

School Performance Plan

School Name	
Thompson, Sandra L ES	
Address (City, State, Zip Code, Telephone):	
7351 N Campbell Rd Las Vegas, NV 89149, 7027993430	
Superintendent/Assistant Chief:	Jesus Jara / Jeff Hybarger
For Implementation During The Following Years:	2018-2019

The Following MUST Be Completed:

Title I Status:	Served
Designation:	NA
Grade Level Served:	Elementary
Classification:	4 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
Tammy Condon	Parent	Shawn Halland	Principal
Nicole Noble	Assistant Principal	Heather Gonzalez	RBG3 Strategist
Aunikah Delgado	Grade 5 Teacher	Evelyn Stewart	Grade 2 Teacher
Hollie Morgan	Grade 1 Teacher	Raechel Leavitt	Kindergarten Teacher
Ashley Horvath	Special Education Teacher		

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	Teacher/Administrator Observation Data	Teacher/Administrator Observation Data
Teacher/Administrator Observation Data	NA	Service Delivery Models
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 that 57.4% of students met or exceeded proficiency standards in Math and 64.9% met or exceeded standards in English Language Arts.

The three targeted subgroups (African-American, FRL, and Special Education) all exceeded the state's Measures of Interim Progress (MIP) for both Reading and Math. In addition, the percent of proficient Special Education students increased by 10% in Math.

An analysis of the school performance data, based on SBAC data, identified the following Positive Trends: 36.1% of African American students were proficient in Math, an increase of 4% from the previous year. The percent of proficient Special Education students increased by 10% in Math.

Student performance on the Measures of Academic Progress (MAP) assessment, given to K-3 students, shows that 71% of first grade students meet proficiency targets in Math, and 72% met proficiency targets in Reading. In addition, 81% of Kindergarten students met proficiency targets in Math and 75% met targets in Reading.

An analysis of the school performance data based on SBAC data identified the following Areas of Concern: Reading proficiency declined from 72% to 65%; Math proficiency declined from 58.6% to 57.4%. With the exception of African-American and Special Education student proficiency in Math, all subgroups declined in both overall proficiency levels as well as in measures of growth: median growth and adequate growth percentiles.

An analysis of accountability data indicates that only 27.1% of non-proficient students in math are making adequate progress towards proficiency. This compares to 46.2% of non-proficient students in Reading. There was a year-to-year decline in the percent of non-proficient students in Reading making adequate progress toward proficiency: from 60% in 2017 to 46.2% in 2018.

An analysis of school-wide data shows that the percent of fourth and fifth grade students meeting oral reading fluency benchmarks has declined for the past two years. In addition, the percent of students meeting benchmark during the three yearly assessments has declined from fall, winter, and spring.

A comparison between school grades and SBAC proficiency levels shows that there is a significant discrepancy between student grades and SBAC proficiency: approximately 59% of students earning a C in Reading were proficient in Reading on the SBAC; approximately 48% of students earning a C in Math were proficient in Math on the SBAC.

Student performance on the Measures of Academic Progress (MAP) assessment, given to K-3 students, shows that the percent of proficient third grade students declined from 52% in the fall to 47% in Math and from 70% to 63% in Reading.

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 type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

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. Teachers lacked the in-depth knowledge related to what mastery should look like at the standard, target, and claim level. 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 and ELA.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in ELA from 60.5% to 67% 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
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will participate in ongoing collaborative professional development that focuses on lesson analysis and the application of skills and strategies that increase the cognitive demand required to meet the rigor of the NVACS while appropriately scaffolding instruction for all learners. Teachers will dedicate time weekly during lesson planning to revisit standards and ensuring assessments are aligned to standards. During lesson planning, teachers will reflect and adjust based on cognitive demand of tasks.	Checklist for standard task agreement (created by Instructional Leadership Team) Release Time for teachers to collaborate (2 days per teacher); \$97/day for substitute teachers; (school budget); ILT coordinating and facilitating collaborative trainings; Mentor teachers to model and train for effective instructional strategies	Collaborative meeting agendas and training materials; Teacher action plans, lesson plans, and lesson artifacts; Peer observation notes and feedback logs; Class level and school level assessment data Teacher self-assessment and goal setting documents Checklist for standard-task alignment	Classroom teachers- weekly PLC meetings (beginning in November); ILT and mentor teachers-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

Comments:

NVACS - Nevada Academic Content Standards ILT - Instructional Leadership Team

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:	
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. In addition, non-proficient students will be able to utilize the web- based intervention program at home. After school tutoring will be offered for non-proficient students	School Events 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; AIMSweb progress monitoring reports (provided to parents monthly)	Classroom teachers-inputting Infinite Campus Grade entries, twice a week; School Events Committee-monthly planning meetings; SBT-printing Smarty Ants usage and progress reports monthly; Third grade teachers printing and using i-Ready reports weekly	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) One meeting per month to focus on the analyzinghof 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	Smarty Ants reading intervention program, \$1800(site funded) Intervention materials to be used during the daily intervention block, i-Ready site license, \$22,900 (Title 1 funded) AIMSweb- for progress monitoring of non-proficient students	Progress monitoring data; Monthly grade level RTI lists; Smarty Ants usage and progress data; i-Ready usage and progress data; AIMSweb and Interim Assessment data; Lesson plans; Classroom observation data;	Classroom teacher-providing intervention daily beginning September, 2018 RTI grade level case managers and chairperson-monthly meetings; Grade level meetings (Grade Level Chair)-weekly	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 type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

Root Causes:

There was a lack of targeted intervention support in math due to a lack of training, time, and resources. 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. 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. 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 and ELA.

Measurable Objective 1:

African American students will increase proficiency in ELA from 50% to 55% by 2019 as measured by the state summative assessment.

Measurable Objective 2:

African American students will increase proficiency in Math from 36.1% to 40% by 2019 as measured by the state summative assessment.

Measurable Objective 3:

FRL students will increase proficiency in ELA from 55.3% to 61% by 2019 as measured by the state summative assessment.

Measurable Objective 4:

FRL students will increase proficiency in Math from 43.9% to 50% by 2019 as measured by the state summative assessment.

Measurable Objective 5:

Increase the Median Growth Percentile for African American students in Math from 31 to 40 by 2019 as measured by state summative assessments and reported on the Nevada School Performance Framework.

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: Yes	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. Teachers will learn how to use iReady Math to support instruction and address student needs. Content-Area Committees will provide professional development to subsections of the staff focusing on effective scaffolding and formative assessment practices. Mentor teachers (subject area and strategy experts) will provide coaching to teachers to leverage their knowledge and expertise. 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.	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. Teachers will learn how to use the iReady Math ELL money for sub days for instructional rounds (3x/year). Mentor teachers to model/train struggling teachers. Math Intervention block (15 min/day) built into instructional schedule.	Meeting agendas and materials for training; Teacher action plans, lesson plans, and lesson artifacts; AIMSweb and iReady data. Long range curricular plans. Teacher self-assessment and goal-setting documents.	Classroom teachers- weekly PLC and monthly collaborative training; ILT and mentor teachers- coordinating and facilitating monthly training (beginning in December); Administration- observation data analyzed bi-weekly; Teacher feedback meetings at least bi-weekly.	N/A

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: Yes	NCCAT-S Indicators:	
Students will access iReady Math at home and school. progress reports to parents. Teachers will share student progress on their mastery of standards via the IC Parent Portal, parent conferences, and academic nights.	iReady Math and Reading (\$22,900, Title 1 funded) Campus Parent Portal and grade books; School Events Committee	iReady usage and growth reports- sent home monthly; Parent/teacher conference agendas and sign-in sheets; AIMSweb, iReady, and MAP Assessment data reports; Agendas and materials for academic nights	Classroom teacher- iReady reports distributed to parents monthly. Administration- verification of parent/teacher conferences (December, 2018). School Events Committee- agendas and materials for academic nights (February and May 2019).	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators:
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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. iReady Math and Reading will be used as an instructional support for all students in grades 1-5. 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.	iReady Math and Reading (\$22,900) ILTteam- 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	iReady data reports; IC grade reports; Lesson plans and artifacts; Teacher observation data; AIMSweb and Map Assessment data Grade level training and collaboration agendas and materials	Classroom teachers- providing intervention for reading/math (September-May) Administration- monitoring iReady usage (September-May) and conducting lesson observations and feedback meetings (August-May); ILT- facilitating trainings- monthly (December-May) and PLC's (weekly) Committee members- create meeting agendas, create the spreadsheet, facilitate the conversation within collaboration meetings	N/A
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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 (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	

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Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		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)
Title 1	\$22,900	Computer adaptive reading and math web-based program to support instruction and remediate/accelerate student proficiency	Goals 1 and 2
Read by Grade 3 Learning Strategist	\$79,833	Learning Strategist	Goals 1 and 2
General Budget	\$3,000	Web-based data system for benchmark and progress monitoring data to determine efficacy of instructional delivery to students: tier 1, tier 2, and tier 3.	Goals 1 and 2
General Budget	\$5,000	Sub days for teacher collaboration, data analysis, planning, and professional development.	Goals 1 and 2
ELL	\$2,000	Sub days for teachers so that they can participate in instructional rounds 3 times during the year	Goal 2

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.

Thompson ES promotes a positive school culture by encouraging discourse and community-based decisions at all levels of leadership on campus. School leaders review feedback provided through District staff surveys to adapt, adjust, and improve support for all teachers and staff. We also communicate and celebrate our success through positive social media communication via the school's website, newsletters, and school-community events.

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 collaborates extensively with the PTA to provide multiple and varied opportunities for family engagement. This includes academic nights such as the spring Portfolio Night, PTA events such as the fall festival, Information sessions such as before/after school Read by 3 meetings, and parent-teacher conferences throughout the year. We communicate extensively using the Infinite Campus parent portal, progress reports, newsletters, and monthly open meetings with the principal and parents ("coffee with the principal").

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.).

Thompson Elementary provides opportunities for Pre-K students to visit Kindergarten classrooms.. Our exiting 5th graders visit Escobedo MS in the spring, and Escobedo counselors visit our 5th graders for registration in the spring. Our school counselor provides middle school transition workshops to students and facilitates Magnet school applications as well.

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

The school Leadership Team consists of school leaders, and each grade level is represented. This team helps guide the topics and focus of the school improvement plan as well as budgetary decisions that impact the school. School-wide expectations and procedures are collaboratively developed within the school leadership team and revisited as needed based on student outcomes. Within grade levels, teachers create common pacing, lessons, and assessments for students and ensure grade book set up and grades are consistent across the grade level.

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

The Nevada Department of Education has adopted the Nevada Academic Content Standards. Federal Title I dollars are used to fund various school improvement efforts.

APPENDIX A - Professional Development Plan

1.1

Teachers will participate in ongoing collaborative professional development that focuses on lesson analysis and the application of skills and strategies that increase the cognitive demand required to meet the rigor of the NVACS while appropriately scaffolding instruction for all learners. Teachers will dedicate time weekly during lesson planning to revisit standards and ensuring assessments are aligned to standards. During lesson planning, teachers will reflect and adjust based on cognitive demand of tasks.

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. Teachers will learn how to use iReady Math to support instruction and address student needs Content-Area Committees will provide professional development to subsections of the staff focusing on effective scaffolding and formative assessment practices Mentor teachers (subject area and strategy experts) will provide coaching to teachers to leverage their knowledge and expertise 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.

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. In addition, non-proficient students will be able to utilize the web- based intervention program at home. After school tutoring will be offered for non-proficient students

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Students will access iReady Math at home and school. progress reports to parents. Teachers will share student progress on their mastery of standards via the IC Parent Portal, parent conferences, and academic nights.

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 Grade 3 proficiency rates in reading.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in ELA from 60.5% to 67% as measured by the state summative assessment.

Status

N/A

Comments:

1.1 Professional Development: NVACS - Nevada Academic Content Standards ILT - Instructional Leadership Team

1.2 Family Engagement: IC-Infinite Campus

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will participate in ongoing collaborative professional development that focuses on lesson analysis and the application of skills and strategies that increase the cognitive demand required to meet the rigor of the NVACS while appropriately scaffolding instruction for all learners. Teachers will dedicate time weekly during lesson planning to revisit standards and ensuring assessments are aligned to standards. During lesson planning, teachers will reflect and adjust based on cognitive demand of tasks.	
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. In addition, non-proficient students will be able to utilize the web- based intervention program at home. After school tutoring will be offered for non-proficient students	
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) One meeting per month to focus on the analyzing of 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	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

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

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

Measurable Objective(s):

- African American students will increase proficiency in ELA from 50% to 55% by 2019 as measured by the state summative assessment.
- African American students will increase proficiency in Math from 36.1% to 40% by 2019 as measured by the state summative assessment.
- FRL students will increase proficiency in ELA from 55.3% to 61% by 2019 as measured by the state summative assessment.
- FRL students will increase proficiency in Math from 43.9% to 50% by 2019 as measured by the state summative assessment.
- Increase the Median Growth Percentile for African American students in Math from 31 to 40 by 2019 as measured by state summative assessments and reported on the Nevada School Performance Framework.

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. Teachers will learn how to use iReady Math to support instruction and address student needs Content-Area Committees will provide professional development to subsections of the staff focusing on effective scaffolding and formative assessment practices Mentor teachers (subject area and strategy experts) will provide coaching to teachers to leverage their knowledge and expertise 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.	
Progress		
Barriers		

Next Steps		
2.2	Students will access iReady Math at home and school. progress reports to parents. Teachers will share student progress on their mastery of standards via the IC Parent Portal, parent conferences, and academic nights.	
Progress		
Barriers		
Next Steps		
2.3	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. iReady Math and Reading will be used as an instructional support for all students in grades 1-5. 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		