

School Performance Plan

School Name
Adcock, O K ES

Address (City, State, Zip Code, Telephone):
6350 Hyde Ave
Las Vegas, NV 89107-2433, 7027994185

Superintendent/Assistant Chief: Pat Skorkowski / Ronnie Guerzon

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 2 Star

NCCAT-S: Initial

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Elisa Saldivar	Parent	Monica Saldivar Tapia	Parent
Marivel Rico Del Flores	Parent	Wendy DeMille	Principal
Doris Knight	Teacher	Antoinette Lugo	Support staff
Darnell Cardines	Teacher	Matt Landahl	Assistant Principal

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

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
Other: AIMSweb	Other: AIMSweb	Other: AIMSweb
Other:	Other:	Other:

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

SBAC data from 2016 shows that the school was ahead of the district average when totals were compared. SBAC data from 2017 shows that the school was below the district average. Specifically, ELA data shows that 3rd graders decreased proficiency from 63% to 36% and 5th grade decreased from 55% to 47.3%. Math data also shows that 3rd graders decreased proficiency from 57% to 40.9% and 5th grade decreased from 24% to 17%.

4th grade students increased proficiency in both ELA and Math. Data shows 4th grade students increased proficiency from 38% to 45% in ELA and increased from 32% to 39.8% in Math.

Teachers, administration, and support staff worked cooperatively to produce a plan to increase student growth on the selected Reading and Math standard as measured by statewide assessments and AIMSweb. Training was provided to teachers and support staff whom were deficient in the identified areas. Staff conducted scheduled meetings to plan instruction and evaluate student progress. Student learning goals will be tailored to improve teacher instruction to meet the goals outlined in the School Performance Plan. Areas of weakness will be identified and an action plan implemented to improve achievement in those areas.

Teachers will utilize SBCT time and teacher planning time to analyze standards and create grade level assessments in Math and Reading to improve student achievement through higher-level questioning and multi-stepped assessments. Implementation of Ready Gen in the Intermediate grades will begin in 2018.

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
---	---	---	---	---	--------------------------------

Priority Need/Goal 1:

All students will increase proficiency in ELA from 43.2% to 50.2% by 2019 as measured by state summative assessments.

Root Causes:

Due to not having a district adopted program, Tier 1 reading instruction has not been consistent from grade to grade, including designing instruction for differentiated groups to meet specific needs as well as phonics.

Measurable Objective 1:

On the 2018 state assessments, increase the percent of 3rd grade students proficient in reading from 36% to 46% by May of 2018 as measured by state assessments.

Measurable Objective 2:

On the 2018 state assessments, increase the percent of 4th grade students proficient in reading from 45.6% to 50.6% by May of 2018 as measured by state assessments.

Measurable Objective 3:

On the 2018 state assessments, increase the percent of 5th grade students proficient in reading from 47.3% to 52.3% by May of 2018 as measured by state assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.3, 2.2	

Professional development will be provided to support tier 2 specific/targeted reading interventions; Reading A to Z & the NVACS aligned Components Overview, Read by Three At-Risk Targeted Students, Differentiated Instruction (district wide); intervention program; AR Reports & Goal Setting; Words Their Way (word study); Explicit Phonics; Cohort B ELL Strategies, Ready Gen; and Instructional Rounds.	Ready Gen, ELL Tutoring, AR Reports - before school; Title I and before school meetings; Words Their Way; Read By Three reports from IC, conferences with parents Title I Funds: Data Strategists (\$) Substitutes for collaboration and professional development (\$) Read by Three Grant (Strategist), MAPS, Brigrance, Core Phonics, and Aims.	Tier 2, AR Reports, Words Their Way, Explicit Phonics, Signed Parent Contact Sheets for identified At-Risk students (Read by Three), SBCT sign in sheets, Cohort B sign in sheets, MAPS Reports, and Aims Reports.	Tier 2 PD (2017-2018) - Principal, Title I Data Strategist; Librarian; AR Reports (2017-2018) - Librarian; FCRR, Words Their Way & Explicit Phonics (2017-2018) - Title I Data Strategist, Read by Three (2017-2018); Documentation, identification of At-Risk students and plan for Read By Three (2017-2018) - Read By Three Strategist.	N/A
--	---	--	--	-----

Comments:
N/A

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.3, 2.2	
Grade Level parent meetings to discuss literacy strategies and the importance of attendance; AR Open Lab to invite parents and allow them to become familiar with AR expectations and encourage literacy with their child; Curriculum Family Night; Weekly newsletters are provided to the families to communicate the focus for literacy instruction; updated Website with links and Facebook page; Tutoring, FACES, PTO Meetings.	Grade Level Parent Meetings and Curriculum Family Night; Weekly Newsletters - Title I Funds; Parent Involvement (materials, refreshments, and licensed extra duty pay (\$), and google.	(STAR and DRA pre and post assessments); Title I Parent Sign-In Sheets, Title I Parent Evaluation Sheets, Agenda for each session, Tutoring Attendance Sheet, class Dojo, Read by Three Letters, Parentlink, and Attendance Meetings.	AR Open Labs (Sept. 2017-May 2018) - ELL Success Advocate & Teachers; Grade Level parent Meetings (Nov 2017 - May 2018) - Grade level Chairs & Title I Liaison; Curriculum Night (February 2018) - Curriculum Committee & Title I Liaison; Weekly newsletters - Classroom teachers; Tutoring (October 2017 - May 2018); Attendance Meetings (Admin).	N/A

Comments:
N/A

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.3, 2.2	
Reading A-Z; Accelerated Reader (AR) books; computer programs; cont' Kagan Structures, Common Summative Assessments, weekly professional learning communities (PLCs) to discuss NVACS; Imagine Learning software program to provide English Language Intervention for our ELL students, Ready Gen, Explicit Phonics, Words Their Way, and Michael Haggarty.	CTT for intervention (\$14,300 - Title I); Reading A to Z licenses - General Budget; Exemplar Texts & Paired Text sets - CCSD IDPL; Chromebooks, Ready Gen Materials (General Budget); CSR 5th Grade Teacher (\$75,000) Title I Funds: headphones (\$330); Certified Temporary Tutor to provide enrichment/intervention (\$14,300) CSR 5th grade teacher (\$80,000); ReadyGen instructional materials (\$25,014.78);	Lesson plans showing implementation of Literacy Block with Differentiated Instruction, lesson plans for intervention block, classroom observations: PLC meeting minutes; MAPS, & Imagine Learning reports.	Literacy block with differentiated instruction utilizing resources (Reading A to Z, Exemplar and paired texts, Technology: AR, iReady, etc.) Sept. 2017-June 2018 - Administration, Read By Three Strategist; Imagine learning (Oct 2017 - May 2018) - ELL Success Advocate	N/A

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
---	---	---	---	---	--------------------------------

Priority Need/Goal 2:

All students will increase in math proficiency from 33.9% to 41.9%.

Root Causes:

Due to not having a district adopted program, Tier 1 math instruction has not been consistent from grade to grade, including designing instruction for differentiated groups to meet specific needs as well as basic math skills across grade levels.

Measurable Objective 1:

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from X to Y by 2018 as measured by state assessments.

Measurable Objective 2:

Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from X to Y by 2018 as measured by state assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.3, 2.2	
Professional development will be offered to support Tier I Teaching Strategies, Investigations Training, Differentiated Instruction, Tier 2, ST Math, MAPS, number talks, and ReadyGen instructional materials.	Tier 1 and 2 Teaching Strategies PD; Technology Trainings (Chromebooks, iPads, Google) PD; Investigations PD- Title I; before school meetings; Analyzing Data- Data Strategist; Title I Funds: Data Strategist (\$80,000), Substitutes for collaboration and professional development (\$6,000), and ST Math.	Investigations PD; ELL SSA-Sign in sheet, ST Math, and MAPS.	Tier 1 and 2 (Sept 2017-May 2018) - Principal & Title I Data Strategist; Weekly RTI meetings-Data Strategist; Investigations (November 2017), ST Math, and MAPS.	N/A

Comments:
N/A

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.3, 2.2	
Grade level parent meetings to discuss literacy and math strategies and the importance of attendance; Encourage Math with families and students; Math Family Night; Weekly newsletters and Parentlink are provided to the families to communicate the focus for Math instruction.	(ELL funding)- ; Grade Level Parent Meetings & Curricular Nights Extra duty pay for non-contracted time (\$782) Title I; Curricular Nights Materials for families (\$1,017) -Title I; Weekly Newsletter -via Google e-mail; Title I Funds: instructional materials, refreshments, and extra-duty pay for parent training (\$2089)	Attendance Sheet; Title I Parent Sign-in sheets, Title I Parent Evaluation sheets, Agenda for each session; Teacher Newsletters, MAPS, and ST Reports.	ST Open Labs (Sept 2017 - May 2018) - Assist Principal; Curriculum Night (March 2018) - Curriculum Committee & Title I liaison; Math Nights (Jan 2018) - Curriculum Committee & Title I Liaison; Weekly newsletters (Sept 2017-June 2018) - Classroom teachers, Parentlink-Principal	N/A

Comments:
N/A

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.3, 2.2	
Data Strategist, Class size reduction 5th grade teacher, Certified Temporary Tutor (CTT), targeted intervention grouping 1st-3rd grades & 4-5th grades, ELL & Kagan strategies, Differentiated Instruction; Grade level and leadership collaboration for planning, grading, assessment creation and data analysis; ST Math.	Grade Level and Leadership Team collaboration for planning, grading, assessment creating, and data analysis; Intervention Groups- Daily Instructional time for 1st-3rd & 4th-5th grade bands; Title I Funds: headphones (\$330); Certified Temporary Tutor to provide enrichment/intervention (\$14,300) CSR 5th grade teacher (\$80,000); ReadyGen instructional materials (\$25,014.78); AIMSweb (\$2550);	Lesson Plans, RTI meetings, RTI progress monitoring data, Grade level RTI schedule, Observation notes; Imagine Learning reports.	Targeted Intervention Groups, Math strategies, NEPF standards in place (Sept 2017 - June 2018) - Administration; planning & Implementation of Math Block with Differentiated Instruction (Sept 2017-June 2018) - Administration; Investigations and Standards for Math Practice (Sept 2017-June 2018) - Administration; AR Administration and Data Strategist; iStation -Librarian; Imagine Learning - ELL Success Advocate	N/A

Comments:
N/A

2.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.3, 2.2	
Tutoring to provide extra instructional time for ELL students and support for students who are performing below grade level standards	Title II Funds: At least \$1500	Progress in AIMSweb benchmark and progress monitoring data, Title I Tutoring Sign-in sheets; SBAC and WIDA	Tutoring (Oct 2017 - May 2018) - Assist. Principal and Title I Data Strategist	N/A

Comments:
N/A

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

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

Priority Need/Goal 3:

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

Root Causes:

There is a need for training in the area of cultural competency as evidenced by the presence of district achievement gap data.

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2018-2019 school year as measured by sign-in sheets.

Measurable Objective 2:

100% of staff will participate in mandatory ELL cohort B professional development sessions during the 2018-2019 school year as measured by sign-in sheets.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.3	
The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings. The ELL instructional rounds	Training materials from Equity and Diversity Education Department Equity and Diversity Education Department Liaison ELL Cohort B	Staff meeting sign- in sheets, agenda	The principal is responsible for ensuring this action step takes place during the 2018-2019 school year. Equity and Diversity Liaison is responsible for attending professional development quarterly and sharing information with the staff.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Information is shared at family nights.	Title 1 Parent Set aside money	Sign-in sheets and agenda	The principal is responsible for ensuring this action step takes place during the 2018-2019 school year. Equity and Diversity Liaison is responsible for attending professional development quarterly and sharing information with the parents.	N/A

Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
18-19 Title 1 & Parent Involvement Set Aside	245,200.00	Class size reduction 5th grade teacher (\$80,000); Data Strategist (\$80,000); Certified Temporary Tutor (\$14,300); Substitutes for collaboration (\$9900; AIMSweb (\$3450; ReadyGen instructional materials (\$18,544.06); ST Math (28,000); instructional materials, refreshments, and extra-duty pay for parent trainings (\$2452)	Goals 1, 2 and 3
Read by Grade 3	TBD	Learning Strategist	Goals 1 and 3
Title III- ELL Learning Supports	13,640.00	Imagine Learning License for 75 students CTT to tutor ELL students	Goal 1

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.

Administrators seek highly qualified candidates, including new grads, by utilizing the SearchSoft system when a position is about to open. New teachers are initially welcomed by meeting one or more of their future team members during the interview process. Collaboration during weekly PLCs is another way to acclimate someone to the campus. Every new teacher will have assigned mentor, outside their team, as an additional help to guide him/her during the first year.

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.

The school accountability report communicates to families about the status of the school, most current proficiency and attendance rates, and family engagement in both English and Spanish. Communications are sent home in English and Spanish. Teachers send home monthly progress reports, and parents have access to Infinite Campus to check ongoing progress. Parents are encouraged to volunteer within the school. Make & Take curricular nights are available to parents throughout the year.

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.).

Adcock has a Title I Pre-Kindergarten program for students which assists the students in transitioning to kindergarten the following year. A Meet and Greet is scheduled right before the first day of school to allow families to meet their child's teacher before the year begins. 5th graders transitioning to middle school are introduced to magnet schools through a magnet school coordinator earlier in the year. At the end of the year, 5th graders take a field trip to Garside and Johnson, our feeder schools.

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

AIMSweb is utilized by all teachers to screen their students 3 times per year to identify students who need monitoring in different areas, including: reading fluency and comprehension, and computational skills. Each lower performing student's PM data is reviewed and discussed with the grade level team to determine next steps. Common summative assessments are created and discussed during weekly PLCs. DE assessments are discussed during STPT and help plan for future instruction and student needs.

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

Federal assistance is provided to the school through additional funding, which is the fuel to many improvement efforts communicated throughout this School Performance Plan. The need to reach out to the families, and providing the teachers compensation and families the resources to use at home, is possible through this funding. Local services have also coordinated their efforts with the school by providing food, backpacks, and supplies for less fortunate families.

APPENDIX A - Professional Development Plan

1.1

Professional development will be provided to support tier 2 specific/targeted reading interventions; Reading A to Z & the NVACS aligned Components Overview, Read by Three At-Risk Targeted Students, Differentiated Instruction (district wide); intervention program; AR Reports & Goal Setting; Words Their Way (word study); Explicit Phonics; Cohort B ELL Strategies, Ready Gen; and Instructional Rounds.

Goal 1 Additional PD Action Step (Optional)

2.1

Professional development will be offered to support Tier I Teaching Strategies, Investigations Training, Differentiated Instruction, Tier 2, ST Math, MAPS, number talks, and ReadyGen instructional materials.

Goal 2 Additional PD Action Step (Optional)

3.1

The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings. The ELL instructional rounds

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Grade Level parent meetings to discuss literacy strategies and the importance of attendance; AR Open Lab to invite parents and allow them to become familiar with AR expectations and encourage literacy with their child; Curriculum Family Night; Weekly newsletters are provided to the families to communicate the focus for literacy instruction; updated Website with links and Facebook page; Tutoring, FACES, PTO Meetings.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Grade level parent meetings to discuss literacy and math strategies and the importance of attendance; Encourage Math with families and students; Math Family Night; Weekly newsletters and Parentlink are provided to the families to communicate the focus for Math instruction.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Information is shared at family nights.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

All students will increase proficiency in ELA from 43.2% to 50.2% by 2019 as measured by state summative assessments.

Measurable Objective(s):

- On the 2018 state assessments, increase the percent of 3rd grade students proficient in reading from 36% to 46% by May of 2018 as measured by state assessments.
- On the 2018 state assessments, increase the percent of 4th grade students proficient in reading from 45.6% to 50.6% by May of 2018 as measured by state assessments.
- On the 2018 state assessments, increase the percent of 5th grade students proficient in reading from 47.3% to 52.3% by May of 2018 as measured by state assessments.

Status
N/A

Comments:

1.1 Professional Development: N/A

1.2 Family Engagement: N/A

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Professional development will be provided to support tier 2 specific/targeted reading interventions; Reading A to Z & the NVACS aligned Components Overview, Read by Three At-Risk Targeted Students, Differentiated Instruction (district wide); intervention program; AR Reports & Goal Setting; Words Their Way (word study); Explicit Phonics; Cohort B ELL Strategies, Ready Gen; and Instructional Rounds.	
Progress		
Barriers		
Next Steps		
1.2	Grade Level parent meetings to discuss literacy strategies and the importance of attendance; AR Open Lab to invite parents and allow them to become familiar with AR expectations and encourage literacy with their child; Curriculum Family Night; Weekly newsletters are provided to the families to communicate the focus for literacy instruction; updated Website with links and Facebook page; Tutoring, FACES, PTO Meetings.	
Progress		

Barriers		
Next Steps		
1.3	Reading A-Z; Accelerated Reader (AR) books; computer programs; cont' Kagan Structures, Common Summative Assessments, weekly professional learning communities (PLCs) to discuss NVACS; Imagine Learning software program to provide English Language Intervention for our ELL students, Ready Gen, Explicit Phonics, Words Their Way, and Michael Haggarty.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

All students will increase in math proficiency from 33.9% to 41.9%.

Measurable Objective(s):

- Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from X to Y by 2018 as measured by state assessments.
- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from X to Y by 2018 as measured by state assessments.

Status
N/A

Comments:

2.1 Professional Development: N/A

2.2 Family Engagement: N/A

2.3 Curriculum/Instruction/Assessment: N/A

2.4 Other: N/A

	Mid-Year	End-of-Year
2.1	Professional development will be offered to support Tier I Teaching Strategies, Investigations Training, Differentiated Instruction, Tier 2, ST Math, MAPS, number talks, and ReadyGen instructional materials.	
Progress		
Barriers		
Next Steps		
2.2	Grade level parent meetings to discuss literacy and math strategies and the importance of attendance; Encourage Math with families and students; Math Family Night; Weekly newsletters and Parentlink are provided to the families to communicate the focus for Math instruction.	
Progress		

Barriers		
Next Steps		
2.3	Data Strategist, Class size reduction 5th grade teacher, Certified Temporary Tutor (CTT), targeted intervention grouping 1st-3rd grades & 4-5th grades, ELL & Kagan strategies, Differentiated Instruction; Grade level and leadership collaboration for planning, grading, assessment creation and data analysis; ST Math.	
Progress		
Barriers		
Next Steps		
2.4	Tutoring to provide extra instructional time for ELL students and support for students who are performing below grade level standards	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

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

Measurable Objective(s):

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2018-2019 school year as measured by sign-in sheets.
- 100% of staff will participate in mandatory ELL cohort B professional development sessions during the 2018-2019 school year as measured by sign-in sheets.

Status
N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1	The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings. The ELL instructional rounds	
Progress		
Barriers		
Next Steps		
3.2	Information is shared at family nights.	
Progress		

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