

# School Performance Plan

School Name

J.G. Johnson

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

900 Jackrabbit Street, Pahrump, NV 89048  
775-727-6619

Superintendent/Academic Manager:

Dale Norton/ Dr. Kim Friel

For Implementation During The Following Years:

2013-2016

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

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

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

**Classification:**  5 Star School  4 Star School  3 Star School  2 Star School  1 Star School

**NCCAT-S:**  Not Required- 4/5 Star Schools  Initial- 1/2/3 Star Schools  Review- 1/2/3 Star Schools

**\*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
Mr. Skelton	Principal	Mr. Dispensa	Teacher
Mr. Ward	Teacher	Ms. Janneck	Teacher
Mrs. Dennis	Teacher	Mrs. Thorn	Teacher
Ms. Sims	Teacher	Ms. Morin	Teacher
Ms. Goodman	Teacher	Ms. Ely	Teachert
Mrs. Menges	Teacher	Mrs. Koch	Parent
Mrs. Baltutat	Teacher	Mrs. Heaney	Parent

Last Date Review/Revised By Planning Team: 06-10-13

2013-2016

**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
Formative Assessment Practice	Placement (Proficiency Levels)	
Statewide Assessments	Nevada School Performance Framework (NSPF)	
Interim Assessments	Achievement Gap Data	Nevada School Performance Framework (NSPF)
Not Applicable		
<input type="checkbox"/> Other	<input checked="" type="checkbox"/> Other	<input checked="" type="checkbox"/> Other
	Access	Statewide Assessment
<input type="checkbox"/> Other	<input checked="" type="checkbox"/> Other	<input checked="" type="checkbox"/> Other
	NWEA	NWEA

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

JG Johnson's school data came from: Nevada Formative Writing Assessment, Nevada CRTs, and the Interim Assessment in the form of NWEA. When analyzing the CRT data, we found that the students consistently scored in the 34th percentile within the DOK 3 constructed response questions. Looking at our Formative Writing Assessment we found that all the writing traits are below proficiency. The Interim Assessment (NWEA) data reflects that our projected growth index shows a negative growth in 4 out of 6 grade levels in both math and reading.

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

**Based on the CNA, identify all that apply:**

General Education  
  FRL  
  ELL  
  IEP  
  Other

**Priority Need/ Goal 1:** JG Johnson students will improve in reading comprehension skills based on Standardized State Wide proficiency Assessment.

**Root Cause(s):** Teachers/Principal unfamiliar with "vocabulary/structure" of DOK 2 & 3 questions  
 Teachers lack structured practice time in classroom  
 Teachers/Principal lacking training and provision of sample DOK 2& 3 questions

**Measurable Objective(s):** At JG Johnson Elementary School, students in grades 3-5 will increase reading comprehension scores from 34% to 55%, as measured by the CRTs in grades 3-5. (34% to 41% in 2013-2014, 41% to 48% in 2014-2015, 48% to 55% in 2015-2016 ) by implementing Smarter Balanced DOK questions across all grade levels from K-5.

<b>Monitoring Status</b>

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: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>1.1 Professional Development (Required)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	
At the onset of the school year, teachers will participate in professional development focused on implementation of Smarter Balanced DOK questions. Ongoing PD will review and reinforce the implementation of daily DOK questions within classroom instruction.	TOSA for training in DOK level 2& 3 questions Samples of Smarter Balanced Questions (strategies-think alouds) DOK Rubric (all level of questions) Reading Committee (RC) with grade level reps Title I funding to be used for Coaching, Mentoring, Observation District Funded for TOSA training	-PD Evaluations -RC will collect and score DOK level 2 & 3 questions on a set rubric - Sign In Sheets - PD Wed Agendas	- Each student will write a response to a teacher provided DOK 3 type question weekly. - 2nd/4th Friday every month each teacher turns in 2 RANDOM student samples from the weekly questions. - Last PD Wed of each month centered around evaluating and discussing written DOK 2 & 3 questions. -Principal/RC will review selected scored DOK 2&3 samples monthly.	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	
JG Johnson Elementary School's monthly newsletter will include a section on how to improve reading comprehension using higher level thinking strategies to answer DOK 3 questions across the curriculum.	Newsletter DOK Fact Sheet Reading Committee (RC) School Funded for newsletter	-Newsletter (Reading Article) -DOK Fact Sheet -Survey Parents -2 Parent/Teacher Conference Sign-in Sheet	-Monthly Newsletter - Office & RC -2 Parent/Teacher Conferences - Nov. 7th and April 3rd(Teachers/Admin) -DOK Fact Sheet- November Newsletter (SPP Team)	

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	
Teachers will teach and assign DOK 2 & 3 leveled questions weekly . The teachers will use the school wide DOK rubric to assess students understanding of the DOK leveled responses.	DOK Rubric Samples Questions Smarter Balance Online School Funded for paper	-Samples collected from teachers -Assessment Results (Pre/Post) Level 2 and 3 -Principal Observation -NWEA	-30 min. through the course of the school week will be dedicated to the written explanation of the DOK 2 & 3 question. - Grade level teacher responsible to collect Assessment results (pre/post) level 2 and 3 (November & May) - Admin responsible for checking and observing instruction (on going)	

Comments:

<b>1.4 Other (Optional)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	

Comments:

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

**Based on the CNA, identify all that apply:**

General Education  
  FRL  
  ELL  
  IEP  
  Other

**Priority Need/ Goal 2:**

JG Johnson Elementary will increase their writing proficiency on the Formative Writing Assessment.

**Root Cause(s)**

Writing instruction is inconsistent across the grade levels  
 Inconsistent use of writing resources across the grade levels  
 School does not use a school wide aligned writing program

**Measurable Objective(s):**

At JG Johnson Elementary School, the percent of proficient students in grades 3-5 will increase to 35% . Students will demonstrate sufficient or deep command of writing as measured by the Nevada Formative Writing Rubric by implementing Write Step Writing across all grade levels K-5. (25% proficiency in 2013-2014, 30% proficiency 2014-2015, to 35% proficiency 2015-2016)

**Monitoring Status**

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>		<input type="checkbox"/> <b>Continuation From Last Year</b> <b>NCCAT-S Indicators:</b>		
At the onset of the school year, teachers will participate in professional development of an aligned writing curriculum grades K-5. Ongoing PD will review, revise, and reinforce the implementation of daily structured writing.	Writing Committee TOSA/Writing Specialist to provide training on aligned writing curriculum Title I monies to purchase aligned writing curriculum SBAC & NV Formative writing District Funding for TOSA Training School Funded for paper	<input type="checkbox"/> <b>Continuation From Last Year</b> - 2 RANDOM samples (1 high/1low) turned in to the Writing Committee every month from every teacher school wide to be scored and discussed by grade level teachers. - Scored writing samples, along with the teacher classroom score record. -Sign In Sheets -PD Wed Agendas -Writing Rubric (Write Step Writing and District)	-2 RANDOM samples (1 high/Low) turned into the Writing Committee every month from every teacher school wide. -1 PD Wed per month centered around the writing process/scoring -Teacher will collect and turn in 2 scored RANDOM student samples to Writing Committee. -Writing Rubric (Throughout year)	<div style="border: 1px solid black; height: 100px;"></div>

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	
JG Johnson Elementary school's newsletter will include an information column about the writing process and student writing. Information will be disseminated to parents about the JG Johnson writing process throughout the school year.	Parent Newsletter/Published Student Writing Writing Bulletin Board Parent Notified through Connect Ed when students writing is published on writing bulletin board. School Funded for paper, and newsletter	- Newsletter (Writing Article) - Student Writing Samples used during parent meetings - Sign In Sheets at parent conferences - Rubric to show parents - Formative Writing Assessment Scores - Writing Bulletin Board -Connect Ed parent nonfiction print out	-Monthly Writing Samples (WC) - Quarterly Newsletter (Office and WC) - 2 Parent/Teacher Conferences- Nov. 7th and April 3rd (School Wide) - 3 Formative Writing Assessments (Admin and WC) Oct 24, Jan 29 and May 19.	

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	
The teachers will use the school wide aligned adopted writing curriculum. (Write Steps Writing)	-Aligned Writing Curriculum (purchased) -Writing Rubric -45(K) 85(Grd 1-5) min. writing block - TOSA- model writing lessons -District Funded for TOSA Training -School Funded for paper -Title I Funded for Aligned Writing Curriculum.	- 2 RANDOM samples (1 high/1low) turned in to the Writing Committee every month from every teacher school wide to be scored and discussed by grade level teachers. -Lesson Plans -Principal Observation -Writing Bulletin Board	Monthly Writing turned into Writing committee chair person. 45 (K-1) - 85 (2-5) min. writing block daily Principal	

Comments:

<b>2.4 Other (Optional)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	

Comments:

Priority Need/Goal 3 is optional, selection is required:  Not Applicable  Optional

**Based on the CNA, identify all that apply:**

- General Education  FRL  ELL  IEP  Other

**Priority Need/ Goal 3:**

**Root Cause(s)**

**Measurable Objective(s):**

**Monitoring Status**

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>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Required)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	
Comments: <input type="text"/>				
<b>3.3 Curriculum/Instruction/Assessment (Required)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	
Comments: <input type="text"/>				
<b>3.4 Other (Optional)</b>		<input type="checkbox"/> Continuation From Last Year	<b>NCCAT-S Indicators:</b>	

Comments:



# COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I Funding	184,651.66	School Wide Aligned Writing Program (Step Write Writing) Teacher to reduce class size in classes that reach a 1 to 35 ration (3-5) or 1-30 in (1-2) Software/Web Based Programs (Write Step Writing) Conferences for teacher training (Model School Conference, NWEA, Write Step Writing and Everyday Math) After school tutoring	Goals 1,2
General Fund	TBA	Supplies	Goals 1,2
District Fund	TBA	TOSA training for teachers (DOK, Writing, Classroom management, Everyday Math, Using data in the classroom)	Goals 1,2

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

At JG Johnson we work to foster and promote a school-wide community that strives to provide a safe and nurturing environment where positive learning experiences result in academic success for our students as well as teachers and staff. We offer support and professional development to meet our goals and believe that our teachers have valuable ideas to share and contribute.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

We welcome volunteers to our school. We hold annual open house to promote a sense of community. We provide parents with the opportunity to engage students at home with extra practice through using the available web sites to further student experiences and ELA, Reading and Math. We provide family literacy and math nights as well as the opportunity for upcoming Kinder parents to become acclimated with the teachers, school environment and with the expectation/standards being taught at the Kindergarten level. We at JG have developed an educational involvement accord and parent involvement plan brochure in collaboration with parents, school staff, and administration.

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.).

Transition meetings are held to transfer information for receiving students from early childhood to kindergarten. Fifth grade students go out to the middle school for orientation to view the campus and meet the staff. In order to create a smoother transition for our early childhood program students, JG facilitates a "Visit Kindergarten" through our kindergarten teachers that allows for the early childhood program students to prepare for the transition.

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

Teachers are included in decisions regarding the use of academic assessments through participation in school performance team, professional learning communities and staff meetings. The school performance team consists primarily of teacher representatives and develops the school performance plan, including what assessments are used and when they are implemented. The school performance team then takes the information to their PLC's. The PLC groups analyze the data from the district wide NWEA may assessments, as well as from their own teacher created assessments and determine instructional priorities base don data. At whole school staff meetings information from assessments is reported out, commonalities and root causes are discussed, solutions shared and successes are celebrated.

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

The school performance plan activities delineated in this plan include coordinated efforts through expenditures, use of resources, monitoring of implementation and evaluation of progress.

# APPENDIX A- Professional Development Plan

1.1

At the onset of the school year, teachers will participate in professional development focused on implementation of Smarter Balanced DOK questions. Ongoing PD will review and reinforce the implementation of daily DOK questions within classroom instruction.

Goal 1  
Additional  
PD Action  
Step  
(Optional)

Teachers training teachers

2.1

At the onset of the school year, teachers will participate in professional development of an aligned writing curriculum grades K-5. Ongoing PD will review, revise, and reinforce the implementation of daily structured writing.

Goal 2  
Additional  
PD Action  
Step  
(Optional)

Teachers training teachers

3.1

Goal 3  
Additional  
PD Action  
Step  
(Optional)

# APPENDIX B- Family Engagement Plan

1.2

JG Johnson Elementary School's monthly newsletter will include a section on how to improve reading comprehension using higher level thinking strategies to answer DOK 3 questions across the curriculum.

Goal 1	Literacy Nights
Additional	Math Nights
Family	Computer Literacy Nights
Engagement	Open House
Action Step	Parent Conferences
(Optional)	Science Fair



2.2

JG Johnson Elementary school's newsletter will include an information column about the writing process and student writing. Information will be disseminated to parents about the JG Johnson writing process throughout the school year.

Goal 2	Math Nights
Additional	Computer Literacy Nights
Family	Open House
Engagement	Parent Conferences
Action Step	Science Fair
(Optional)	Spelling Bee/Spell-a-thon
	Parent Appreciation Day



3.2

Goal 3	
Additional	
Family	
Engagement	
Action Step	
(Optional)	

## APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

**Priority Need/  
Goal 1:**

JG Johnson students will improve in reading comprehension skills based on Standardized State Wide proficiency Assessment.

**Measurable  
Objective(s):**

At JG Johnson Elementary School, students in grades 3-5 will increase reading comprehension scores from 34% to 55%, as measured by the CRTs in grades 3-5. (34% to 41% in 2013-2014, 41% to 48% in 2014-2015, 48% to 55% in 2015-2016 ) by implementing Smarter Balanced DOK questions across all grade levels from K-5.

**Status**

**Comments:**

	<b>Mid-Year</b>	<b>End-of-Year</b>
1.1	At the onset of the school year, teachers will participate in professional development focused on implementation of Smarter Balanced DOK questions. Ongoing PD will review and reinforce the implementation of daily DOK questions within classroom instruction.	
Progress		
Barriers		
Next Steps		

1.2	JG Johnson Elementary School's monthly newsletter will include a section on how to improve reading comprehension using higher level thinking strategies to answer DOK 3 questions across the curriculum.		
Progress			
Barriers			
Next Steps			
1.3	Teachers will teach and assign DOK 2 & 3 leveled questions weekly . The teachers will use the school wide DOK rubric to assess students understanding of the DOK leveled responses.		
Progress			
Barriers			
Next Steps			
1.4			
Progress			
Barriers			
Next Steps			

## APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

**Priority Need/  
Goal 2:**

JG Johnson Elementary will increase their writing proficiency on the Formative Writing Assessment.

**Measurable  
Objective(s):**

At JG Johnson Elementary School, the percent of proficient students in grades 3-5 will increase to 35% . Students will demonstrate sufficient or deep command of writing as measured by the Nevada Formative Writing Rubric by implementing Write Step Writing across all grade levels K-5. (25% proficiency in 2013-2014, 30% proficiency 2014-2015, to 35% proficiency 2015-2016)

**Status**

**Comments:**

	Mid-Year	End-of-Year
2.1	At the onset of the school year, teachers will participate in professional development of an aligned writing curriculum grades K-5. Ongoing PD will review, revise, and reinforce the implementation of daily structured writing.	
Progress		
Barriers		
Next Steps		

2.2	JG Johnson Elementary school's newsletter will include an information column about the writing process and student writing. Information will be disseminated to parents about the JG Johnson writing process throughout the school year.	
Progress		
Barriers		
Next Steps		
2.3	The teachers will use the school wide aligned adopted writing curriculum. (Write Steps Writing)	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		



## APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

**Priority Need/  
Goal 3:**

**Measurable  
Objective(s):**

**Status**

**Comments:**

	<b>Mid-Year</b>	<b>End-of-Year</b>
3.1		
Progress		
Barriers		
Next Steps		

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