

# School Performance Plan

School Name

Thriot, Joseph E ES

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

5700 W Harmon Ave

Las Vegas, NV 89103, 7027992550

Superintendent/Region  
Superintendent:

Jesus Jara / Lorna James-Cervantes

For Implementation During The Following Years:

2019-2020

**The Following MUST Be Completed:**

**Title I Status:**

Served

**Designation:**

NA

**Grade Level Served:**

Elementary

**Classification:**

4 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
Heather Batson	Parent	Sonya Holdsworth	Principal
Renee Mechem	Assistant Principal	Juanita Oard	Teacher
Katha McGowan	Teacher	Heather Byerley	Teacher
Rhonda Davis	Teacher	Dawn Giles	Strategist
Karen Powell	Specialist	Sandra McNeil	Teacher
Renee J Mechem	Assistant Principal	Christina Rodriguez	Teacher

Lawrence Froland	Teacher		
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## 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	AMAOs/ELPA Analysis	Individualized Education Programs (IEP)
Nevada School Performance Framework (NSPF)	Achievement Gap Data	Achievement Gap Data
NA	Time in ELL Program/Projected Time to Proficiency	Nevada School Performance Framework (NSPF)
N/A	N/A	NA
N/A	N/A	NA
Other:	Other:	Other: State Assessments
Other:	Other:	Other:

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

2019-2020 Demographic Data

Thiriot ES serves 734 Students. Student demographic data is consistent with past years. The ethnicity breakdown is below from Datalab as of 10/11/19:

Asian or Pacific Islander 6.81%  
 Black 28.07%  
 Caucasian 10.49%  
 Hispanic 46.59%  
 Multiracial 6.68%  
 Native American 0.14%  
 Native Hawaiian or Other Pacific Islander 1.23%

This school supports 16.89% students with IEP's and 27.65% ELL students at this time.

Thiriot ES State Assessment Results:

ELA SBAC Results 16-17 17-18 18-19  
 Overall Proficiency 53.26% 53.87% 51.87%  
 Asian or Pacific Islander 77.42% 68.75% 68.97%  
 Black 47.06% 49.18% 51.43%  
 Caucasian 55.56% 52.17% 60%  
 Hispanic 48.94% 53.68% 45.67%  
 Multiracial 61.11% 50% 57.14%  
 Grade 3 55.79% 49.02% 48.42%  
 Grade 4 48.78% 50% 55.06%  
 Grade 5 54.76% 64.56% 52.38%  
 IEP 13.79% 8.33% 8.57%  
 ELL 32.65% 36.73% 30.23%

Data Analysis (ELA SBAC): While overall proficiency in ELA was fairly consistent from 16-17 to 17-18, there was a slight decrease in overall proficiency in 18-19 of 1.39% from the past year. In order to increase proficiency this year, we have purchased Ready Gen curriculum for ELA in K-5 classes. iReady has also been purchased with SB178 funds, which includes professional development.

#### Math SBAC Results 16-17 17-18 18-19

Overall Proficiency 35.25% 47.97% 48.50%

Asian or Pacific Islander 54.84% 65.63% 67.86%

Black 37.25% 42.62% 46.38%

Caucasian 38.89% 52.17% 64%

Hispanic 30.50% 45.59% 42.52%

Multiracial 27.78% 42.86% 50%

Grade 3 48.42% 56.86% 53.19%

Grade 4 39.02% 40% 47.19%

Grade 5 16.67% 45.57% 44.58%

IEP 3.45% 12.50% 8.57%

ELL 20.41% 35.71% 28.24%

Data Analysis (Math SBAC): In the past three years there has been a significant increase in overall proficiency as measured by the Math SBAC. Over the course of 3 years there has been an increase of 13.25%. Thriot has purchased supplemental materials for Tier 1 instruction as well as intervention. Last year it was used in grades 2-4, and this year is used in grades 1-4. Students are also participating in a math facts program to improve basic skills school wide.

#### Positive Statements/Trends:

Thriot ES has shown great gains in math. Not only has overall proficiency increased, but all subgroups have experienced a net gain in math proficiency as measured by the SBAC over the course of the three year period. Additionally, the school has consistently had a chronic absenteeism rate that is well below the district rate. Thriot is utilizing Communities in Schools to work with students who are at risk of chronic absenteeism.

#### Areas of Concern/Opportunity:

Thriot ES was a 4-star school in 16-17 and 17-18, but decreased to become a 3-star school in 18-19. In terms of the English Language Proficiency Indicator, there has been a decline in the percentage of students who have met their ELL AGP Target from 17-18 to 18-19. The ELL department of CCSD is providing professional development during SBCT, and modeling strategies during classroom time to help the school improve in this area. The rate of science proficiency also declined from 17-18 to 18-19 from 17% to 14%, which is also below the district rate of proficiency for science. A strategist at the school is working with 5th grade to ensure proper implementation of FOSS curriculum in science.

#### Needs Assessment:

Thriot ES will be conducting the NCCAT-S during the 2019-2020 school year. The NCCAT-S will be used to determine priority needs for the 2020-2021 school year. This year, Thriot ES will work on making progress toward goals based on data from State Assessments.

Evidence-Based Interventions (EBI): Thriot ES is utilizing SB178 funds to implement the following Evidence Based Interventions: Implementation of relevant curriculum, technology, and the hiring of personnel to implement and monitor academic interventions.

Learning Strategist/Instructional Assistant - EBI Level 1 - Ransford-Kaldon, C.R., Flynt, E.S., Ross, C.L., Franceschini, L., Zoblotsky, T., Huang, Y. & Gallagher, B. (2010) (2010). Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell's Leveled Literacy Intervention (LLI) system. 2009-2010. Center for Research in Educational Policy, Memphis TN: University of Memphis.

Chromebooks & desktop computers -EBI Level 1 - Ben Harper & Natalie B. Milman (2016) One-to-One Technology in K-12 Classrooms: A Review of the Literature From 2004 through 2014, Journal of Research on Technology in Education, 48:2, 129-142, DOI: 10.1080/15391523.2016.1146564

AIMSWeb Plus EBI Level 2 - Shapiro, E.S., & Gibbs, D.P. (2014). Comparison of progress monitoring with computer adaptive tests and curriculum based measures. Bethlehem, PA: Center for Promoting Research to Practice, Lehigh University. Available online from <http://coe.lehigh.edu/cprp/research/current>

Read Well Intervention Programs - EBI Level 3 - Frasco, R. D. (2008). Dissertation Abstracts International, 69(03A), 141-879.

iReady - EBI Level 1 - Dorsey, Windy. (2105).Organizational and Educational Leadership Journal of Organizational and Educational Leadership, v1 n2 Article

p.31<http://www.curriculumassociates.com/products/ready-research-blended-it-works.aspx>

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

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

Part A: Increase the percent of all students proficient in ELA from 51.3% to 59.2% by 2020 and to 61.2% by 2021 as measured by state summative assessments. Part B: Increase the overall percentage of students at Thiriot ES meeting ELA Adequate Growth Percentile (AGP) from 58.6% to >63%, as measured by the state assessment by the end of the school year, June 2020. Part C: Increase the percent of Free and Reduced Lunch (FRL) students proficient in ELA from 50.8% to 51.3% by 2020 and to 51.9% by 2021 as measured by state summative assessments. Part D: Increase the percent of ELL students proficient in ELA from 30.1% to 44.4% by 2020 and to 47.2% by 2021 as measured by state summative assessments.

### Root Causes:

As is evident by the decrease in proficiency, according to the Smarter Balanced Assessment Consortium (SBAC), we determined that staff had insufficient depth of content knowledge, rigorous materials, and insufficient teacher training aligned with the Nevada Academic Content Standards for effective Tier 1 reading instruction. Data revealed inadequate implementation of effective, rigorous instruction and lack of alignment of deep levels of knowledge and assessments. In previous years, the school did not have curriculum to utilize for ELA.

### Measurable Objective 1:

Increase the percent of all students above the 60th percentile in ELA from 29% (Fall) to 44% (Winter) and from 44% (Winter) to 59.2% (Spring) by 2020 as measured by the MAP Growth formative assessments for ELA.

### Measurable Objective 2:

Increase the percent of all students meeting or exceeding the established growth target from X% (Winter) to 63% (Spring) as measured by the MAP Growth formative assessments for ELA. \*X will be updated when MAP data is available.

### 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: No	NCCAT-S Indicators:	

Provide ongoing professional development, coaching, and mentoring while implementing Ready Gen to improve the rigor of daily Tier 1 reading instruction, using instructional resources that align with the NVACS and target increased cognitive demand. Provide professional development to implement iReady as an intervention during Tier II and Tier III instruction.	Weekly grade level and vertical PLC meetings (no additional cost); two learning strategists (\$89,728.34 Title I, \$75,106 SB178); Humanities position (\$86,108.63 Strategic Budget); Read by Three learning strategist & training (\$86,108.63 Read by Three Program); Whole Brain Teaching book study & out of district consultant (\$2,800 Title I, \$1,412 Strategic Budget); ReadyGen ELA PD (no cost); iReady PD/pilot (\$4,500 SB178); AIMSweb Plus Assessment PD (\$700 SB178).	Administration observation/feedback evidence; lesson plans; book study agendas; PLC minutes & collaboration documents; staff training materials; PD evaluations; student work samples aligned to Student Learning Goal (SLG); classroom observations.	Staff meetings (strategists & teachers, August - May); lesson plans (teachers, August - May); PLC agendas/collaboration documents (grade level teacher leaders, weekly); student work samples aligned to Student Learning Goal (SLG) (teachers, quarterly); classroom observations (administration, weekly); NEPF monitoring (administration, weekly); book study & trainings (strategists, out of district consultant, & teachers, August - May); ReadyGen ELA and AIMSweb Plus PD (out of district consultant, August - May); iReady PD/pilot (out of district consultant, teachers, strategist, and interventionists, August - May)	In Progress
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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: No</b>	<b>NCCAT-S Indicators:</b>	
Welcome, support, and connect families to school by offering an enhanced school website, monthly bilingual parent trainings, and monthly family involvement activities. Provide parents with strategies and supplemental learning materials that enhance the school-home learning connection.	Three learning strategists provide parent trainings and family involvement activities (\$89,728.34 Title I, \$75,106.00 SB178); Read by Three learning strategist & training (\$86,108.63 Read by Three Program); Communities in Schools position supports school-home learning connections (\$20,350 Title I); instructional equipment & supplies for parents (\$3,079.09 Title I); school website (\$200 Strategic Budget). Pre-K teachers Friday intervention/parent involvement classes (no additional cost).	Parent training agendas/surveys/sign-in sheets; parent communication flyers; newsletters; school website; Parent Portal on Infinite Campus; ParentLink; Family Resource Center sign-in sheets; parent/teacher conferences sign-in sheets; Student Literacy Performance Plan (SLPP) letters; garden calendar & activities.	Monthly parent trainings/family involvement activities (strategists & teachers, August - May); performances and monthly events (teachers, August - May); school website (teacher, August - May); multi-cultural fair (teachers, yearly); Kindergarten Round-Up (teachers, May); parent conferences (teachers, November); school garden (Communities in Schools site coordinator and teachers, August - May); Pre-K teachers Friday intervention/parent involvement classes (teachers, August - May).	In Progress

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>
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Evaluate and utilize quality resources, lessons, student tasks, assessments, interventions, and instructional strategies that align with Nevada Academic Content Standards in ELA instruction. Provide ELA tutoring, and RTI interventions for Tier 2 and 3 students. Implement Ready Gen curriculum to improve the rigor of daily Tier I reading instruction. Title III Language Support Provider will monitor student progress and adjust student supports as needed; iReady and Read Well programs will be implemented as interventions. Chromebooks will enable students daily access to online programs.	After school reading tutors and collaboration for licensed and support staff (\$12,934 Title I, \$6,347 Title III); technology, software, and computers (\$10,964 Title I, \$5,925 Title III, \$3,944.28 Strategic Budget); Chromebooks (\$25,532.64 SB178); 2 charging carts (\$2,250 SB178); headphones and mice (\$2,014.74 SB178); desktop computers (3,451 SB178); AIMSWeb Plus (\$756 SB178); Grade level and vertical alignment, Instructional rounds collaboration for data analysis, coaching, planning, PLCs, extra duty, site liaison extra duty, and lesson preparation (\$1,836 Title I, \$1,320 Title III); two learning strategists (\$89,728.34 Title I, \$75,106.00 SB178); Humanities position (\$86,108.63 Strategic Budget); Read by Three learning strategist & training (\$86,108.63 Read by Three Program); support staff for small group intervention (\$3,352.53 Title I, \$3,027.76 Strategic Budget); Certified Temporary Tutor (CTT) to provide small group instruction during intervention block (\$14,300 Title I); Instructional Assistant (IA) to provide small group instruction during intervention block. (\$34,691 SB178); class size reduction teachers for grades 3 and 5 (\$141,080.54 Title I); ReadyGen ELA curriculum (\$85,123.70 Strategic Budget); Title III Language Support Provider (\$407.00 Title III); Read Well Intervention Program \$2,000 SB178); general supplies for implementation of intervention programs (\$199 SB178).	PD/PLC/staff training agendas and collaboration documents; lesson plans; district and school-wide benchmark assessments; student work samples; SLG assessments; classroom observations; grade-level designed assessments; tutoring attendance sheets and assessments; iReady, ReadyGen, AIMSWeb Plus, and Read Well assessment programs.	Tutoring assessments (teachers, aides, and strategists, daily); PLC agendas and collaboration documents (teachers, weekly); lesson plans (teachers, CTT, and IA, daily); student work samples aligned to SLG (teachers, CTT, and IA, quarterly); classroom observations (administration, weekly); district benchmark assessment results and grade level common assessments (teachers & strategists, weekly); benchmark data (teachers, quarterly); AIMSWeb Plus assessments (teachers, strategists, August - May); SLG assessments (teachers and strategists, August - May); ReadyGen ELA assessments (teachers and interventionists, August - May); monitor and adjust student supports, (Title III Language Support Provider, August - May); Chromebooks and desktops (teachers, strategists, and interventionists, August - May) iReady assessments (teachers, strategist, and interventionists, August - May); Read Well Intervention Program (teachers, strategists, and interventionists, August - May).	In Progress
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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

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

Part A: Increase the overall percentage of Math proficient students at Thiriot ES from 48.1% to 51.1%, as measured by the state assessment by the end of the school year, June 2020. Part B: Increase the overall percentage of students at Thiriot ES meeting Math Adequate Growth Percentile (AGP) from 50% to >52%, as measured by the state assessment by the end of the school year, June 2020. Part C: Increase the percent of English Language Learners (ELL) proficient in math from 24.6% to 39% by 2020 and to 42% by 2021 as measured by state summative assessments. Part D: Increase the percent of Free and Reduced Lunch (FRL) students proficient in math from 46.2% to 49% by 2020 and to 52% by 2021 as measured by state summative assessments.

### Root Causes:

As is evident by the decrease in proficiency, according to the Smarter Balanced Assessment Consortium (SBAC), we determined that staff had insufficient depth of content knowledge, rigorous materials, and insufficient teacher training aligned with the Nevada Academic Content Standards for effective Tier I math instruction. Data revealed inadequate implementation of effective, rigorous instruction and lack of alignment of deep levels of knowledge and assessments. In previous years, the school did not have curriculum for all grade levels to utilize for Math.

### Measurable Objective 1:

Increase the percent of all students at Thiriot ES above the 60th percentile in math from 24% (Fall) to 38% (Winter) and from 38% (Winter) to 51.1% (Spring) by 2020 as measured by the MAP Growth formative assessments for Math.

### Measurable Objective 2:

Increase the percent of K-5 students at Thiriot ES meeting or exceeding the established growth target from X% (Winter) to Y% (Spring) as measured by the MAP Growth formative assessments for Math. \*X will be updated when MAP data is available.

### Monitoring Status

In Progress

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:  No	NCCAT-S Indicators:	

Provide professional learning opportunities, emphasizing discourse and metacognition, to improve daily math instruction using high-quality resources that target increased cognitive demand, align with Nevada Academic Content Standards (NVACS). Provide professional development to implement supplemental math curriculum as an intervention.	Weekly grade level and vertical PLC meetings (no additional cost); two learning strategists (\$89,728.34 Title I, \$75,106 SB178); Humanities position (\$86,108.63 Strategic Budget); Read by Three learning strategist & training (\$86,108.63 Read by Three Program); Whole Brain Teaching book study & out of district consultant (\$2,800 Title I, \$1,412 Strategic Budget); supplemental math curriculum (\$12,894.96 Strategic Budget) iReady PD/pilot (\$4,500 SB178); AIMSWeb Plus Assessment PD (\$700 SB178).	Administration observation/feedback evidence; lesson plans; book study agendas; PLC minutes & collaboration documents; staff training materials; professional development evaluations; PGPs; student work samples; and classroom observations.	Staff meetings (strategists & teachers, August - May); lesson plans (teachers, August - May); PLC agendas/collaboration documents (grade level teacher leaders, weekly); student work samples (teachers, quarterly); classroom observations (administration, weekly); NEPF monitoring (administration, weekly); book study & trainings (strategists, out of district consultant, & teachers, August - May); supplemental math curriculum (teachers, strategists August - May); iReady PD/Pilot (teachers, strategist, and interventionists, August - May); AIMSWeb Plus Assessment PD (out of district consultant August - May).	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	
Offering an enhanced school website and monthly bilingual parent trainings and monthly family involvement activities which welcome, support, and connect families to school, as well as provide strategies and supplemental learning materials that enhance the school-home learning connection.	Three learning strategists provide parent trainings and family involvement activities (\$89,728.34 Title I, \$75,106.00 SB178); Read by Three learning strategist & training (\$86,108.63 Read by Three Program); Communities in Schools position supports school-home learning connections (\$20,350 Title I); Instructional equipment & supplies for parents (\$3,079.09 Title I); school website (\$200 Strategic Budget); Friday intervention/parent involvement classes with Pre-K teachers (no additional cost).	Parent training agendas/surveys/sign-in sheets; parent communication flyers; newsletters; school website; Parent Portal on Infinite Campus; ParentLink; Family Resource Center sign-in sheets; parent/teacher conferences sign-in sheets; Student Literacy Performance Plan (SLPP) letters; garden calendar & activities.	Monthly parent trainings/family involvement activities (strategists & teachers, August - May); performances and monthly events (teachers, August - May); school website (teacher, August - May); multi-cultural fair (teachers, yearly); Kindergarten Round-Up (teachers, May); parent conferences (teachers, November); school garden (Communities in Schools site coordinator and teachers, August - May); Friday intervention/parent involvement classes with Pre-K teachers (teachers, August - May).	In Progress

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>
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Evaluate and utilize quality resources, lessons, student tasks, assessments, interventions, and instructional strategies to align with Nevada Academic Content Standards in Math instruction. Provide Math tutoring, and RTI interventions for Tier 2 and 3 students. Implement supplemental math curriculum to improve the rigor of daily Tier I and intervention instruction. Title III Language Support Provider monitor student progress and adjust student supports as needed; iReady program will be implemented as an intervention. Chromebooks will enable students daily access to programs.	After school math tutors and collaboration for licensed and support staff (\$12,934 Title I, \$6,347 Title III); technology, software, and computers (\$10,964 Title I, \$5,925 Title III, Strategic Budget \$3,944.28); Chromebooks (\$25,532.64 SB178); 2 charging carts (\$2,250 SB178); headphones and mice (\$2,014.74 SB178); desktop computers (\$3,451 SB178); AIMSWeb Plus assessment (\$756 SB178); grade level and vertical alignment, instructional rounds collaboration for data analysis, coaching, planning, PLCs, extra duty, site liaison extra duty, and lesson preparation (\$1,836 Title I, \$1,320 Title III); two learning strategists (\$89,728.34 Title I, \$75,106.00 SB178); humanities position (\$86,108.63 Strategic Budget); support staff for small group intervention (\$3,352.53 Title I, \$3,027.76 Strategic Budget); Certified Temporary Tutor (CTT) to provide small group instruction during intervention block (\$14,300 Title I); Instructional Assistant (IA) to provide small group instruction during intervention block (\$34,691 SB178); class size reduction teachers grades 3 and 5 (\$141,080.54 Title I); supplemental math curriculum (\$12,894.96 Strategic Budget); iReady pilot (\$4,500 SB178); Title III Language Support Provider (\$407.00 Title III); general supplies for implementation of intervention program (\$199 SB178).	PD/PLC/staff training agendas and collaboration documents; lesson plans; district and school-wide benchmark assessments; student work samples; classroom observations; supplemental math curriculum; tutoring attendance and assessments; iReady, AIMSWeb Plus, Read Well, and grade-level designed assessments.	PLC agendas and collaboration documents (teachers, weekly); lesson plans (teachers, daily); student work samples (teachers, quarterly); classroom observations (administration, weekly); grade-level designed assessments (teachers, weekly); benchmark data (teachers, quarterly); tutoring assessments (teachers, aides, and strategists, daily); fact fluency assessments (teachers, weekly); AIMSWebPlus Assessments (teachers and students August - May); iReady Assessments (teachers and students August - May); supplemental math curriculum (teacher August to May); provide language support (Language Support Provider (August - May).	In Progress
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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

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

Increase the percent of fifth grade students proficient in Science from 14% to 50% by 2020.

### Root Causes:

As is evident by the decrease in proficiency, according to the Science Criterion Referenced Test (CRT), we determined that staff had insufficient depth of content knowledge, rigorous materials, and insufficient teacher training aligned with the Nevada Academic Content Standards for effective Tier 1 science instruction. Data revealed inadequate implementation of effective, rigorous instruction, and lack of alignment of deep levels of knowledge and assessments.

### Measurable Objective 1:

Increase the percent of all students above the 60th percentile in Science from 35% (Fall) to 42% (Winter) and from 42% (Winter) to 50% (Spring) by 2020 as measured by the MAP Growth formative assessments for Science.

### Monitoring Status

In Progress

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: No	NCCAT-S Indicators:	

Provide professional learning opportunities to improve science instruction using high-quality resources (FOSS curriculum), target increased cognitive demand, and align with Nevada Academic Content Standards (NVACS). Use a learning strategist and CPD Science department trainer to provide professional development to all staff, as well as collaborate with fifth grade teachers to provide and support science instruction. Provide professional development to integrate Science curriculum into ELA and Math Curriculum.	Weekly grade level and vertical PLC meetings (no additional cost); two learning strategists (\$89,728.34 Title I, \$75,106 SB178); Humanities position (\$86,108.63 Strategic Budget); Read by Three learning strategist & training (\$86,108.63 Read by Three Program); Whole Brain Teaching book study & out of district consultant (\$2,800 Title I, \$1,412 Strategic Budget); FOSS curriculum kits (\$800 Strategic Budget); science standards and FOSS PD (no cost CPD Science Department); integrating ELA and Math PD (no cost RPD, CPD ELL Department, and CPD Math Department).	Administration observation/feedback evidence; lesson plans; professional development agendas; PLC minutes & collaboration documents; staff training materials; PD evaluations.	Staff meetings (strategists & teachers, August - May); lesson plans (teachers, August - May); PLC agendas/collaboration documents (grade level teacher leaders, weekly); student work samples (teachers, quarterly); classroom observations (administration, weekly); NEPF monitoring (administration, weekly); book study & trainings (strategists, out of district consultant, & teachers, August - May); FOSS / science curriculum PD (strategist and CPD trainer, August - May); Integrating ELA and Math PD (No cost RPD, CPD ELL Department, and CPD Math Department).	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Optional)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	
Welcome, support, and connect families to school by offering an enhanced school website, monthly bilingual parent trainings, and monthly family involvement activities. Provide parents with strategies and supplemental learning materials that enhance the school-home learning connection.	Three learning strategists provide parent trainings and family involvement activities (\$89,728.34 Title I, \$75,106.00 SB178); Read by Three learning strategist & training (\$86,108.63 Read by Three Program); Communities in Schools position supports school-home learning connections (\$20,350 Title I); Instructional equipment & supplies for parents (\$3,079.09 Title I); school website (\$200 Strategic Budget). Pre-K teachers Friday intervention/parent involvement classes (no additional cost).	Parent training agendas/surveys/sign-in sheets; parent communication flyers; newsletters; school website; Parent Portal on Infinite Campus; ParentLink; Family Resource Center sign-in sheets; parent/teacher conferences sign-in sheets; garden calendar & activities.	Monthly parent trainings/family involvement activities (strategists & teachers, August - May); performances and monthly events (teachers, August - May); school website (teacher, August - May); multi-cultural fair (teachers, yearly); Kindergarten Round-Up (teachers, May); parent conferences (teachers, November); school garden (Communities in Schools site coordinator and teachers, August - May).	In Progress

Comments:

<b>3.3 Curriculum/Instruction/Assessment (Optional)</b>	<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>
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Evaluate and utilize quality resources, lessons, student tasks, assessments, interventions, and instructional strategies that align with Nevada Academic Content Standards in Science instruction. Provide STEAM tutoring and Robotics Club to fifth grade students. Implement FOSS curriculum to improve the rigor of science instruction. Strategist provide science instruction in collaboration with fifth grade teachers. Chromebooks will enable students daily access to programs. Integrate science instruction into ELA and Math curriculum. Integrate garden lessons into science curriculum. Monitor student progress and adjust student supports as needed.	After school STEAM/Robotics tutors and collaboration for licensed and support staff (\$5,727 Title I); technology, software, and computers (\$10,964 Title I, \$5,925 Title III, \$3,944.28 Strategic Budget); chromebooks (\$25,532.64 SB178); 2 charging carts (\$2,250 SB178); headphones and mice (\$2,014.74 SB178); desktop computers (\$3,451 SB178); grade level and vertical alignment, instructional rounds collaboration for data analysis, coaching, planning, PLCs, extra duty, site liaison extra duty, and lesson preparation (\$1,836 Title I, \$1,320 Title III); two learning strategists (\$89,728.34 Title I, \$75,106.00 SB178); humanities position (\$86,108.63 Strategic Budget); Read by Three learning strategist & training (\$86,108.63 Read by Three Program); class size reduction teachers for grades 3 and 5 (\$141,080.54 Title I); Title III Language Support Provider (\$407.00 Title III); general supplies for implementation of intervention program (\$199 SB178); FOSS curriculum kits (\$800.00 Strategic Budget); science standards integration PD (no cost CPD Science Department); integrating ELA and Math PD (no cost RPDP, CPD ELL Department; CPD, Math Department); garden outside classroom upkeep and instruction (\$1,850.00 Student Generated Funds); Robotics supplies (\$200.00 Student Generated Funds)	PD/PLC/staff training agendas and collaboration documents; lesson plans; district and school-wide benchmark assessments; student work samples; classroom observations; AIMSweb Plus and grade-level designed assessments; tutoring and Robotics Club attendance sheets and assessments.	Tutoring assessments (teachers, aides, and strategists, daily); PLC agendas and collaboration documents (teachers, weekly); lesson plans (teachers, daily); student work samples (teachers, quarterly); classroom observations (administration, weekly); district benchmark assessment results and grade-level common assessments (teachers & strategists, weekly); benchmark data (teachers, quarterly); monitor student progress and supports ,(Title III Language Support Provider August - May); chromebooks and desktops (teachers and strategists, August - May); science standards and FOSS implementation (teachers and strategist August - May); integrating ELA and Math (strategists and teachers August - May); garden upkeep and instruction (gardener and strategist August to May); Robotics Club (strategists, tutors, and teachers August - May)	In Progress
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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)
Title 1, Strategic Budget, Read by Three Program, SB178	\$478,132.14	Teacher staffing: 3 strategists, 1 humanities teacher, 2 class size reduction teachers (3rd & 5th)	Goals 1, 2 and 3
Title I, Title III	\$25,008.00	After school tutoring: sessions, collaboration, support staff hours	Goals 1 and 2
Title I, Title III, Strategic Budget, SB178	\$54,837.66	Supplies, Equipment, & Services: Instructional software and technology	Goals 1, 2 and 3
Title I	\$20,350.00	Supplies, Equipment, & Services: Communities In School Site Coordinator	Goals 1, 2 and 3
Title I, Strategic Budget	\$9,412.00	Professional Development: Out of district consultant	Goals 1, 2 and 3
Title I, Strategic Budget	\$3,279.00	Parent Involvement: instructional materials, technology supplies, refreshments to encourage parent involvement	Goals 1, 2 and 3
Strategic Budget (General Fund)	\$3,966,774.67	Licensed and support staff, supplies, materials, and maintenance School Wide Programs: Incentives, Instructional Supplies, and Services	Goals 1, 2 and 3
Title I, Title III	\$3,156.00	Collaboration: teachers, strategists, site liaison, substitutes for grade level data analysis, vertical alignment, and instructional rounds	Goals 1, 2 and 3
Title III	\$407.00	Language Support Provider	Goals 1, 2 and 3
Title 1, Strategic Budget, SB178	\$55,371.29	Paraprofessional Staffing: Instructional Aide, 2 Instructional Assistants, Certified Temporary Tutor, Job 2 Support Staff hours	Goals 1 and 2
Strategic Budget, SB178, Student Generated Funds	\$103,067.06	Curriculum: programs, instructional supplies, supplemental math curriculum	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.**

As a Title I school, only highly qualified teachers are eligible to apply for open positions. During the interview process, the school's programs and vision are shared: mentoring, coaching, collaboration, instructional resources, technology, district/zone initiatives, and on-going opportunities for professional development. Thiriot E.S. staff members participate in the interview process to discuss the school's collaborative culture and shared decision making.

### **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.**

Increasing family engagement includes community building, communicating in English and Spanish, an interactive website, and educational training for families. Parent participation in the design/implementation of the School Performance Plan and Title I Plan is on-going. STEAM/Math and ELA events provide parents with strategies and materials to strengthen the school/home connection. Multi-cultural activities are held throughout the year to recognize and embrace our diverse school community. Our Communities In School site coordinator, funded through Title I, connects community resources with our families. Pre-K teachers provide weekly parent trainings to strengthen academic and social skills, as well as develop the school/home connection.

### **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.).**

The pre-k teachers collaborate with kindergarten teachers to discuss the transition of the pre-k students. In order to help with the transition from fifth grade to middle school, the fifth grade students meet middle school staff, and regularly participate in lessons with our school counselor and teachers about identified areas of need (organization, socialization, and study skills). Kindergarten Round-up is held in the spring to assist parents with registration and share school expectations. Inclusion is provided to assist students with disabilities with their transition into the general education classroom.

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

During PLC meetings, grade level teachers collaboratively examine student achievement data, discuss best practices, create standards-based assessments, and make instructional decisions based on student needs. During monthly Response to Intervention (RTI) meetings and half day trainings, grade levels collaboratively assess student needs/growth based on benchmark data. Additional training, based on staff needs, is provided to assist teachers in data analysis during staff meetings and Site Based Collaboration time. Teachers participate in weekly RTI meetings to discuss progress monitoring of interventions during school-wide intervention time (WIN). Teachers utilize Math Masters assessments to make decisions regarding placement in instructional groups.

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

Title I, Title III, SB178, strategic Budget, and the Read by Three Initiative provide funds for interventions, after school tutoring, staff training, additional staffing, and purchasing of instructional materials to support and impact instruction of the Nevada Academic Content Standards (NVACS) and school improvement goals. Training provided to teachers by the ELL department to integrate assessment with best teaching practices for ELLs. Full-day kindergarten and pre-kindergarten classes provide enhanced early childhood skills for transition into first grade. We have a partnership with Garden Farms and Create a Change Now to maintain our garden and integrate science throughout the curriculum. The Jaycees, Palermo Apartments, and Fuku Burger partner with Thiriot E.S. to provide student supplies and clothing. Communities in Schools site coordinator partners with local businesses to provide students with eye exams, glasses, and dentistry. Four Square and Pop-up Produce also provide weekly donations.



## Plan for improving the school climate

**Goal:**

Decrease the percent of the students who agree/strongly agree with the statement "Bullying is a problem at this school," from 47% to 42% by May of 2020 as measured by the district-wide survey.

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

School staff will educate parents and students on what is/what is not bullying. Counselor and administration will meet one-on-one with students who are bullying others. Counselor will make presentations to classes and do lessons with classes of students about bullying and its effects as well as explaining the difference between bullying and not bullying.

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

Parent night sign in sheets will document their participation and involvement. Counselor and administration will have a record of students who are bullying others in Infinite Campus and the resolution is documented. Counselor will have a calendar showing where and when she has presented lessons about bullying.

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

The upcoming district-wide survey data will be used to determine whether our goal was met. Since the district-wide survey does not include our Pre-K-3 students, Infinite Campus will be used to monitor a decrease in bullying in these grade levels.

## APPENDIX A - Professional Development Plan

### 1.1

Provide ongoing professional development, coaching, and mentoring while implementing Ready Gen to improve the rigor of daily Tier 1 reading instruction, using instructional resources that align with the NVACS and target increased cognitive demand. Provide professional development to implement iReady as an intervention during Tier II and Tier III instruction.

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

### 2.1

Provide professional learning opportunities, emphasizing discourse and metacognition, to improve daily math instruction using high-quality resources that target increased cognitive demand, align with Nevada Academic Content Standards (NVACS). Provide professional development to implement supplemental math curriculum as an intervention.

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

### 3.1

Provide professional learning opportunities to improve science instruction using high-quality resources (FOSS curriculum), target increased cognitive demand, and align with Nevada Academic Content Standards (NVACS). Use a learning strategist and CPD Science department trainer to provide professional development to all staff, as well as collaborate with fifth grade teachers to provide and support science instruction. Provide professional development to integrate Science curriculum into ELA and Math Curriculum.

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

## APPENDIX B - Family Engagement Plan

### 1.2

Welcome, support, and connect families to school by offering an enhanced school website, monthly bilingual parent trainings, and monthly family involvement activities. Provide parents with strategies and supplemental learning materials that enhance the school-home learning connection.

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

### 2.2

Offering an enhanced school website and monthly bilingual parent trainings and monthly family involvement activities which welcome, support, and connect families to school, as well as provide strategies and supplemental learning materials that enhance the school-home learning connection.

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

### 3.2

Welcome, support, and connect families to school by offering an enhanced school website, monthly bilingual parent trainings, and monthly family involvement activities. Provide parents with strategies and supplemental learning materials that enhance the school-home learning connection.

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

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

#### Priority Need/Goal 1:

Part A: Increase the percent of all students proficient in ELA from 51.3% to 59.2% by 2020 and to 61.2% by 2021 as measured by state summative assessments. Part B: Increase the overall percentage of students at Thiriot ES meeting ELA Adequate Growth Percentile (AGP) from 58.6% to >63%, as measured by the state assessment by the end of the school year, June 2020. Part C: Increase the percent of Free and Reduced Lunch (FRL) students proficient in ELA from 50.8% to 51.3% by 2020 and to 51.9% by 2021 as measured by state summative assessments. Part D: Increase the percent of ELL students proficient in ELA from 30.1% to 44.4% by 2020 and to 47.2% by 2021 as measured by state summative assessments.

#### Measurable Objective(s):

- Increase the percent of all students above the 60th percentile in ELA from 29% (Fall) to 44% (Winter) and from 44% (Winter) to 59.2% (Spring) by 2020 as measured by the MAP Growth formative assessments for ELA.
- Increase the percent of all students meeting or exceeding the established growth target from X% (Winter) to 63% (Spring) as measured by the MAP Growth formative assessments for ELA. \*X will be updated when MAP data is available.

#### 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	Provide ongoing professional development, coaching, and mentoring while implementing Ready Gen to improve the rigor of daily Tier 1 reading instruction, using instructional resources that align with the NVACS and target increased cognitive demand. Provide professional development to implement iReady as an intervention during Tier II and Tier III instruction.	N/A
Progress		
Barriers		
Next Steps		

1.2	Welcome, support, and connect families to school by offering an enhanced school website, monthly bilingual parent trainings, and monthly family involvement activities. Provide parents with strategies and supplemental learning materials that enhance the school-home learning connection.	N/A
Progress		
Barriers		
Next Steps		
1.3	Evaluate and utilize quality resources, lessons, student tasks, assessments, interventions, and instructional strategies that align with Nevada Academic Content Standards in ELA instruction. Provide ELA tutoring, and RTI interventions for Tier 2 and 3 students. Implement Ready Gen curriculum to improve the rigor of daily Tier I reading instruction. Title III Language Support Provider will monitor student progress and adjust student supports as needed; iReady and Read Well programs will be implemented as interventions. Chromebooks will enable students daily access to online programs.	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:

Part A: Increase the overall percentage of Math proficient students at Thiriot ES from 48.1% to 51.1%, as measured by the state assessment by the end of the school year, June 2020. Part B: Increase the overall percentage of students at Thiriot ES meeting Math Adequate Growth Percentile (AGP) from 50% to >52%, as measured by the state assessment by the end of the school year, June 2020. Part C: Increase the percent of English Language Learners (ELL) proficient in math from 24.6% to 39% by 2020 and to 42% by 2021 as measured by state summative assessments. Part D: Increase the percent of Free and Reduced Lunch (FRL) students proficient in math from 46.2% to 49% by 2020 and to 52% by 2021 as measured by state summative assessments.

#### Measurable Objective(s):

- Increase the percent of all students at Thiriot ES above the 60th percentile in math from 24% (Fall) to 38% (Winter) and from 38% (Winter) to 51.1% (Spring) by 2020 as measured by the MAP Growth formative assessments for Math.
- Increase the percent of K-5 students at Thiriot ES meeting or exceeding the established growth target from X% (Winter) to Y% (Spring) as measured by the MAP Growth formative assessments for Math. \*X will be updated when MAP data is available.

#### Status

In Progress

#### Comments:

#### 2.1 Professional Development:

#### 2.2 Family Engagement:

#### 2.3 Curriculum/Instruction/Assessment:

#### 2.4 Other:

	Mid-Year	End-of-Year
2.1	Provide professional learning opportunities, emphasizing discourse and metacognition, to improve daily math instruction using high-quality resources that target increased cognitive demand, align with Nevada Academic Content Standards (NVACS). Provide professional development to implement supplemental math curriculum as an intervention.	N/A
Progress		
Barriers		
Next Steps		

2.2	Offering an enhanced school website and monthly bilingual parent trainings and monthly family involvement activities which welcome, support, and connect families to school, as well as provide strategies and supplemental learning materials that enhance the school-home learning connection.	N/A
Progress		
Barriers		
Next Steps		
2.3	Evaluate and utilize quality resources, lessons, student tasks, assessments, interventions, and instructional strategies to align with Nevada Academic Content Standards in Math instruction. Provide Math tutoring, and RTI interventions for Tier 2 and 3 students. Implement supplemental math curriculum to improve the rigor of daily Tier I and intervention instruction. Title III Language Support Provider monitor student progress and adjust student supports as needed; iReady program will be implemented as an intervention. Chromebooks will enable students daily access to programs.	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:**

Increase the percent of fifth grade students proficient in Science from 14% to 50% by 2020.

**Measurable Objective(s):**

- Increase the percent of all students above the 60th percentile in Science from 35% (Fall) to 42% (Winter) and from 42% (Winter) to 50% (Spring) by 2020 as measured by the MAP Growth formative assessments for Science.

**Status**

In Progress

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

	Mid-Year	End-of-Year
3.1	Provide professional learning opportunities to improve science instruction using high-quality resources (FOSS curriculum), target increased cognitive demand, and align with Nevada Academic Content Standards (NVACS). Use a learning strategist and CPD Science department trainer to provide professional development to all staff, as well as collaborate with fifth grade teachers to provide and support science instruction. Provide professional development to integrate Science curriculum into ELA and Math Curriculum.	N/A
Progress		
Barriers		
Next Steps		
3.2	Welcome, support, and connect families to school by offering an enhanced school website, monthly bilingual parent trainings, and monthly family involvement activities. Provide parents with strategies and supplemental learning materials that enhance the school-home learning connection.	N/A
Progress		



Barriers		
Next Steps		
3.3	Evaluate and utilize quality resources, lessons, student tasks, assessments, interventions, and instructional strategies that align with Nevada Academic Content Standards in Science instruction. Provide STEAM tutoring and Robotics Club to fifth grade students. Implement FOSS curriculum to improve the rigor of science instruction. Strategist provide science instruction in collaboration with fifth grade teachers. Chromebooks will enable students daily access to programs. Integrate science instruction into ELA and Math curriculum. Integrate garden lessons into science curriculum. Monitor student progress and adjust student supports as needed.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		