School Performance Plan

School Name

Dickens, D L ES

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

5550 Milan Peak St

N Las Vegas, NV 89081, 7027993878

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:	2 Star
NCCAT-S:	Initial

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

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

Name of Member	Position	Name of Member	Position
Doug Taylor	Parent	Carolyn King	Principal
Vivie Biddle	Assistant Principal	Joy Kilmurray	Teacher
Tori Law	Teacher	Jeannette Taylor	Teacher
Gabriyelle Gaines	Teacher	Marshanna Hart	Teacher
Keiko Fuller	SEIF		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	NA	NA
NA	NA	NA
NA	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.

Overview:
Dickens ES is a Tier 1, Title 1 school. We receive SB 178 funds to serve students below the bottom quartile.

We provide 6 self contained special education classes and 3 resource classes to serve students with special needs,
Dickens ES partner with Boys Town to build positive school and community relationships as well as various engaging afterschool programs.
We offer engineering classes for students K - 5 and participate in the Governor's Stem Leadership Academy.

Analysis of Data:
Our population consists of 40.5% Hispanic/Latino, 32.8% Black/African American, 13.5% White, 8.5% Two or more races, 2.1% Asian, 1.7% Pacific Islander, and .5% American Indian/Native Alaskan.
Proficiency data was shared with stakeholders and stakeholder input was obtained. Stakeholder input was then utilized in determining these action steps outlined in SPP to be implemented in   the 2019-2020 school year.

Positive Statements:
English Language Proficiency Data increased from 52% meeting AGP in 2018 to 54.2% in 2019 as reported by the 18-19 NSPF. Special Education students in third grade, increased proficiency from 0% in 2018 to 6.5% in 2019, as reported by the 18-19 NSPF.

Areas of Opportunity:
In math, students scored 48.8% proficient in 2018 and only 35.6% in 2019.
In ELA, students scored 48.8% proficient in 2018 and only 43.6% in 2019.
Our SPP will address these areas by focusing on increased achievement for all students in ELA and Math.

Prioritize needs
Through our NCCAT-S needs assessment in 2018, we identify the following prioritized needs: 1.2,1.3, 1.6 and 2.2
As a result, we will begin to address 1.2, 1.3, 2.2. In a current analysis of our needs, we have identified 3.2 as a priority as well. After we address 1.2 and 1.3, we will then address 1.6. The SPP plan is written to align with these needs.

After analyzing 2016-2017 and 2017-2018 Nevada State Performance Framework (NSPF) trend data, we identified the following strengths:
-Math CRT MGP increased from 46% to 58%
-Math CRT AGP increased from 36.7% to 45.4%
-ELA CRT AGP increased 46.3% to 50.6%
-EL AGP increased 37.1% to 52%
-Non-proficient MATH CRT AGP increased 27.6% to 30%
-In Math, 6 out of 7 subgroups met/surpassed the State's Measure of Interim Progress (MIP)
-In ELA, 4 out of 7 subgroups met/surpassed the State's MIPs.

After analyzing 2016-2017 and 2017-2018 NSPF trend data, we identified the following areas of concerns to be addressed in our School Performance Plan:
-Although we saw gains in student growth, overall academic achievement decreased during the 2017-18 school year to 43.7% in the pooled average.
-Even though our overall proficiency rate in math and ELA increased, more than half of our student population are non-proficient.

Analysis of behavioral data indicates an over representation of African-American male students and students with IEP's who served out-of school suspensions and/or Required Parent   Conferences. African-American students make up 33.55% of the population but represent 63.57% of major behavior referrals. Students with IEP's represent 16.71% of the student population but make up 37.98% of major behavior referrals.

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☑ Other

Priority Need/Goal 1:
All students will increase proficiency in ELA from 43.6% to 59.2% by 2020 as measured by state summative assessments. All English Language Learner students will increase proficiency in ELA from 39.7% to 44.4% by 2020 as measured by state summative assessments.

Root Causes:
Inconsistent implementation of horizontal and vertically aligned standards, inconsistent Tier 1 curriculum, diversity within instruction, NEPF standard 1

Measurable Objective 1:
Increase the percentage of kindergarten students who are on or above the 61st percentile in ELA from 25% (fall) to 35% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.

Measurable Objective 2:
Increase the percentage of first grade students who are on or above the 61st percentile in ELA from 42% (fall) to 52% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.

Measurable Objective 3:
Increase the percentage of second grade students who are on or above the 61st percentile in ELA from 33% (fall) to 43% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.

Measurable Objective 4:
Increase the percentage of third grade students who are on or above the 61st percentile in ELA from 31% (fall) to 41% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.

Measurable Objective 5:
Increase the percentage of fourth grade students who are on or above the 61st percentile in ELA from 35% (fall) to 45% (winter) and from X% (winter) to Y% (spring) as measured by MAPs..
Increase the percentage of fifth grade students who are on or above the 61st percentile in ELA from 41% (fall) to 51% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.

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: 1.2, 1.3, 2.2**	

1)PD on analyzing school-wide data and creating instructional plans; teachers will meet in grade level PLCs to analyze MAP, i-Ready, Easy CBM, and other formative assessments to drive instruction 2) PD on quality formative and summative assessments 3) Read by 3 PD - using MAP reports to pull flexible skill based groups, set goals based on Student Profile Report	MAP training, RBG3 Literacy Specialist, iReady trainers ($3,000), administrators,Grade Level Chairs, Subs release for teacher collaboration and data review ($8,400), Extra Duty Pay for PD (SB178)	agendas, data records, teacher planning/goal sheets, student work, sign-ins, PLC documents,	Fall to Spring: Administration, RBG3 Literacy Specialist, Grade Level Chairs	N/A

Comments:

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: 3.2**	
6 parent engagement trainings	Boys Town department personnel (SB 178) Title I parent engagement funds for refreshments, books, and instructional games;($2,689.69) Extra Duty Pay for Boys Town PD (SB178)	sign ins, handouts, parent evaluations	Fall to Spring: Administration, Title I contact, Boys Town personnel	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators: 1.2, 1.3, 2.2**	
Teachers will 1) Set goals and implement plans based on review of data. 2) Implement use of high quality common formative and summative assessments 3) Implement horizontal and vertical plans aligned to standards	Instructional Assistant ($59,788.00) Software (iReady;Easy CBM-$22,160 Technology ($75,889.13) CTT, Chrombooks, & Extra Duty Pay for tutoring (SB178)	Goal setting forms, Progress monitoring data, iReady data, MAPs data, Common Assessments	Fall to Spring: Teachers, Administration Monthly review of Assessments (grade level teams/admin) Review of baseline data by October (grade level teams) Monthly monitoring of software usage (RBG3 Literacy Specialist/admin) Quarterly review of intervention plans (RTI team/admin)	N/A

Comments:

1.4 Other (Optional)		**Continuation From Last Year: No**	**NCCAT-S Indicators: 3.2**

Read By Three Initiative: A) Designate a strategist and/or teacher leader(s) and provide training on implementation of Read By Three Initiatives. (NDE T.O.A.: Tier I) B) Strategist/Teacher leaders will train staff. (NDE T.O.A.: Tier I) C) Administer and analyze state approved assessments to identify students at risk for additional intervention. (NDE T.O.A.: PLC) D) Develop a literacy plan for students in grades K-5. (NDE T.O.A.: Tier I) E) Provide intervention and progress monitoring to identified students in addition to the reading block. F) Provide written notification to parents of students identified as having a deficiency in reading and devise a progress monitoring plan. G) Follow Assembly Bill 289 regarding next steps.	Title I sub release funds for data review	Sign ins, Literacy Plans, Intervention Plans	Teachers and RBG3 Literacy Specialist, administration during testing and reporting periods	N/A

Comments:

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☑ Other

Priority Need/Goal 2:
All students will increase proficiency in math from 35.6% to 51.1% by 2020 as measured by state summative assessments. All English Language Learner students will increase proficiency in math from 33.3% to 39% by 2020 as measured by state summative assessments.

Root Causes:
Inconsistent implementation of horizontal and vertically aligned standards, inconsistent Tier 1 curriculum, diversity within instruction, NEPF standard 1

Measurable Objective 1:
Increase the percentage of kindergarten students who are on or above the 61st percentile in math from 26% (fall) to 36% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.

Measurable Objective 2:
Increase the percentage of first grade students who are on or above the 61st percentile in math from 34% (fall) to 44% (winter) and from X% (winter) to Y% (spring) as measured by MAPs

Measurable Objective 3:
Increase the percentage of second grade students who are on or above the 61st percentile in math from 30% (fall) to 40% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.

Measurable Objective 4:
Increase the percentage of third grade students who are on or above the 61st percentile in math from 25% (fall) to 35% (winter) and from X% (winter) to Y% (spring) as measured by MAPs

Measurable Objective 5:
Increase the percentage of fourth grade students who are on or above the 61st percentile in math from 26% (fall) to 36% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.
Increase the percentage of fifth grade students who are on or above the 61st percentile in math from 28% (fall) to 38% (winter) and from X% (winter) to Y% (spring) as measured by MAPs

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: 1.2,1.3,2.2**	

| 1)PD on analyzing school-wide data and creating instructional plans; teachers will meet in grade level PLCs to analyze MAP, i-Ready, Easy CBM, and other formative assessments to drive instruction 2) PD on quality formative and summative assessments 3) Read by 3 PD - using MAP reports to pull flexible skill based groups, set goals based on Student Profile Report | iReady trainers ($3,000), administrators, Title I sub funds, Grade Level Chairs, Subs release for teacher collaboration and data review ($3,840), | agendas, data records, teacher planning/goal sheets, student work, sign-ins | Administration, Grade level chairs | N/A |

Comments:

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: 3.2**	
6 parent engagement trainings focused on results of parent survey.	Boys Town department personnel; Title I parent engagement funds for refreshments and books;($2,328) Extra Duty Pay for Boys Town PD (SB178)	sign ins, handouts, parent evaluations	Administration, Title I contact, Boys Town personnel	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators: 1.2,1.3,2.2**	
Teachers will 1) Set goals and implement plans based on review of data. 2) Implement use of high quality common formative and summative assessments 3) Implement horizontal and vertical plans aligned to standards	Instructional Assistant ($59,334.52) Software (iReady Title 1 - $37,276) Technology ($34,190) CTT, Chrombooks, & Extra Duty Pay for tutoring (SB178)	Goal setting forms, Progress monitoring data, iReady; Common assessments	Teachers, Administration Monthly review of Assessments (grade level teams/admin) Review of baseline data by October (grade level teams) Monthly monitoring of software usage (RBG3 Literacy Specialist/admin) Quarterly review of intervention plans (RTI team/admin)	N/A

Comments:

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:	☐ General Education	☐ FRL	☐ ELL	☐ IEP	☐ Other

Priority Need/Goal 3:

Root Causes:

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**
3.1 Professional Development (Required)		**Continuation From Last Year: No**	**NCCAT-S Indicators:**	
				N/A

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:**	

				N/A

Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Strategic Budget	$3,760,526.30	Staffing, Instructional supplies	Goals 1 and 2
Read by Grade 3	$84,000.00	Learning Strategist to provide reading intervention for second grade students and review SLP.	None
Titie III	$5,280	Imagine Learning English Licenses(support language acquisition) Tutoring (extra instruction for language development)	Goals 1 and 2
SB 178	$154,800.00	CTT, Professional Development, Chromebook, Extra Duty Pay, Boys Town	Goals 1 and 2
Title I	$267,750	2 Instructional assistants (provide small group intervention to increase proficiency); Behavior Mentor Subs for collaboration (support data analysis and assessment reviews) Instructional Software (support differentiated instruction and intervention) iReady PD (training for teachers on the use of the components for intervention and using reports to adjust instruction); Technology (computers and printers to support intervention programs and print data reports for teachers and parents);	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.
The school provides information on it's website related to student achievement, programs, mission, and vision. Potential candidates are screened by a panel of staff members who are able to communicate the school's mission and vision. Opportunities for teacher leadership are also supported. Teachers are required to collaborate on best practices and extensive professional development opportunities and coaching are provided to encourage furthering educational practices within the classroom.

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 implements a Watch D.O.G.S program in which adult male family members volunteer one day a year on the school campus. The school will collaborate with Boy's Town to conduct training to provide information on parenting skills.. Communication will be shared in a language parents understand through the use of translated documents in the report card system. Parents of students at-risk will be provided training on reading assessment data and strategies for helping their students with academic skills.

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.).
The school counselor arranges field trips and guest speakers from area middle schools to assist with transition from fifth grade to middle school. Early Childhood Special Education Staff meet with regular Kindergarten staff to discuss readiness skills and provide data regarding students. General Education teachers meet with parents during IEP's to discuss academic and social goals of the Kindergarten curriculum.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
Teacher leaders worked with area teachers to develop common assessments based on standards. Grade level teachers review and revise the common assessments based on levels of rigor, vocabulary, and an increase in performance-based tasks. Teachers analyze district and statewide data and record trends, areas of concern and growth. Teachers use assessments to determine students receiving intervention and use formative assessment data to evaluate effectiveness of instruction and intervention.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts
Title I funds were used to purchase materials to support differentiated reading instruction, provide extra duty pay/subs for collaboration & PD. These funds also were used to purchase technology to support reading intervention. Read by Grade 3 grant funds were used to hire a Learning Strategist to provide instructional coaching and literacy support. Title III funds were used to provide tutoring for students learning English. SB178 funds were used to provide in-school and afterschool tutoring for students at-risk

Plan for improving the school climate

Goal:
Decrease percent of Chronically Absent students from 19.3% to 17% as measured by the 2019-2020 NSPF.

Action Plan: How will this plan improve the school climate?
Supports will be put in place for families to build relationships and educate parents/guardians about the importance of school. Students will be motivated to attend daily.

Monitoring Plan: How will you track the implementation of this plan?
Attendance incentives for classes with 100% attendance, social workers visit homes to provide support to families, 3 days in a row absent teacher calls home, 6 days absent teacher will inform registrar who then sends out absenteeism letters, 10th day of absence social worker will provide supports

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?
Data used to determine climate improvement include Datalab and Infinite Campus.

APPENDIX A - Professional Development Plan

1.1
1)PD on analyzing school-wide data and creating instructional plans; teachers will meet in grade level PLCs to analyze MAP, i-Ready, Easy CBM, and other formative assessments to drive instruction 2) PD on quality formative and summative assessments 3) Read by 3 PD - using MAP reports to pull flexible skill based groups, set goals based on Student Profile Report

Goal 1 Additional PD Action Step (Optional)

2.1
1)PD on analyzing school-wide data and creating instructional plans; teachers will meet in grade level PLCs to analyze MAP, i-Ready, Easy CBM, and other formative assessments to drive instruction 2) PD on quality formative and summative assessments 3) Read by 3 PD - using MAP reports to pull flexible skill based groups, set goals based on Student Profile Report

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2
6 parent engagement trainings

Goal 1 Additional Family Engagement Action Step (Optional)

2.2
6 parent engagement trainings focused on results of parent survey.

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:
All students will increase proficiency in ELA from 43.6% to 59.2% by 2020 as measured by state summative assessments. All English Language Learner students will increase proficiency in ELA from 39.7% to 44.4% by 2020 as measured by state summative assessments.

Measurable Objective(s):
- Increase the percentage of kindergarten students who are on or above the 61st percentile in ELA from 25% (fall) to 35% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.
- Increase the percentage of first grade students who are on or above the 61st percentile in ELA from 42% (fall) to 52% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.
- Increase the percentage of second grade students who are on or above the 61st percentile in ELA from 33% (fall) to 43% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.
- Increase the percentage of third grade students who are on or above the 61st percentile in ELA from 31% (fall) to 41% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.
- Increase the percentage of fourth grade students who are on or above the 61st percentile in ELA from 35% (fall) to 45% (winter) and from X% (winter) to Y% (spring) as measured by MAPs..
  Increase the percentage of fifth grade students who are on or above the 61st percentile in ELA from 41% (fall) to 51% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.

Status
N/A

Comments:

1.1 Professional Development:
1.2 Family Engagement:
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year	End-of-Year
1.1	1)PD on analyzing school-wide data and creating instructional plans; teachers will meet in grade level PLCs to analyze MAP, i-Ready, Easy CBM, and other formative assessments to drive instruction 2) PD on quality formative and summative assessments 3) Read by 3 PD - using MAP reports to pull flexible skill based groups, set goals based on Student Profile Report	
Progress		
Barriers		
Next Steps		

1.2	6 parent engagement trainings	
Progress		
Barriers		
Next Steps		
1.3	Teachers will 1) Set goals and implement plans based on review of data. 2) Implement use of high quality common formative and summative assessments 3) Implement horizontal and vertical plans aligned to standards	
Progress		
Barriers		
Next Steps		
1.4	Read By Three Initiative: A) Designate a strategist and/or teacher leader(s) and provide training on implementation of Read By Three Initiatives. (NDE T.O.A.: Tier I) B) Strategist/Teacher leaders will train staff. (NDE T.O.A.: Tier I) C) Administer and analyze state approved assessments to identify students at risk for additional intervention. (NDE T.O.A.: PLC) D) Develop a literacy plan for students in grades K-5. (NDE T.O.A.: Tier I) E) Provide intervention and progress monitoring to identified students in addition to the reading block. F) Provide written notification to parents of students identified as having a deficiency in reading and devise a progress monitoring plan. G) Follow Assembly Bill 289 regarding next steps.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
All students will increase proficiency in math from 35.6% to 51.1% by 2020 as measured by state summative assessments. All English Language Learner students will increase proficiency in math from 33.3% to 39% by 2020 as measured by state summative assessments.

Measurable Objective(s):
- Increase the percentage of kindergarten students who are on or above the 61st percentile in math from 26% (fall) to 36% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.
- Increase the percentage of first grade students who are on or above the 61st percentile in math from 34% (fall) to 44% (winter) and from X% (winter) to Y% (spring) as measured by MAPs
- Increase the percentage of second grade students who are on or above the 61st percentile in math from 30% (fall) to 40% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.
- Increase the percentage of third grade students who are on or above the 61st percentile in math from 25% (fall) to 35% (winter) and from X% (winter) to Y% (spring) as measured by MAPs
- Increase the percentage of fourth grade students who are on or above the 61st percentile in math from 26% (fall) to 36% (winter) and from X% (winter) to Y% (spring) as measured by MAPs.
  Increase the percentage of fifth grade students who are on or above the 61st percentile in math from 28% (fall) to 38% (winter) and from X% (winter) to Y% (spring) as measured by MAPs

Status
N/A

Comments:

2.1 Professional Development:
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	1)PD on analyzing school-wide data and creating instructional plans; teachers will meet in grade level PLCs to analyze MAP, i-Ready, Easy CBM, and other formative assessments to drive instruction 2) PD on quality formative and summative assessments 3) Read by 3 PD - using MAP reports to pull flexible skill based groups, set goals based on Student Profile Report	
Progress		
Barriers		
Next Steps		

2.2	6 parent engagement trainings focused on results of parent survey.	
Progress		
Barriers		
Next Steps		
2.3	Teachers will 1) Set goals and implement plans based on review of data. 2) Implement use of high quality common formative and summative assessments 3) Implement horizontal and vertical plans aligned to 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
N/A

Comments:

3.1 Professional Development:
3.2 Family Engagement:
3.3 Curriculum/Instruction/Assessment:
3.4 Other:

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

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