

# School Performance Plan

School Name  
WILLIAMS, TOM ES

Address (City, State, Zip Code, Telephone):  
3000 EAST TONOPAH  
NORTH LAS VEGAS, NV 89030, 7027997179

Superintendent/Region Superintendent: Jesus Jara / Deanna Jaskolski

For Implementation During The Following Years: 2020-2021

**The Following MUST Be Completed:**

**Title I Status:** Served

**Designation:** NA

**Grade Level Served:** Elementary

**Classification:** 2 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
Leticia Parra	Parent	Eloisa Garcia	Parent
Kelly Martino	Parent	Carrie Reasbeck	Principal
Jaymi Clemens	Assistant Principal	Kevin Chamorro	Learning Strategist
Merideth Wallace	Learning Strategist	Magdaline Teeters	TFA Support Staff

**COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)****DATA REVIEWED & ANALYZED:**

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	AMAOs/ELPA Analysis	Individualized Education Programs (IEP)
Formative Assessments Practice	Teacher/Administrator Observation Data	Teacher/Administrator Observation Data
Teacher/Administrator Observation Data	Content/ESL Staffing and Professional Development	Nevada Alternate Assessment (NAA)
Stakeholder Survey Information	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.**Overview:**

Tom Williams Elementary School is a Title I school located in Region 3. Our student demographics have remained consistent with more than 92% Hispanic students. We have 100% FRL, 44% ELL, and 10% IEP students.

**Analysis of Data:**

Tom Williams ES fell from a three-star in 2017-2018 (68.5 index points) to a two-star status in 2018-2019 (39 index points) as reported on the Nevada School Performance Framework (NSPF). In reviewing the data we have determined that this decrease can be attributed to the lack of consistent implementation of Tier 1 instruction across all subjects.

**Positive Statement:**

Positive trends can be seen in the decrease in Chronic Absenteeism from 13.6% in 2017-2018 to 10% in 2018-2019. These rates consistently exceed the district average. The successes in this area can be attributed to the creation of a school attendance and wellness team. The team created a structure to track student absences and support families in getting students to school. In addition to our existing attendance structure, the school established a Multi Leadership Team (MLT), to support families with social-emotional and educational resources, as well as attendance during distance learning.

**Areas of Opportunity:**

Closing Opportunity Gaps in our Special Education Group remains an area of concern at Tom Williams ES. In 2018-2019 10.5% of our Special Education students met their Math AGP compared to 23.8% in 2017-2018, which is a decrease of 13.3%. Similarly, in ELA, 19% of our students met their AGP in 2018-2019 compared to 22.7% in 2017-2018, which is a decrease of 3.7%.

Another area of concern is student proficiency in ELA and Math. In 2018-2019 44.2% of our students were proficient in ELA compared to 41.8% in 2017-2018, with a slight increase of 2.4%. In Math 36.7% of students were proficient in 2018-2019 compared to 38.6% in 2017-2018, which is a decrease of 1.9%.

**Prioritized Needs:**

Tom Williams participated in a needs assessment during the 2019-2020 school year. Through our needs assessment, we found a lack of intentional planning around CCSS; therefore, we need to intentionally plan for and provide focused cyclical PD around CCSS (depth and rigor) in ELA, Math, and Science, including best practices in distance learning. This data provides the basis for the action steps and budget planning reflected in the School Performance Plan.

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

<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 1:**

All students will increase Math proficiency from 36.7% in 2019 to 43.8% in Spring 2021 (increase of 7.1%) and all students will increase ELA proficiency from 44.2% in 2019 to 51.1% in Spring 2021 (increase of 6.9%) as measured by state summative assessments. This goal has been calculated to meet NDE requirements for 2023.

**Root Causes:**

While teachers' Tier1/Tier2 ELA and Math instruction more consistently reflected application of specific, effective teaching and learning behaviors in order to close skill gaps and/or ensure standards mastery, there needs to be continued learning, refinement and application of instruction as well as continued development of teachers' alignment between CCSS and learning tasks . Specific teaching and learning behaviors include, (1)Components of an Effective Lesson (communicating objective, establishing relevancy, explicit key vocab, gradual release framework, checking for understanding, student engagement, closure), (2)effective teaching behaviors to ensure students engage in verbal/written discourse using academic language, (3) effective cooperative structures for text dependent analysis and generating an evidence-based response, and (4) direct/explicit instruction to engage students in clarifying and summarizing (5) purposeful planning of tasks aligned to standards.

**Measurable Objective 1:**

Increase the percent of 3rd-5th grade students proficient in Math from 36.7% to 43.8% on the Spring, 2021 SBAC.

**Measurable Objective 2:**

Increase the percent of 3rd-5th grade students proficient in ELA from 44.2% to 51.1% on the Spring, 2021 SBAC.

<b>Monitoring Status</b>
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
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	

<p>Instructional staff will attend site-based PD specifically aligned to build teacher content knowledge and support instructional application of effective teaching behaviors to plan, teach, monitor progress, and adjust instruction as determined by formative assessments. Some sub-release will be provided for PD &amp; coaching with EPI LLC (Roy Casey), SFA, Write Tools, and site strategists.</p>	<p>4 On-site Learning Strategists (Zoom funds \$191,108.32; Strategic Budget \$176,411.02); Grade 2 and 4 CSR Teacher (Title 1 funds \$132,218.09); EPI LLC (Roy Casey) Coaching/PD; 27 Days (Title I funds \$24,000; Strategic \$16,500) SFA Coaching/PD; 6 Days (Title I funds \$13,800) Write Tools PD/Coaching; 8 days (Title 1 funds \$24000); 63 Days Sub Release for PD/Collaboration (Title 1 funds \$7,560); 4 CTTs (Title I \$42,900 and SB \$13,305.50); Licensed Extra Duty Pay for PD, collaboration, and tutoring (Title I \$2,530) Ready Teacher Toolbox (Title I funds \$4,730); AR/STAR (Title 1 funds \$9,090.60); K Stepping Stones &amp; K/1 Roots consumable books (General Funds \$3500); iReady Reading and Math (General Funds \$11,972) 1 day of iReady Math PD (Title I \$1,500.00) SFA Member Center Software (Title 1 funds \$1300.12)</p>	<p>PD sign-ins &amp; evaluations; Classroom observations including actionable, documented feedback utilizing protocol aligned to effective teaching behaviors/NEPF; Core academic instructional lesson plans indicating pre-planned effective teaching behaviors with tasks aligned to CCSS.</p>	<p>Casey PD/Coaching (27 days Aug 2020-May 2021); SFA PD/Coaching (6 days Aug 2020-May 2021); Write Tools PD/Coaching (8 days Aug 2020-May 2021); Site administrators and strategists conduct observations to ensure classroom application of concepts presented in PD. Admin. provides documented, actionable feedback to teachers following obs/coaching sessions.</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
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
<p>School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders and proficient readers. Instructional and wrap-around services staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home for ELL, IEP and FRL students.</p>	<p>Communities in Schools (Title 1 funds \$20,350); 4 On-site Learning Strategists (Zoom funds \$191,108.32; Strategic Budget \$176,411.02); AA batteries (Title 1 funds \$158.98); 2 Chromebooks for Parent Center (Title 1 funds \$517.92); Refreshments (Title 1 funds \$750.00)</p>	<p>Agendas/Sign-ins for parent sessions; Parent signatures indicating receipt/understanding/commitment to practice foundational skills at-home with student</p>	<p>Monthly (Sept. 2020-May 2021) Parent Sessions organized by administration/strategists; monthly reports of student academic mastery/resources provided by instructional staff with support for reports/resources provided by strategists</p>	<p>N/A</p>

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>
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<p>Teachers will consistently plan, implement &amp; self-reflect on their application of effective teaching &amp; learning behaviors in order to close skill gaps and/or ensure standards mastery in all lessons. The following teaching &amp; learning behaviors will be specifically emphasized: (1)Components of an Effective Lesson (communicating objective, establishing relevancy, explicit key vocab, gradual release framework, checking for understanding, student engagement, closure), (2)effective teaching behaviors to ensure students engage in verbal/written discourse using academic language, (3) effective cooperative structures for text dependent analysis and generating an evidence-based response, and (4) direct/explicit instruction to engage students in clarifying and summarizing (5) purposeful planning of tasks aligned to standards.</p>	<p>4 On-site Learning Strategists (Zoom funds \$191,108.32; Strategic Budget \$176,411.02); Grade 2 and 4 CSR Teacher (Title 1 funds \$132,218.09); EPI LLC (Roy Casey) Coaching/PD; 27 Days (Title I funds \$24,000; Strategic \$16,500) SFA Coaching/PD; 6 Days (Title I funds \$13,800) Write Tools PD/Coaching; 8 days (Title 1 funds \$24000); 63 Days Sub Release for PD/Collaboration (Title 1 funds \$7,560); 4 CTTs (Title I \$42,900 and SB \$13,305.50); Licensed Extra Duty Pay for PD, collaboration, and tutoring (Title I \$2,530) Ready Teacher Toolbox (Title I funds \$4,730); AR/STAR (Title 1 funds \$9,090.60); K Stepping Stones &amp; K/1 Roots consumable books (General Funds \$3500); iReady Reading and Math (General Funds \$11,972) 1 day of iReady Math PD (Title I \$1,500.00) SFA Member Center Software (Title 1 funds \$1300.12)</p>	<p>PD sign-ins &amp; evaluations; Classroom observations including actionable, documented feedback utilizing protocol aligned to effective teaching behaviors/NEPF; Core academic instructional lesson plans indicating pre-planned effective teaching behaviors with tasks aligned to CCSS.</p>	<p>Casey PD/Coaching (27 days Aug 2020-May 2021); SFA PD/Coaching (6 days Aug 2020-May 2021); Write Tools PD/Coaching (8 days Aug 2020-May 2021); Site administrators and strategists conduct observations to ensure classroom application of concepts presented in PD. Admin. provides documented, actionable feedback to teachers following obs/coaching sessions.</p>	<p>N/A</p>
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Comments:

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

Comments:

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

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

Increase the percent of non-proficient IEP students meeting AGP in Math from 10.5% in 2019 to 17.5% in 2021 and 19% to 26% in ELA by Spring, 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework. (This goal has been calculated to meet NDE requirements for 2022.)

**Root Causes:**

While teachers' Tier1/Tier2 ELA and Math instruction more consistently reflected application of specific, effective teaching and learning behaviors in order to close skill gaps and/or ensure standards mastery, there needs to be continued learning, refinement and application of instruction as well as continued development of teachers' alignment between CCSS and learning tasks . Specific teaching and learning behaviors include, (1)Components of an Effective Lesson (communicating objective, establishing relevancy, explicit key vocab, gradual release framework, checking for understanding, student engagement, closure), (2)effective teaching behaviors to ensure students engage in verbal/written discourse using academic language, (3) effective cooperative structures for text dependent analysis and generating an evidence-based response, and (4) direct/explicit instruction to engage students in clarifying and summarizing (5) purposeful planning of tasks aligned to standards.

**Measurable Objective 1:**

Increase IEP subpopulation proficiency in Math from 10.5% in 2019 to 17.5% by Spring, 2021 as measured by state summative assessments. (This goal has been calculated to meet NDE requirements for 2022.)

**Measurable Objective 2:**

Increase IEP subpopulation proficiency in ELA from 19% in 2019 to 26% by Spring, 2021 as measured by state summative assessments. (This goal has been calculated to meet NDE requirements for 2022.)

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
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	

<p>Instructional staff will attend site-based PD specifically aligned to build teacher content knowledge and support instructional application of effective teaching behaviors to plan, teach, monitor progress, and adjust instruction as determined by formative assessments. Some sub-release will be provided for PD &amp; coaching with EPI LLC (Roy Casey), SFA, Write Tools, and site strategists.</p>	<p>4 On-site Learning Strategists (Zoom funds \$191,108.32; Strategic Budget \$176,411.02); Grade 2 and 4 CSR Teacher (Title 1 funds \$132,218.09); EPI LLC (Roy Casey) Coaching/PD; 27 Days (Title I funds \$24,000; Strategic \$16,500) SFA Coaching/PD; 6 Days (Title I funds \$13,800) Write Tools PD/Coaching; 8 days (Title 1 funds \$24000); 63 Days Sub Release for PD/Collaboration (Title 1 funds \$7,560); 4 CTTs (Title I \$42,900 and SB \$13,305.50); Licensed Extra Duty Pay for PD, collaboration, and tutoring (Title I \$2,530) Ready Teacher Toolbox (Title I funds \$4,730); AR/STAR (Title 1 funds \$9,090.60); K Stepping Stones &amp; K/1 Roots consumable books (General Funds \$3500); iReady Reading and Math (General Funds \$11,972) 1 day of iReady Math PD (Title I \$1,500.00) SFA Member Center Software (Title 1 funds \$1300.12)</p>	<p>PD sign-ins &amp; evaluations; Classroom observations including actionable, documented feedback utilizing protocol aligned to effective teaching behaviors/NEPF; Core academic instructional lesson plans indicating pre-planned effective teaching behaviors with tasks aligned to CCSS.</p>	<p>Casey PD/Coaching (27 days Aug 2020-May 2021); SFA PD/Coaching (6 days Aug 2020-May 2021); Write Tools PD/Coaching (8 days Aug 2020-May 2021); Site administrators and strategists conduct observations to ensure classroom application of concepts presented in PD. Admin. provides documented, actionable feedback to teachers following obs/coaching sessions.</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
<p><b>2.2 Family Engagement (Required)</b></p>		<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators:</b></p>	
<p>School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders and proficient readers. Instructional and wrap-around services staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home for IEP students.</p>	<p>Communities in Schools (Title 1 funds \$20,350); 4 On-site Learning Strategists (Zoom funds \$191,108.32; Strategic Budget \$176,411.02); AA batteries (Title 1 funds \$158.98); 2 Chromebooks for Parent Center (Title 1 funds \$517.92); Refreshments (Title 1 funds \$750.00)</p>	<p>Agendas/Sign-ins for parent sessions; Parent signatures indicating receipt/understanding/commitment to practice foundational skills at-home with student</p>	<p>Monthly (Sept. 2020-May 2021) Parent Sessions organized by administration/strategists;monthly reports of student academic mastery/resources provided by instructional staff with support for reports/resources provided by strategists</p>	<p>N/A</p>

Comments:

<p><b>2.3 Curriculum/Instruction/Assessment (Required)</b></p>	<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators:</b></p>
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<p>Teachers will consistently plan, implement &amp; self-reflect on their application of effective teaching &amp; learning behaviors in order to close skill gaps and/or ensure standards mastery in all lessons. The following teaching &amp; learning behaviors will be specifically emphasized: (1)Components of an Effective Lesson (communicating objective, establishing relevancy, explicit key vocab, gradual release framework, checking for understanding, student engagement, closure), (2)effective teaching behaviors to ensure students engage in verbal/written discourse using academic language, (3) effective cooperative structures for text dependent analysis and generating an evidence-based response, and (4) direct/explicit instruction to engage students in clarifying and summarizing (5) purposeful planning of tasks aligned to standards.</p>	<p>4 On-site Learning Strategists (Zoom funds \$191,108.32; Strategic Budget \$176,411.02); Grade 2 and 4 CSR Teacher (Title 1 funds \$132,218.09); EPI LLC (Roy Casey) Coaching/PD; 27 Days (Title I funds \$24,000; Strategic \$16,500) SFA Coaching/PD; 6 Days (Title I funds \$13,800) Write Tools PD/Coaching; 8 days (Title 1 funds \$24000); 63 Days Sub Release for PD/Collaboration (Title 1 funds \$7,560); 4 CTTs (Title I \$42,900 and SB \$13,305.50); Licensed Extra Duty Pay for PD, collaboration, and tutoring (Title I \$2,530) Ready Teacher Toolbox (Title I funds \$4,730); AR/STAR (Title 1 funds \$9,090.60); K Stepping Stones &amp; K/1 Roots consumable books (General Funds \$3500); iReady Reading and Math (General Funds \$11,972) 1 day of iReady Math PD (Title I \$1,500.00) SFA Member Center Software (Title 1 funds \$1300.12)</p>	<p>PD sign-ins &amp; evaluations; Classroom observations including actionable, documented feedback utilizing protocol aligned to effective teaching behaviors/NEPF; Core academic instructional lesson plans indicating pre-planned effective teaching behaviors with tasks aligned to CCSS.</p>	<p>Casey PD/Coaching (27 days Aug 2020-May 2021); SFA PD/Coaching (6 days Aug 2020-May 2021); Write Tools PD/Coaching (8 days Aug 2020-May 2021); Site administrators and strategists conduct observations to ensure classroom application of concepts presented in PD. Admin. provides documented, actionable feedback to teachers following obs/coaching sessions.</p>	<p>N/A</p>
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Comments:

2.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:	
			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 type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 3:**

English Learner (Current+Former) students will increase proficiency in Math from 39.5% in 2019 to 46.6%, and from 43.7% to 50.6% in ELA by Spring, 2021 as measured by state summative assessments. (This goal has been calculated to meet NDE requirements for 2022.)

**Root Causes:**

While teachers' Tier1/Tier2 ELA and Math instruction more consistently reflected application of specific, effective teaching and learning behaviors in order to close skill gaps and/or ensure standards mastery, there needs to be continued learning, refinement and application of instruction as well as continued development of teachers' alignment between CCSS and learning tasks . Specific teaching and learning behaviors include, (1)Components of an Effective Lesson (communicating objective, establishing relevancy, explicit key vocab, gradual release framework, checking for understanding, student engagement, closure), (2)effective teaching behaviors to ensure students engage in verbal/written discourse using academic language, (3) effective cooperative structures for text dependent analysis and generating an evidence-based response, and (4) direct/explicit instruction to engage students in clarifying and summarizing (5) purposeful planning of tasks aligned to standards.

**Measurable Objective 1:**

Increase the percentage of EL students meeting AGP as measured by the 2021 English Language Proficiency Assessment (WIDA) from 52.8% in 2019 to 59.8% or higher.

**Measurable Objective 2:**

Increase the percent of EL 3rd-5th grade students proficient in Math from 39.5% in 2019 to 46.6% on the Spring, 2021 SBAC.

**Measurable Objective 3:**

Increase the percent of EL 3rd-5th grade students proficient in ELA from 43.7% in 2019 to 50.6% on the Spring, 2021 SBAC.

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
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	

<p>Instructional staff will attend site-based PD specifically aligned to build teacher content knowledge and support instructional application of effective teaching behaviors to plan, teach, monitor progress, and adjust instruction as determined by formative assessments. Some sub-release will be provided for PD &amp; coaching with EPI LLC (Roy Casey), SFA, Write Tools, and site strategists.</p>	<p>4 On-site Learning Strategists (Zoom funds \$191,108.32; Strategic Budget \$176,411.02); Grade 2 and 4 CSR Teacher (Title 1 funds \$132,218.09); EPI LLC (Roy Casey) Coaching/PD; 27 Days (Title I funds \$24,000; Strategic \$16,500) SFA Coaching/PD; 6 Days (Title I funds \$13,800) Write Tools PD/Coaching; 8 days (Title 1 funds \$24000); 63 Days Sub Release for PD/Collaboration (Title 1 funds \$7,560); 4 CTTs (Title I \$42,900 and SB \$13,305.50); Licensed Extra Duty Pay for PD, collaboration, and tutoring (Title I \$2,530) Ready Teacher Toolbox (Title I funds \$4,730); AR/STAR (Title 1 funds \$9,090.60); K Stepping Stones &amp; K/1 Roots consumable books (General Funds \$3500); iReady Reading and Math (General Funds \$11,972) 1 day of iReady Math PD (Title I \$1,500.00) SFA Member Center Software (Title 1 funds \$1300.12)</p>	<p>PD sign-ins &amp; evaluations; Classroom observations including actionable, documented feedback utilizing protocol aligned to effective teaching behaviors/NEPF; Core academic instructional lesson plans indicating pre-planned effective teaching behaviors with tasks aligned to CCSS.</p>	<p>Casey PD/Coaching (27 days Aug 2020-May 2021); SFA PD/Coaching (6 days Aug 2020-May 2021); Write Tools PD/Coaching (8 days Aug 2020-May 2021); Site administrators and strategists conduct observations to ensure classroom application of concepts presented in PD. Admin. provides documented, actionable feedback to teachers following obs/coaching sessions.</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
<p><b>3.2 Family Engagement (Required)</b></p>		<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators:</b></p>	
<p>School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders and proficient readers. Instructional and wrap-around services staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home for EL students.</p>	<p>Communities in Schools (Title 1 funds \$20,350); 4 On-site Learning Strategists (Zoom funds \$191,108.32; Strategic Budget \$176,411.02); AA batteries (Title 1 funds \$158.98); 2 Chromebooks for Parent Center (Title 1 funds \$517.92); Refreshments (Title 1 funds \$750.00)</p>	<p>Agendas/Sign-ins for parent sessions; Parent signatures indicating receipt/understanding/commitment to practice foundational skills at-home with student</p>	<p>Monthly (Sept. 2020-May 2021) Parent Sessions organized by administration/strategists; monthly reports of student academic mastery/resources provided by instructional staff with support for reports/resources provided by strategists</p>	<p>N/A</p>

Comments:

<p><b>3.3 Curriculum/Instruction/Assessment (Required)</b></p>	<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators:</b></p>
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<p>Teachers will consistently plan, implement &amp; self-reflect on their application of effective teaching &amp; learning behaviors in order to close skill gaps and/or ensure standards mastery in all lessons. The following teaching &amp; learning behaviors will be specifically emphasized: (1)Components of an Effective Lesson (communicating objective, establishing relevancy, explicit key vocab, gradual release framework, checking for understanding, student engagement, closure), (2)effective teaching behaviors to ensure students engage in verbal/written discourse using academic language, (3) effective cooperative structures for text dependent analysis and generating an evidence-based response, and (4) direct/explicit instruction to engage students in clarifying and summarizing (5) purposeful planning of tasks aligned to standards.</p>	<p>4 On-site Learning Strategists (Zoom funds \$191,108.32; Strategic Budget \$176,411.02); Grade 2 and 4 CSR Teacher (Title 1 funds \$132,218.09); EPI LLC (Roy Casey) Coaching/PD; 27 Days (Title I funds \$24,000; Strategic \$16,500) SFA Coaching/PD; 6 Days (Title I funds \$13,800) Write Tools PD/Coaching; 8 days (Title 1 funds \$24000); 63 Days Sub Release for PD/Collaboration (Title 1 funds \$7,560); 4 CTTs (Title I \$42,900 and SB \$13,305.50); Licensed Extra Duty Pay for PD, collaboration, and tutoring (Title I \$2,530) Ready Teacher Toolbox (Title I funds \$4,730); AR/STAR (Title 1 funds \$9,090.60); K Stepping Stones &amp; K/1 Roots consumable books (General Funds \$3500); iReady Reading and Math (General Funds \$11,972) 1 day of iReady Math PD (Title I \$1,500.00) SFA Member Center Software (Title 1 funds \$1300.12)</p>	<p>PD sign-ins &amp; evaluations; Classroom observations including actionable, documented feedback utilizing protocol aligned to effective teaching behaviors/NEPF; Core academic instructional lesson plans indicating pre-planned effective teaching behaviors with tasks aligned to CCSS.</p>	<p>Casey PD/Coaching (27 days Aug 2020-May 2021); SFA PD/Coaching (6 days Aug 2020-May 2021); Write Tools PD/Coaching (8 days Aug 2020-May 2021); Site administrators and strategists conduct observations to ensure classroom application of concepts presented in PD. Admin. provides documented, actionable feedback to teachers following obs/coaching sessions.</p>	<p>N/A</p>
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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)
Strategic	3,873,206.65	Personnel (Admin; Licensed; Support); Supplies and Services (General Supplies; Other Professional Services); Service Level Agreements	Goals 1, 2 and 3
Title I	302,950.00	CSR Teachers; CTTs; Coaching/Professional Development (EPI, SFA, Write Tools, RenLearn); Extra Duty (PD/Collaboration); AR/STAR; Communities in Schools; Instructional materials (Teacher Toolbox); SFA Member Center	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.**

Tom Williams offers a team approach to supporting teachers on staff. Master schedules allow for common grade level planning time at least four days per week. Curriculum specialists/consultants serve as professional coaches offering non-evaluative suggestions to assist and help all teachers to master curriculum and pedagogy expectations. Teachers are encouraged to pursue higher professional aspirations through organized school or district professional development. Teachers' input is routinely sought and valued.

### **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.**

Family academic events (Virtual engagement activities, Story N Snack, monthly Parent Meetings, Spring Family Picnic, Academic Nights, Spring Festival, Community organized family/staff walk against bullying, etc.) bring families together to experience instructional activities and obtain take-home activities for extended learning in core academic areas. On-site computer access & staff guidance is provided to parents to accomplish educational and service-related tasks, including transportation, food service, medical records, etc. Monthly Coffee N Conversation meetings allow parents, staff, administration, and community to engage in learning about school and district initiatives.

### **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.).**

Fifth grade teachers work with our Student Support Team and the MS counselors to prepare students for transition into the middle school setting. Likewise, our pre-k instructional staff work with kinder staff to prepare students for transition into full-day kinder. Kindergarten round-up provides pre-assessment of readiness skills and resources for parents to work with students in summer prior to kinder.

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

Weekly grade level collaboration encourages teachers to analyze and discuss academic assessment data. Assessment scoring, results validity, and parameters for assessment use are established by Grade Level Teams and Learning Improvement Team coordination.

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

Resources for Tom Williams school improvement are coordinated to facilitate school improvement in ELA and Math. Our efforts reflect resources from federal, state, and local entities, including Title I, Title III, 21st Century, Zoom, etc. Additionally, the school continuously seeks to locate additional resources to meet school improvement initiatives.

## Plan for improving the school climate

**Goal:**

Increase the number of parents completing the District Wide Parent Survey from 154 parents/guardians in 2020 to 200 parents/guardians in 2021.

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

The administration and staff of Tom Williams understand that ensuring their parents/families feel supported and happy will have a positive effect on the school climate and will also positively impact the feeling of the students. Tom Williams has a Family Engagement strategist to facilitate home to school connections. Tom Williams also partners with the Public Ed Foundation to increase parent involvement through the Family Learning Program. The goal of the Family Learning Program is to increase parent engagement in the home, school, and community by participating in four program components (Parent Workshops; Parent and Child Together Time (P.A.C.T. Time); Family Service Learning; Mentoring). Personal enrichment and workplace skills are included in each workshop and upon Program completion, parents will participate in an end of the year ceremony.

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

Tom Williams will monitor the number of parents completing the CCSD District Wide Parent Survey. Tom Williams will provide opportunities and technology for parents to complete the survey at the school site.

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

Tom Williams will use the CCSD District Wide Parent Survey to monitor. Tom Williams will also use survey data and feedback from parent meetings/SOT to evaluate progress.

## APPENDIX A - Professional Development Plan

### 1.1

Instructional staff will attend site-based PD specifically aligned to build teacher content knowledge and support instructional application of effective teaching behaviors to plan, teach, monitor progress, and adjust instruction as determined by formative assessments. Some sub-release will be provided for PD & coaching with EPI LLC (Roy Casey), SFA, Write Tools, and site strategists.

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

### 2.1

Instructional staff will attend site-based PD specifically aligned to build teacher content knowledge and support instructional application of effective teaching behaviors to plan, teach, monitor progress, and adjust instruction as determined by formative assessments. Some sub-release will be provided for PD & coaching with EPI LLC (Roy Casey), SFA, Write Tools, and site strategists.

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

### 3.1

Instructional staff will attend site-based PD specifically aligned to build teacher content knowledge and support instructional application of effective teaching behaviors to plan, teach, monitor progress, and adjust instruction as determined by formative assessments. Some sub-release will be provided for PD & coaching with EPI LLC (Roy Casey), SFA, Write Tools, and site strategists.

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

## APPENDIX B - Family Engagement Plan

### 1.2

School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders and proficient readers. Instructional and wrap-around services staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home for ELL, IEP and FRL students.

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

### 2.2

School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders and proficient readers. Instructional and wrap-around services staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home for IEP students.

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

### 3.2

School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders and proficient readers. Instructional and wrap-around services staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home for EL students.

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



## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

All students will increase Math proficiency from 36.7% in 2019 to 43.8% in Spring 2021 (increase of 7.1%) and all students will increase ELA proficiency from 44.2% in 2019 to 51.1% in Spring 2021 (increase of 6.9%) as measured by state summative assessments. This goal has been calculated to meet NDE requirements for 2023.

**Measurable Objective(s):**

- Increase the percent of 3rd-5th grade students proficient in Math from 36.7% to 43.8% on the Spring, 2021 SBAC.
- Increase the percent of 3rd-5th grade students proficient in ELA from 44.2% to 51.1% on the Spring, 2021 SBAC.

<b>Status</b>
N/A

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 attend site-based PD specifically aligned to build teacher content knowledge and support instructional application of effective teaching behaviors to plan, teach, monitor progress, and adjust instruction as determined by formative assessments. Some sub-release will be provided for PD & coaching with EPI LLC (Roy Casey), SFA, Write Tools, and site strategists.	N/A
Progress		
Barriers		
Next Steps		
1.2	School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders and proficient readers. Instructional and wrap-around services staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home for ELL, IEP and FRL students.	N/A
Progress		

Barriers		
Next Steps		
1.3	Teachers will consistently plan, implement & self-reflect on their application of effective teaching & learning behaviors in order to close skill gaps and/or ensure standards mastery in all lessons. The following teaching & learning behaviors will be specifically emphasized: (1)Components of an Effective Lesson (communicating objective, establishing relevancy, explicit key vocab, gradual release framework, checking for understanding, student engagement, closure), (2)effective teaching behaviors to ensure students engage in verbal/written discourse using academic language, (3) effective cooperative structures for text dependent analysis and generating an evidence-based response, and (4) direct/explicit instruction to engage students in clarifying and summarizing (5) purposeful planning of tasks aligned to standards.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Increase the percent of non-proficient IEP students meeting AGP in Math from 10.5% in 2019 to 17.5% in 2021 and 19% to 26% in ELA by Spring, 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework. (This goal has been calculated to meet NDE requirements for 2022.)

**Measurable Objective(s):**

- Increase IEP subpopulation proficiency in Math from 10.5% in 2019 to 17.5% by Spring, 2021 as measured by state summative assessments. (This goal has been calculated to meet NDE requirements for 2022.)
- Increase IEP subpopulation proficiency in ELA from 19% in 2019 to 26% by Spring, 2021 as measured by state summative assessments. (This goal has been calculated to meet NDE requirements for 2022.)

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 attend site-based PD specifically aligned to build teacher content knowledge and support instructional application of effective teaching behaviors to plan, teach, monitor progress, and adjust instruction as determined by formative assessments. Some sub-release will be provided for PD & coaching with EPI LLC (Roy Casey), SFA, Write Tools, and site strategists.	N/A
Progress		
Barriers		
Next Steps		
2.2	School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders and proficient readers. Instructional and wrap-around services staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home for IEP students.	N/A

Progress		
Barriers		
Next Steps		
2.3	Teachers will consistently plan, implement & self-reflect on their application of effective teaching & learning behaviors in order to close skill gaps and/or ensure standards mastery in all lessons. The following teaching & learning behaviors will be specifically emphasized: (1)Components of an Effective Lesson (communicating objective, establishing relevancy, explicit key vocab, gradual release framework, checking for understanding, student engagement, closure), (2)effective teaching behaviors to ensure students engage in verbal/written discourse using academic language, (3) effective cooperative structures for text dependent analysis and generating an evidence-based response, and (4) direct/explicit instruction to engage students in clarifying and summarizing (5) purposeful planning of tasks aligned to standards.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

English Learner (Current+Former) students will increase proficiency in Math from 39.5% in 2019 to 46.6%, and from 43.7% to 50.6% in ELA by Spring, 2021 as measured by state summative assessments. (This goal has been calculated to meet NDE requirements for 2022.)

**Measurable Objective(s):**

- Increase the percentage of EL students meeting AGP as measured by the 2021 English Language Proficiency Assessment (WIDA) from 52.8% in 2019 to 59.8% or higher.
- Increase the percent of EL 3rd-5th grade students proficient in Math from 39.5% in 2019 to 46.6% on the Spring, 2021 SBAC.
- Increase the percent of EL 3rd-5th grade students proficient in ELA from 43.7% in 2019 to 50.6% on the Spring, 2021 SBAC.

<b>Status</b>
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 attend site-based PD specifically aligned to build teacher content knowledge and support instructional application of effective teaching behaviors to plan, teach, monitor progress, and adjust instruction as determined by formative assessments. Some sub-release will be provided for PD & coaching with EPI LLC (Roy Casey), SFA, Write Tools, and site strategists.	N/A
Progress		
Barriers		
Next Steps		
3.2	School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders and proficient readers. Instructional and wrap-around services staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home for EL students.	N/A
Progress		

Barriers		
Next Steps		
3.3	Teachers will consistently plan, implement & self-reflect on their application of effective teaching & learning behaviors in order to close skill gaps and/or ensure standards mastery in all lessons. The following teaching & learning behaviors will be specifically emphasized: (1)Components of an Effective Lesson (communicating objective, establishing relevancy, explicit key vocab, gradual release framework, checking for understanding, student engagement, closure), (2)effective teaching behaviors to ensure students engage in verbal/written discourse using academic language, (3) effective cooperative structures for text dependent analysis and generating an evidence-based response, and (4) direct/explicit instruction to engage students in clarifying and summarizing (5) purposeful planning of tasks aligned to standards.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		