and PD *Incorporate higher DOK activities & increase variety of engagement strategies throughout the instructional day * Begin after school tutoring for ELL students through provided funds.	N/A
Progress		
Barriers		
Next Steps		
2.4	Students eligible to participate in the intervention will be determined using MAP data as well as current comprehension and ELA proficiency data. These students will be identified on a watch list. Identified students will receive small group instruction specific to their deficit. Instruction will be focused on standards determined as highest need through MAPs data.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status
N/A

Comments:

3.1 Professional Development:
3.2 Family Engagement:
3.3 Curriculum/Instruction/Assessment:
3.4 Other:

	Mid-Year	End-of-Year	
3.1			N/A
Progress			
Barriers			
Next Steps			
3.2			N/A
Progress			
Barriers			

Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		