

# School Performance Plan

School Name	
MCCALL, QUANNAH ES	
Address (City, State, Zip Code, Telephone):	
800 CAREY AVENUE NORTH LAS VEGAS, NV 89030, 7027997149	
Superintendent/Region Superintendent:	Jesus Jara / Dustin Mancl
For Implementation During The Following Years:	2021-2022

## The Following MUST Be Completed:

Title I Status:	Served
Designation:	CSI
Grade Level Served:	Elementary
Classification:	1 Star
NCCAT-S:	Initial

<b>*1 and 2 Star Schools Only:</b>	Please ensure that the following documents will be available upon request	<input checked="" type="checkbox"/> Use of Core Instructional Materials	<input checked="" type="checkbox"/> Scheduling	<input checked="" type="checkbox"/> Model School Visits

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

Name of Member	Position	Name of Member	Position
Leslie Hinojoza	Parent	Elvia Morales	Title 1 Strategist
Brenda Ricchetti	Read By 3 Strategist	Amanda Lush	Principal
Katie Rankin	Assistant Principal		

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

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Formative Assessments Practice	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Teacher/Administrator Observation Data	Placement (Proficiency Levels)	Achievement Gap Data
Stakeholder Survey Information	Teacher/Administrator Observation Data	Individualized Education Programs (IEP)
NA	AMAOs/ELPA Analysis	IEP Compliance
Other: Easy CBM	Other: Easy CBM	Other:
Other: Star	Other: Star	Other:

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

Quannah McCall ES is a Title I, Victory school located on the east/central side of Region I of the Clark County School District (CCSD) with a 1 Star designation. Student enrollment has fluctuated in recent years and currently serves 300 general education students in grades K-5. Current demographics reflect approximately 70% Hispanic or Latino, 22% Black or African American, 5% White, and 2% identified as Two or More Races. Less than 1% of students are identified a Native Hawaiian or Pacific Islander.

Historical data shows that student performance remained somewhat stagnant between the 2017-2018 and the 2018-2019 school years. Due to the COVID-19 Pandemic, current Academic proficiency data for the 2019-2020 school year is unavailable.

Current MAP data shows 28% of students are meeting expectations in ELA. This is a decrease of 14% compared to 40% of students in grades K-5 are meeting expectations in ELA at the fall baseline assessment. At this time 26 % of students are meeting expectations in Math. This is a decrease of 12% compared to 38% of students reported as meeting expectations in Math during the fall baseline assessment.

THE current MAP baseline shows that 72% of students fall below the 40th percentile in ELA and 74% fall below the 40th percentile in Math.

When analyzing baseline data there were no statistical discrepancies among ethnic groups however it is worth noting that due to COVID-19 assessment protocols, fall baseline assessment data may reflect at-home assistance resulting in inflated scores for some students. Decreases in proficiency levels across all grade levels were expected during the winter benchmark due to a lack of at-home assistance many students received during the fall baseline assessment that was not provided during the benchmark assessment.

Needs identified through School Organizational Team and community input meetings will be addressed through the strategic budget and staffing process. At this time, community input has placed a priority on small class size, continued placement of licensed teachers in all classrooms, and addressing academic inequities faced by at-risk schools.

PLC

DuFour, R. (2004). What is a professional learning community? Educational Leadership, 61(8), 6-11.

Hord, S. M., & Sommers, W. A. (2008). Leading professional learning communities: Voices from research and practice. Thousand Oaks, CA: Corwin Press.

Izard, E. (2016). Teaching Children from Poverty and Trauma, National Education Association, June 2016

EBI Level 4

Develop systems and strategies to cultivate site-wide leadership and foster a type of character education where self-leadership guides leadership of others through the application of Leader In Me based on Steven Covey's Seven Habits of Highly Effective People.

Students learn to take ownership and accountability of their actions both within the school and at home. Teachers supply children with the knowledge to understand their words and actions respectfully.

## Leader in Me

Covey, S. R. (2014). The leader in me: How schools and parents around the world are inspiring greatness, one child at a time. London: Simon & Schuster.

## Renaissance/Accelerated Reader EBI Level 3

Promising Practice Network. (2013) Programs that work: Review of Accelerated Reader. Santa Monica, CA: RAND Corporation. Retrieved from <http://www.promisingpractices.net/program.asp?programid=292>

The effects of the School Renaissance program on student achievement in reading and mathematics.

Nunnery, J. A., & Ross, S. M. (2007). Research in the Schools, 14(1), 40-59.

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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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### Priority Need/Goal 1:

Increase the percent of students in grades 3-5 proficient in ELA from X to Y as measured by 2022 SBAC. Specifically, increase students in the African American subgroup from X in 2021 to Y in 2022 and in the Hispanic subgroup from X to Y by the end of the 2020-2021 school year. Baseline scores were taken from the 2021 SBAC assessment. Current proficiency data is not available due to the COVID- 19 pandemic.

### Root Causes:

Effective Tier 1 reading instruction was not consistently delivered across all grade levels and among classes to ensure students met grade-level standards. Specifically, rigorous activities and complex texts were not utilized to provide opportunities for students to make meaning. Additionally, academic opportunities were limited due to the COVID-19 pandemic.

### Measurable Objective 1:

K-5: Increase overall reading proficiency of students in grades K-5 from X to Y from Fall Benchmark to Spring benchmark as measured by MAP growth assessment.

### Measurable Objective 2:

3-5: Increase the percent of English Language Learners (current and former) proficient in reading from X to Y by May 2022 as measured by SBAC.

### Measurable Objective 3:

K-5: Decrease the percentage of students identified in the "at-risk" profile as reported by the MAP Assessment from Fall Benchmark to Spring Benchmark from X to Y.

### Measurable Objective 4:

K-5: Increase the percent of overall proficient English Language Learners from X to Y by May 2022 as measured by ELPA.

### 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 actively participate in professional development and implement the use of Tier 1 literacy framework to include Read Alouds/Complex Texts, Vocabulary, ELL Strategies, Response to Instruction, and Read by 3. Provide Professional Development on data based decision making for instructional design and delivery (Teacher Created, MAP, SBAC, WIDA,...). Provide whole staff and individualized PD based on identified needs.	Instructional Strategists, Title I Strategists, Title I funds, Title 3 funds, SB-391 funds (RB3), Read by 3 strategist, SB-467 funds (Victory), Strategic Budget, district provided professional development, and instructional technology.	Agendas, minutes, sign-in sheets from professional development/training, master calendar, lesson plans, professional development checklists/focus walks, and survey feedback.	Monthly- Administrators, grade level chairs, Ready by 3 Strategist, ELL Cadre, and Title I Strategists. Weekly & Benchmark - Administrators, Title I Strategists, Grade level Chairs during STPT and IPT, LLS Strategist,	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Monthly Parent Meetings, and parent academic activities will be provided to communicate areas of need with the use of school-wide data to provide context and strategies for continued support at home.	Administrators, Teachers, Title I Strategists, Learning Strategists, McCall Website, LLS Strategist, Read By 3 Strategist, FACES, ELL Department, School Counselor, Safe Schools Professional, Infinite Campus, SB 467 (Victory) funds and Title I funds.	Agendas, minutes, sign-in sheets from parent meetings/training, master calendar, District parent survey, and parent evaluations.	Monthly - Administrators, Bimonthly - Title I Strategists obtain data, and family academic nights.	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Teachers will participate and utilize literacy framework, explicit phonics, explicit vocabulary, complex texts, CORE Phonics, MAP data, ELL Strategies, extended school day, Structured Teacher Planning Time, NVACs during Tier I reading to achieve school-wide goals. Weekly formative checks and data-based decision making to occur during Instructional Planning Time.	Grade level chairs, teachers, Title I Strategists, Curriculum Engine, shared resource folders on Google Drive, Title 3 funds, Victory funds, Title I funds, and curricular representatives. Voyager Passport used for student interventions. (Materials previously purchased).	Agendas, minutes, sign-in sheets from STPT and grade level IPT, lesson plans from Google Drive, classroom observations, data from MAP, and classroom assessments. NVAC Standard number and specific learning targets posted clearly. Ongoing focus walk data.	Daily-Administrators during classroom observations & post observation conferences Weekly & Benchmark - teachers and grade level chairs during STPT and IPT. Instructional Team focus walks.	N/A

Comments:

<b>1.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>		<b>NCCAT-S Indicators:</b>	
				N/A

Comments:



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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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### Priority Need/Goal 2:

Increase the overall percentage of students in grades 3-5 proficient in Math from X in 2021 to Y as measured by 2022 SBAC.

### Root Causes:

Effective Tier 1 math instruction was not consistently delivered across grade levels and among classes to ensure students met grade-level standards and utilized the standard mathematical practices. Specifically, rigorous activities and productive discourse were not utilized to provide opportunities for students to make meaning and explain their thinking.

### Measurable Objective 1:

3-5: Increase the percent of English Language Learners who are proficient in math from X to Y by May 2022 as measured by SBAC.

### Measurable Objective 2:

K-5: Increase the percentage of proficient students in math from X to Y from the Fall benchmark to the Spring benchmark as measured by MAP growth assessment.

### Measurable Objective 3:

K-5: decrease the percent of students "at-risk" in math from X to Y as measured by MAP from Fall to Spring.

### 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
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Teachers will participate in professional development in Number Talks, Mathematical Practices, problem based learning, mathematical framework, lesson planning, and problem-solving strategies. Provide whole staff and individualized PD based on identified needs.	Instructional Strategists, Title I Strategists, Title I funds, Title 3 funds, SB- 467 funds (Victory), Strategic Budget, district provided professional development, and instructional technology.	Agendas, minutes, sign-in sheets from professional development/training, master calendar, lesson plans, professional development checklists/focus walks, and survey feedback.	Monthly- Administrators, grade level chairs, ELL Cadre, and Title I Strategists. Weekly & Benchmark - Administrators, Title I Strategists, Grade level Chairs during STPT and IPT , LLS Strategist,	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Monthly Parent Meetings and parent academic activities will be provided to address areas of need with the use of school-wide data.	Administrators, Teachers, Title I Strategists, Learning Strategists, McCall Website, LLS Strategist, Read By 3 Strategist, FACES, ELL Department, School Counselor, Safe Schools Professional, Infinite Campus, SB 467 (Victory) funds and Title I funds.	Agendas, minutes, sign-in sheets from parent meetings/training, master calendar, District parent survey, and parent evaluations.	Monthly - Administrators, Bimonthly - Title I Strategists obtain data, and family academic nights.	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Teachers will utilize the Elementary Math Framework for Tier 1 instruction, Number Talks, Standard Mathematical Practices, and problem-based learning. Weekly formative checks and data-based decision making to occur during Instructional Planning Time.	Administrators, Teachers, Title I Strategists, Learning Strategists, McCall Website, LLS Strategist, Read By 3 Strategist, FACES, ELL Department, School Counselor, Safe Schools Professional, Infinite Campus, SB 467 (Victory) funds and Title I funds. Online item purchased Freckle for students.	Agendas, minutes, sign-in sheets from STPT and grade level IPT, lesson plans, classroom observations, data from MAP, and classroom assessments. NVAC Standard number and specific learning targets posted clearly. Ongoing focus walk data.	Daily-Administrators during classroom observations & post observation conferences, Leadership Team focus walks Weekly & Benchmark - teachers and grade level chairs during STPT and IPTs	N/A

Comments:

<b>2.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>		<b>NCCAT-S Indicators:</b>	
				N/A

Comments:



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

<b>Based on the CNA, identify all that apply:</b>	<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**

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
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

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

				N/A
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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)
Title 1 & Set Aside	\$163,049.35	1 Strategist, 1 Class size reduction teacher, 1% Parent Involvement Set Aside, UnboundEd conference for approximately 4 staff in the Summer of 2021 to improve instructional efficacy in ELA and Math	Goals 1 and 2
Strategic Budget	\$3,487,409.08	2 Administrators, 18 Licensed Classroom Teachers, 2 Strategists, 8 Support Staff, Prime 6 Additional Minutes, Professional Development, Supplies and Services	Goals 1 and 2
PACT	\$15,000	Leader In Me membership with training and online resources.	Goals 1 and 2
Victory	\$486,547.88	4 Classroom Teachers Class Size Reduction, 1 Support Staff, Collaboration Extra Duty Pay, Recruitment and Retention, Administrative Stipend, General Supplies, Technology Supplies, Web-Based Instruction	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.**

Potential candidates are sought out via various resources, including personal and professional resources. Educational backgrounds, personal and professional references, and experiences with teaching and children are researched to choose candidates to interview. Interviews with potential candidates, conducted with current staff present, questions asked of candidates center around best practices in teaching, personality traits, and knowledge of school based initiatives and educational programs. Candidates are asked to provide specific evidence of skills, knowledge, and application of NVACs for student achievement as well as responses to common educational situations.

### **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.**

Monthly parent meetings, and other family engagement events are held throughout the year to communicate the academic and social progress of the school. Parents receive detailed information via Infinite Campus, parent conferences, Parentlink, and various notifications about programs and academic performances. Resources are provided from various community organizations including school counselor, site-based Safe Schools Professional, and FACES. Parents are encouraged to use hands-on activities and strategies based on NVACs to assist their children in the core subject areas at home. School staff ensures Spanish interpretation at family events and Spanish translation of documents.

### **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.).**

Pre-K teachers work closely with Kindergarten teachers to help with the transition, as well as materials and activities provided to parents at the Kindergarten Round-Up in the Spring. The school counselor works with the fifth grade students to prepare them for middle school by teaching classroom lessons, arranging assemblies for magnet presentations, and planning field trips to the zoned middle schools. In addition, 5th grade teachers participate in vertical alignment collaboration time with 6th grade teachers from the closest middle school. Teachers work with middle school counselors to help students plan courses and electives.

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

Grade level teams meet on a weekly basis to discuss grade level standards and plan appropriate classroom instruction and assessments to monitor student achievement and progress. Weekly grade level data and progress towards meeting site goals is shared with administration during individual feedback conferences and weekly Challenger Catch-up. Regular structured teaching planning time (STPT) is scheduled for teachers to collaborate to create formative and summative assessments. In addition, teachers use these meetings to monitor the progress of students via assessments such as WIDA, SBAC, MAPS, and analyze other grade level classroom assessments.

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

Title I, Title III, Victory, SB-515 social work grant, and PACT grant funding initiatives will be utilized to provide personnel, resources, and training to support the action steps that will address the goals and objectives for school improvement. Specifically, personnel includes strategists to provide support to classroom teachers to improve Tier 1 classroom instruction by modeling, collaborating, and providing professional development. Teacher training and sub-release time are provided for teacher collaboration and professional development, as well as instructional materials to address the needs of the school.

## Plan for improving the school climate

**Goal:**

Improve the index scored in the area of creating and maintaining a Supportive Environment from X to Y and in Family Involvement from X to Y, as measured by the Leader In Me MRA Survey taken by parents, students, and staff.

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

Plan various school events for parents to attend to improve the home/school connection. Provide incentives for family participation of school events. Implement leadership roles and responsibilities for staff and parents. Provide various opportunities for students, staff, and parents to participate in clubs and school activities. Develop a monthly parent volunteer system for families to volunteer in classrooms under the supervision of licensed staff.

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

Parent attendance at school events and volunteering will be maintained and documented on a monthly basis by leadership team. Parent surveys at school events will be maintained and documented on a monthly basis by leadership team.

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

Leader In Me MRA Survey taken by parents, students, and staff will be analyzed to check for growth and an increase in all factors related to feeling connected and involved in the supportive school environment.

## APPENDIX A - Professional Development Plan

### 1.1

Teachers will actively participate in professional development and implement the use of Tier 1 literacy framework to include Read Alouds/Complex Texts, Vocabulary, ELL Strategies, Response to Instruction, and Read by 3. Provide Professional Development on data based decision making for instructional design and delivery (Teacher Created, MAP, SBAC, WIDA,...). Provide whole staff and individualized PD based on identified needs.

#### Goal 1 Additional PD Action Step (Optional)

Teachers will actively participate in professional development and implement the use of Tier 1 literacy framework to include Read Alouds/Complex Texts, Vocabulary, ELL Strategies, Response to Instruction, and Read by 3. Provide Professional Development on data based decision making for instructional design and delivery (Teacher Created, MAP, SBAC, WIDA,...). Provide whole staff and individualized PD based on identified needs.

### 2.1

Teachers will participate in professional development in Number Talks, Mathematical Practices, problem based learning, mathematical framework, lesson planning, and problem-solving strategies. Provide whole staff and individualized PD based on identified needs.

#### Goal 2 Additional PD Action Step (Optional)

Teachers will participate in professional development in Tier 1 instruction, Number Talks, Mathematical Practices, problem based learning, mathematical framework, lesson planning, and problemsolving strategies. Provide whole staff and individualized PD based on identified needs.

### 3.1

#### Goal 3 Additional PD Action Step (Optional)

## APPENDIX B - Family Engagement Plan

### 1.2

Monthly Parent Meetings, and parent academic activities will be provided to communicate areas of need with the use of school-wide data to provide context and strategies for continued support at home.

#### **Goal 1 Additional Family Engagement Action Step (Optional)**

Monthly Parent Meetings, parent trainings through FACES, and parent academic activities will be provided to communicate areas of need with the use of school-wide data to provide context and strategies for continued support at home. Parent volunteer opportunities will be offered during the school day.

### 2.2

Monthly Parent Meetings and parent academic activities will be provided to address areas of need with the use of school-wide data.

#### **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 students in grades 3-5 proficient in ELA from X to Y as measured by 2022 SBAC. Specifically, increase students in the African American subgroup from X in 2021 to Y in 2022 and in the Hispanic subgroup from X to Y by the end of the 2020-2021 school year. Baseline scores were taken from the 2021 SBAC assessment. Current proficiency data is not available due to the COVID- 19 pandemic.

**Measurable Objective(s):**

- K-5: Increase overall reading proficiency of students in grades K-5 from X to Y from Fall Benchmark to Spring benchmark as measured by MAP growth assessment.
- 3-5: Increase the percent of English Language Learners (current and former) proficient in reading from X to Y by May 2022 as measured by SBAC.
- K-5: Decrease the percentage of students identified in the "at-risk" profile as reported by the MAP Assessment from Fall Benchmark to Spring Benchmark from X to Y.
- K-5: Increase the percent of overall proficient English Language Learners from X to Y by May 2022 as measured by ELPA.

**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	Teachers will actively participate in professional development and implement the use of Tier 1 literacy framework to include Read Alouds/Complex Texts, Vocabulary, ELL Strategies, Response to Instruction, and Read by 3. Provide Professional Development on data based decision making for instructional design and delivery (Teacher Created, MAP, SBAC, WIDA,...). Provide whole staff and individualized PD based on identified needs.	N/A
Progress		
Barriers		
Next Steps		
1.2	Monthly Parent Meetings, and parent academic activities will be provided to communicate areas of need with the use of school-wide data to provide context and strategies for continued support at home.	N/A



Progress		
Barriers		
Next Steps		
1.3	Teachers will participate and utilize literacy framework, explicit phonics, explicit vocabulary, complex texts, CORE Phonics, MAP data, ELL Strategies, extended school day, Structured Teacher Planning Time, NVACs during Tier I reading to achieve school-wide goals. Weekly formative checks and data-based decision making to occur during Instructional Planning Time.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

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

Increase the overall percentage of students in grades 3-5 proficient in Math from X in 2021 to Y as measured by 2022 SBAC.

**Measurable Objective(s):**

- 3-5: Increase the percent of English Language Learners who are proficient in math from X to Y by May 2022 as measured by SBAC.
- K-5: Increase the percentage of proficient students in math from X to Y from the Fall benchmark to the Spring benchmark as measured by MAP growth assessment.
- K-5: decrease the percent of students "at-risk" in math from X to Y as measured by MAP from Fall to Spring.

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	Teachers will participate in professional development in Number Talks, Mathematical Practices, problem based learning, mathematical framework, lesson planning, and problem-solving strategies. Provide whole staff and individualized PD based on identified needs.	N/A
Progress		
Barriers		
Next Steps		
2.2	Monthly Parent Meetings and parent academic activities will be provided to address areas of need with the use of school-wide data.	N/A
Progress		

Barriers		
Next Steps		
2.3	Teachers will utilize the Elementary Math Framework for Tier 1 instruction, Number Talks, Standard Mathematical Practices, and problem-based learning. Weekly formative checks and data-based decision making to occur during Instructional Planning Time.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
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		N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		
Barriers		

Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		