

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/Region Superintendent:	Jesus Jara / Grant Hanevold
For Implementation During The Following Years:	2019-2020

The Following MUST Be Completed:

Title I Status:	Served
Designation:	NA
Grade Level Served:	Elementary
Classification:	4 Star
NCCAT-S:	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	Evelyn Stewart	Grade 2 Teacher
Amanda Gift	Kindergarten Teacher	Hollie Morgan	RBG3 Liaison
Julie Hashimoto	Grade 4 Teacher	Shaute Douridas	Special Education Teacher
Teri Albert	Grade 1 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 56.7% of students met or exceeded proficiency standards in Math and 64% 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.

Student performance on the Measures of Academic Progress (MAP) assessment, given to K-3 students, shows that 73% of Kindergarten students, 87% of first grade students, 80% of second grade students, and 72% of third grade students performed above the 40th percentile in Reading.

Student performance on the Measures of Academic Progress (MAP) assessment, given to K-3 students, shows that 75% of Kindergarten students, 84% of first grade students, 61% of second grade students, and 69% of third grade students performed above the 40th percentile in Math..

Chronic absenteeism declined from 12.5% in 2017-2018 to 7.7% in 2018-2019.

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%.

Student performance on the Measures of Academic Progress (MAP) assessment, given to K-3 students during the 2018-2019 year, shows that the percent of proficient third grade students

declined from 75% in the fall to in Reading.

The number of EL students making adequate growth as measured by WIDA assessment data declined from 43.7% to 10%.

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

Measurable Objective 2:

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

Measurable Objective 3:

Increase the percent of non-proficient students meeting AGP in ELA from 48.7% to 53% by 2020, as measured by state summative assessments, and reported on the NSPF.

Measurable Objective 4:

Increase the percent of Economically Disadvantaged non-proficient students meeting AGP in ELA from 40.2% to 45% by 2020, as measured by state summative assessments, and reported on the NSPF.

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 job-embedded professional development provided by the RBG3 team to ensure all teachers are consistently using effective literacy practices within their daily instruction. 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.	Release Time for teachers to collaborate (2 days per teacher); \$97/day for substitute teachers; (school budget); RBG3 team planning and providing training Mentor teachers to model and train for effective instructional strategies	Collaborative meeting agendas and training materials; Teacher action plans, lesson plans, and lesson artifacts; Grade level long range unit plans to ensure standards mastery 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 team-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 team of 3 teachers (no strategist on-site)

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	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-inputing Infinite Campus Grade entries, twice a week; Academic Night 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) 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	Smarty Ants reading intervention program, \$1800(site funded) Intervention materials to be used during the daily intervention block, i-Ready site license, \$22,900 EasyCBM - progress monitoring tool; \$240	Progress monitoring data; Monthly grade level RTI lists; Smarty Ants usage and progress data; i-Ready usage and progress data; Interim Assessment data; Lesson plans; Classroom observation data;	Classroom teacher-providing intervention daily beginning September, 2019 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:

Increase the percent of all students proficient in mathematics from 56.7% to 60% by 2019-2020 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. 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 2019-2020, 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 2020 as measured by the state summative assessment.

Measurable Objective 3:

Economically Disadvantaged students will increase proficiency in Math from 46.6% to 52% by 2020 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: 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. The Math Team will provide professional development to the staff 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 implement MAP Accelerator to connect student RIT scores with instructional support via Accelerator After school tutoring for students - focus on non-proficient students in Math.	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 ELL money for sub days for instructional rounds (3x/year) 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; i-Ready Math diagnostic and instructional usage data Long range curricular plans	Classroom teachers-weekly PLC and monthly collaborative training; Math Team - Staff training, beginning in December, 2019 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: 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 Campus Parent Portal and grade books	Map Accelerator data for grades 3-5 iReady usage and growth reports- sent home monthly; Parent/teacher conference agendas and sign-in sheets; AIMSweb, iReady, and MAP Assessment data reports;	Classroom teacher- iReady reports distributed to parents monthly Administration- verification of parent/teacher conferences (November, 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 (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)
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
Strategic Budget	\$3,640,123	Staff school-Administration, Licensed, and Support Staff; Furnish instructional supplies and resources.	Goals 1 and 2
Edna Rose Crane Grant	\$23,000	i-Ready Reading and Math; computer adaptive web-based learning platform that correlates to NVACS and provides differentiated support.	Goals 1 and 2
SB 178 Funds	\$79,200	Academic Interventions and supports for eligible students	Goals 1 and 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 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

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.

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, 2020

APPENDIX A - Professional Development Plan

1.1

Teachers will participate in job-embedded professional development provided by the RBG3 team to ensure all teachers are consistently using effective literacy practices within their daily instruction. 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. The Math Team will provide professional development to the staff 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 implement MAP Accelerator to connect student RIT scores with instructional support via Accelerator After school tutoring for students - focus on non-proficient students in Math.

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 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 all students proficient in English language arts (ELA)/mathematics/science from 64% to 68% by 2020, as measured by state summative assessments.
- 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 non-proficient students meeting AGP in ELA from 48.7% to 53% by 2020, as measured by state summative assessments, and reported on the NSPF.
- Increase the percent of Economically Disadvantaged non-proficient students meeting AGP in ELA from 40.2% to 45% by 2020, as measured by state summative assessments, and reported on the NSPF.

Status

N/A

Comments:

1.1 Professional Development: NVACS - Nevada Academic Content Standards ILT - Instructional Leadership Team RBG3 - Read by Grade 3 team of 3 teachers (no strategist on-site)

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 job-embedded professional development provided by the RBG3 team to ensure all teachers are consistently using effective literacy practices within their daily instruction. 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) 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	
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 2019-2020 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 2019-2020, 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 2020 as measured by the state summative assessment.
- Economically Disadvantaged students will increase proficiency in Math from 46.6% to 52% by 2020 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. The Math Team will provide professional development to the staff 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 implement MAP Accelerator to connect student RIT scores with instructional support via Accelerator After school tutoring for students - focus on non-proficient students in Math.	
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		