

School Performance Plan

School Name	
THOMPSON, SANDRA L. ES	
Address (City, State, Zip Code, Telephone):	
7351 NORTH CAMPBELL ROAD LAS VEGAS, NV 89149, 7027993430	
Superintendent/Region Superintendent:	Jesus Jara / Grant Hanevold
For Implementation During The Following Years:	2020-2021

The Following MUST Be Completed:

Title I Status:	NA
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	<input type="checkbox"/> Use of Core Instructional Materials	<input type="checkbox"/> Scheduling	<input type="checkbox"/> 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
Shawn Halland	Principal	Nicole Noble	Assistant Principal
Sarah Roberts	Kindergarten Teacher	Teresa Albert	Grade 1 Teacher
Julie Hashimoto	Grade 4 Teacher	Katherine Sugden	Grade 5 Teacher
Shaute Douridas	Special Education Teacher	Amanda Gift	RBG3 Liaison
Coralee Childers	Grade 3 Teacher	Christie Rodriguez	Grade 2 Teacher
Tiffany Orbon	Parent		

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)
Formative Assessments Practice	Placement (Proficiency Levels)	Achievement Gap Data
Summative Assessments	Nevada School Performance Framework (NSPF)	Teacher/Administrator Observation Data
Teacher/Administrator Observation Data	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

Strengths: SBAC results indicated students performed above district and state proficiency levels; overall results from 2019 show that 57.2% of students met or exceeded proficiency standards in Math and 64.3% met or exceeded standards in English Language Arts on the 2018-2019 SBAC assessment.

The three targeted subgroups (African-American, FRL, and Special Education) all met/exceeded the state's Measures of Interim Progress (MIP) for both Reading and Math.

The school's overall MGP in Math increased from 45 to 54. The school's overall MGP in Reading increased from 49 to 63.

AGP growth data for Economically Disadvantaged students increased from 30 to 36 in Math and 54.4 to 58.7 in ELA.

3 year trend data for student performance on the winter administration of the Measures of Academic Progress (MAP) assessment, given to K-3 students, shows an increase in the percent of students performing above the 40th percentile in Reading for the following grades: 72% of first grade students (+3%); 74% of second grade students (+4%); and 83% of third grade students (+23%).

3 year trend data for student performance on the winter administration of the Measures of Academic Progress (MAP) assessment, given to K-3 students, shows an increase in the percent of students performing above the 40th percentile in Math for the following grades: 68% of first grade students (+6%); 63% of second grade students (+5%); and 73% of third grade students (+14%).

Chronic absenteeism declined from 12.5% in 2017-2018 to 7.7% in 2018-2019, the last year with absenteeism data.

An analysis of the school performance data based on SBAC data from 2018-2019 identified the following Areas of Concern: Reading proficiency declined from 64.9% to 64%; Math proficiency declined from 57.4% to 56.7%.

AGP for African American students in Math declined from 26 to 17.8.

An analysis of accountability data indicates that only 22.6% of non-proficient students in math are making adequate progress towards proficiency, a decline from 27.1% from the previous year. This compares to 48.7% of non-proficient students in Reading making adequate progress, an increase of 2.5% from the previous year.

The number of non-proficient African-American students making adequate growth toward proficiency targets declined from 20% to 10% in Math. The number of non-proficient Economically Disadvantaged students making adequate growth toward proficiency in math declined from 23% to 18.8%, and in Reading the decline was from 45.7% to 40.2%.

3 year trend data on student performance on the Measures of Academic Progress (MAP) assessment, given to K-3 students during the from 2017 to 2020, shows that the percent of students meeting/exceeding established growth targets declined from 57% to 56% in Reading and from 62% to 52% in Math (Winter MAP data used due to the COVID-19 shutdown that resulted in the cancellation of the Spring 2020 MAP assessment).

The number of EL students making adequate growth as measured by WIDA assessment data declined from 43.7% to 30%.

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:

Increase the percent of all students proficient in English language arts (ELA)/mathematics/science from 64% to 68% by 2020, as measured by state summative assessments.

Root Causes:

Teachers lacked the strategies and skills to effectively scaffold when providing rigorous instruction. There was a lack of high cognitive demand placed on students. In addition, there is a need for ongoing professional development related to scaffolding instruction and utilizing effective strategies to address student needs so that teachers can provide targeted instruction to students. There was not a clear and consistent foundational skills program used in grades K-3. Teachers in Grades 4-5 were not familiar with using data from MAP Growth to inform and adjust their instruction to meet individual student needs.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in ELA from 65.5% to 70% as measured by the state summative assessment.

Measurable Objective 2:

Increase the percent of students achieving above the 40th percentile in ELA to 75% by 2021, as measured by the spring 2021 MAP assessment.

Measurable Objective 3:

Increase the percent of students achieving above the 40th percentile in Math to 70% by 2021, as measured by the spring 2021 MAP assessment.

Measurable Objective 4:

Increase the percent of English learners achieving AGP toward English Language Proficiency from 30% to 50% by 2021, as measured by English Language Proficiency Assessment.

Monitoring Status

N/A

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

Teachers will participate in job-embedded professional development provided by the RBG3 strategist to ensure all teachers are consistently using effective literacy practices within their daily instruction. K-1 teachers will be trained in the adopted foundational skills program adopted by the school.	Release Time for teachers to collaborate (2 days per teacher); \$97/day for substitute teachers; (school budget); RBG3 strategist planning and providing training; Mentor teachers to model and train for effective instructional strategies; 5 days of professional development to train K-1 teachers on foundational skills implementation.	Collaborative meeting agendas and training materials; Teacher action plans, lesson plans, and lesson artifacts; Grade level long range unit plans to ensure mastery of standards; Peer observation notes and feedback logs; Class level and school level assessment data; Teacher self-assessment and goal setting documents.	Classroom teachers- weekly PLC meetings (beginning in November); RBG3 strategist-coordinating training, monthly; Administration- observation data analyzed biweekly; Teacher feedback meetings at least biweekly (following each observation) Classroom teachers- weekly use of checklist in lesson planning	N/A
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Comments:

NVACS - Nevada Academic Content Standards ILT - Instructional Leadership Team RBG3 - Read by Grade 3 Strategist

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Each teacher will provide updates on student mastery of standards through bi-weekly progress reports, the IC Parent Portal, parent conferences, informal meetings, and school academic nights depending on the status of school reopening. In addition, non-proficient students will be able to utilize the web- based intervention program at home.	Academic Night Committee; Infinite Campus Parent Portal	Updated grades in IC at least twice weekly; Infinite Campus Grade Reports; Parent conference goal sheets for each student K-5; Parent conference attendance sheets;	Classroom teachers-inputting Infinite Campus Grade entries, twice a week; Academic Night Events Committee-monthly planning meetings;	N/A

Comments:

IC-Infinite Campus

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will analyze assessments within grade level to ensure there is a direct alignment between standards, instruction, and assessment. Teachers will adjust assessments if needed. Collaborate with grade level to ensure each teacher is teaching at the same cognitive demands as the assessment is assessing Identify each specific standard that the assessment is targeting Daily/Weekly progress monitoring assessment of the students skills on a specific skill (exit tickets) Assessment calendar followed with regular interim assessments between MAP Growth assessments Selected students will receive additional instruction daily focusing on scaffolding deficit skills. Students meeting/exceeding standards will receive enrichment opportunities. Selected students will receive computer-based instructional support to address foundational skill gaps. After school tutoring will be offered for non-proficient students K-1 Teachers will be trained on the school's adopted foundational skills program	Intervention materials to be used during the daily intervention block K-1 Foundational Skills program, \$15,000 EasyCBM - progress monitoring tool; \$240	Progress monitoring data; Monthly grade level RTI lists; i-Ready usage and progress data; Interim Assessment data; Lesson plans; Classroom observation data;	Classroom teacher-providing intervention daily beginning October, 2020 RTI grade level case managers and chairperson-monthly meetings; Grade level meetings (Grade Level Chair)-weekly
			N/A

Comments:

IC-Infinite Campus

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:

Increase the percent of all students proficient in mathematics from 56.7% to 60% by 2020-2021 as measured by state summative assessments.

Root Causes:

The analysis of school data indicates a need for additional collaboration and follow through in order to implement effective practices. Teachers lacked the strategies and skills to effectively scaffold when providing rigorous instruction during math instruction. There was a lack of high cognitive demand placed on students. In addition, there is a need for ongoing professional development related to scaffolding instruction and utilizing effective strategies to address student needs so that teachers can provide targeted instruction to students. Teachers lacked the in-depth knowledge related to what mastery should look like at the standard, target, and claim level. Teachers were not adequately trained in the use of the school's math curricular resource. Lastly, there was inconsistency within and across grade levels in terms of using assessments to guide instructional planning and delivery as well as knowledge of vertical alignment in Math.

Measurable Objective 1:

Increase the percent of non-proficient students meeting AGP in mathematics from 22.6% to 38% by 2020-2021 as measured by state summative assessments, and reported on the NSPF.

Measurable Objective 2:

African American students will increase proficiency in Math from 37.2% to 40% by 2021 as measured by the state summative assessment.

Measurable Objective 3:

Economically Disadvantaged students will increase proficiency in Math from 46.6% to 52% by 2021 as measured by the state summative assessment.

Monitoring Status

N/A

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

Professional development will include collaboration on practices and scaffolds to provide for students to develop deep mathematical understanding. Teachers will learn and implement strategies to scaffold instruction for all learners. All staff will participate in professional development focusing on effective instructional practices in math. This will include ensuring all teachers are using the CCSD math framework to plan and guide instruction. Teachers will participate in ongoing collaborative professional development which focuses on vertical alignment of unwrapped standards above and below their current grade level. Teachers will participate in ongoing collaborative professional development which focuses on reflection and adjustment of current practice to enhance vertical alignment. Teachers will analyze and adjust instruction to ensure alignment with effective math instructional practices; Grades 3-5 teachers will utilize MAP Accelerator to connect student RIT scores with instructional support via Accelerator.	Professional development to ensure all teachers are providing effective mathematics lessons using the school's math program. Professional development will include collaboration on practices and scaffolds to provide for students to develop deep mathematical understanding. Teachers will learn and implement strategies to scaffold instruction for all learners. Math team to train/model/coach teachers on effective math instructional practices	Meeting agendas and materials for training; Teacher action plans, lesson plans, and lesson artifacts; MAP Accelerator instructional usage data Long range curricular plans	3 Days of PD: October, November, January - Math team Classroom teachers- weekly PLC and monthly collaborative training; Administration- observation data analyzed bi-weekly; Teacher feedback meetings at least bi-weekly	N/A
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Comments:

ILT-Instructional Leadership Team

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Students will access Scootpad Math and/or MAP Accelerator at home and school; Teachers will share student progress on their mastery of standards via the IC Parent Portal, parent conferences, and academic nights; Progress reports will be regularly provided to parents and families.	Scootpad Math Campus Parent Portal and grade books	Map Accelerator data for grades 3-5 Scootpad usage and growth reports- sent home monthly; Parent/teacher conference agendas and sign-in sheets; MAP Assessment data reports.	Classroom teacher- Scootpad and MAP Accelerator reports distributed to parents monthly Administration- verification of parent/teacher conferences (November, 2020)	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will participate in 3 days of professional development which focuses effective implementation of the standards-based math program. Teachers will participate in ongoing collaborative professional development which focuses on vertical alignment of unwrapped standards above and below their current grade level. Teachers will participate in ongoing collaborative professional development which focuses on reflection and adjustment of current practice to enhance vertical alignment. Classroom teachers will enhance instructional techniques to focus on scaffolding instruction for all levels of students. Teachers will collaborate on strategies to implement NEPF and math standards.	Math PD - onsite: 3 days, \$10,500 (general budget) ILT- facilitating weekly and monthly collaborative trainings; Release time for teacher collaboration (2 days); \$97/day for substitutes weekly and monthly collaborative trainings; Dedicated Collaboration Schedule to meet with cross-grade level teams	Grade reports; Lesson plans and artifacts; Teacher observation data; MAP Assessment data Grade level training and collaboration agendas and materials	Classroom teachers- providing intervention for reading/math (October-May) Administration- Conducting lesson observations and feedback meetings (August-May); ILT- facilitating trainings-monthly (December-May) and PLC's (weekly)

Comments:
ILT-Instructional Leadership Team

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 type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:**Root Causes:****Monitoring Status**

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

Comments:

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

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Comments:

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

Comments:

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

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)
RBG3	\$89,000	Staff for 1 Read by Grade 3 Strategist position.	Goal 1
General Budget	\$3,000	Sub days for teacher collaboration, data analysis, planning, and professional development.	Goals 1 and 2
General Budget	\$15,000	Purchase K-1 Foundational Literacy Program, with training.	Goal 1
General Budget	\$14,000	Professional Development for licensed staff: 4 days devoted to effective math instruction design and delivery.	Goal 2
General Budget	\$3,068,643.79	Staff school-Administration, Licensed, and Support Staff; Furnish instructional supplies and resources.	Goals 1 and 2
CSR Funds	\$441,027.55	Reduce class sizes in grades 1-3.	Goals 1 and 2

Plan for improving the school climate

Goal:

The percent of students who are happy with the school, as indicated by the annual district survey, will increase from 83.8% to 88%.

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

Students will participate in weekly SEL lessons using the 7 Mindsets program. Students will earn recognition through school initiatives such as Thompson Tribute, Academic Awards, Students of the Month, and attendance incentives. The principal will also initiate Positive Behavior Referrals, a system where students are referred to the office for exemplary behavior and actions.

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

7 Mindsets lesson plans - teachers Classroom observations - administration Positive referrals - administration

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

Discipline data Attendance data Climate Survey data (district-wide survey) 7 Mindsets survey in May, 2021

APPENDIX A - Professional Development Plan

1.1

Teachers will participate in job-embedded professional development provided by the RBG3 strategist to ensure all teachers are consistently using effective literacy practices within their daily instruction. K-1 teachers will be trained in the adopted foundational Skills program adopted by the school.

Goal 1 Additional PD Action Step (Optional)

2.1

Professional development will include collaboration on practices and scaffolds to provide for students to develop deep mathematical understanding. Teachers will learn and implement strategies to scaffold instruction for all learners. All staff will participate in professional development focusing on effective instructional practices in math. This will include ensuring all teachers are using the CCSD math framework to plan and guide instruction. Teachers will participate in ongoing collaborative professional development which focuses on vertical alignment of unwrapped standards above and below their current grade level. Teachers will participate in ongoing collaborative professional development which focuses on reflection and adjustment of current practice to enhance vertical alignment. Teachers will analyze and adjust instruction to ensure alignment with effective math instructional practices; Grades 3-5 teachers will utilize MAP Accelerator to connect student RIT scores with instructional support via Accelerator.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Each teacher will provide updates on student mastery of standards through bi-weekly progress reports, the IC Parent Portal, parent conferences, informal meetings, and school academic nights depending on the status of school reopening. In addition, non-proficient students will be able to utilize the web- based intervention program at home.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Students will access Scootpad Math and/or MAP Accelerator at home and school; Teachers will share student progress on their mastery of standards via the IC Parent Portal, parent conferences, and academic nights; Progress reports will be regularly provided to parents and families.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 1****Priority Need/Goal 1:**

Increase the percent of all students proficient in English language arts (ELA)/mathematics/science from 64% to 68% by 2020, as measured by state summative assessments.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in ELA from 65.5% to 70% as measured by the state summative assessment.
- Increase the percent of students achieving above the 40th percentile in ELA to 75% by 2021, as measured by the spring 2021 MAP assessment.
- Increase the percent of students achieving above the 40th percentile in Math to 70% by 2021, as measured by the spring 2021 MAP assessment.
- Increase the percent of English learners achieving AGP toward English Language Proficiency from 30% to 50% by 2021, as measured by English Language Proficiency Assessment.

Status

N/A

Comments:

1.1 Professional Development: NVACS - Nevada Academic Content Standards ILT - Instructional Leadership Team RBG3 - Read by Grade 3 Strategist

1.2 Family Engagement: IC-Infinite Campus

1.3 Curriculum/Instruction/Assessment: IC-Infinite Campus

1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will participate in job-embedded professional development provided by the RBG3 strategist to ensure all teachers are consistently using effective literacy practices within their daily instruction. K-1 teachers will be trained in the adopted foundational Skills program adopted by the school.	
Progress		
Barriers		
Next Steps		
1.2	Each teacher will provide updates on student mastery of standards through bi-weekly progress reports, the IC Parent Portal, parent conferences, informal meetings, and school academic nights depending on the status of school reopening. In addition, non-proficient students will be able to utilize the web-based intervention program at home.	
Progress		

Barriers		
Next Steps		
1.3	Teachers will analyze assessments within grade level to ensure there is a direct alignment between standards, instruction, and assessment. Teachers will adjust assessments if needed. Collaborate with grade level to ensure each teacher is teaching at the same cognitive demands as the assessment is assessing Identify each specific standard that the assessment is targeting Daily/Weekly progress monitoring assessment of the students skills on a specific skill (exit tickets) Assessment calendar followed with regular interim assessments between MAP Growth assessments Selected students will receive additional instruction daily focusing on scaffolding deficit skills. Students meeting/exceeding standards will receive enrichment opportunities. Selected students will receive computer-based instructional support to address foundational skill gaps. After school tutoring will be offered for non-proficient students K-1 Teachers will be trained on the school's adopted foundational skills program	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 2****Priority Need/Goal 2:**

Increase the percent of all students proficient in mathematics from 56.7% to 60% by 2020-2021 as measured by state summative assessments.

Measurable Objective(s):

- Increase the percent of non-proficient students meeting AGP in mathematics from 22.6% to 38% by 2020-2021 as measured by state summative assessments, and reported on the NSPF.
- African American students will increase proficiency in Math from 37.2% to 40% by 2021 as measured by the state summative assessment.
- Economically Disadvantaged students will increase proficiency in Math from 46.6% to 52% by 2021 as measured by the state summative assessment.

Status
N/A

Comments:

2.1 Professional Development: ILT-Instructional Leadership Team

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment: ILT-Instructional Leadership Team

2.4 Other:

	Mid-Year	End-of-Year
2.1	Professional development will include collaboration on practices and scaffolds to provide for students to develop deep mathematical understanding. Teachers will learn and implement strategies to scaffold instruction for all learners. All staff will participate in professional development focusing on effective instructional practices in math. This will include ensuring all teachers are using the CCSD math framework to plan and guide instruction. Teachers will participate in ongoing collaborative professional development which focuses on vertical alignment of unwrapped standards above and below their current grade level. Teachers will participate in ongoing collaborative professional development which focuses on reflection and adjustment of current practice to enhance vertical alignment. Teachers will analyze and adjust instruction to ensure alignment with effective math instructional practices; Grades 3-5 teachers will utilize MAP Accelerator to connect student RIT scores with instructional support via Accelerator.	
Progress		
Barriers		
Next Steps		

2.2	Students will access Scootpad Math and/or MAP Accelerator at home and school; Teachers will share student progress on their mastery of standards via the IC Parent Portal, parent conferences, and academic nights; Progress reports will be regularly provided to parents and families.	
Progress		
Barriers		
Next Steps		
2.3	Teachers will participate in 3 days of professional development which focuses effective implementation of the standards-based math program. Teachers will participate in ongoing collaborative professional development which focuses on vertical alignment of unwrapped standards above and below their current grade level. Teachers will participate in ongoing collaborative professional development which focuses on reflection and adjustment of current practice to enhance vertical alignment. Classroom teachers will enhance instructional techniques to focus on scaffolding instruction for all levels of students. Teachers will collaborate on strategies to implement NEPF and math standards.	
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:****3.1 Professional Development:****3.2 Family Engagement:****3.3 Curriculum/Instruction/Assessment:****3.4 Other:**

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

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