

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 / Grant Hanevold

For Implementation During The Following Years: 2020-2021

The Following MUST Be Completed:

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

*1 and 2 Star Schools Only:	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
Janice Argue	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	NA	IEP Compliance
Other: Core Phonics	Other: Core Phonics	Other:
Other: Star	Other:	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 326 general education students in grades K-5 with a projected for an enrolment of 300 for the 2020-2021 school year. Current demographics reflect 71% Hispanic or Latino, 23% Black or African American, 4% White, and 2% identified as Two or More Races.

Historical data shows an abrupt decline in overall student growth and closing opportunity gaps from the 2016-2017 school year to the 2017-2018 but remained somewhat stagnant between the 2017-2018 and the 2018-2019 school years. Overall proficiency though consistently low has also steadily declined over the three year span.

Current MAP growth data shows a positive trend toward meeting overall Winter growth goals in students meeting or exceeding established growth targets when compared to Fall baseline data. Specifically;

35% of students in grades 1-5 met or exceeded established growth targets as measured by the MAP ELA Growth Assessment. This score meets the target goal of 35% set through CSI monitoring.

Current MAP growth data

41% of students in grades 1-5 met or exceeded established growth targets as measured by the MAP Math Growth Assessment. This score exceeds the target goal of 31% set through CSI monitoring.

38% of students in grades 3-5 met or exceeded established growth targets as measured by the MAP Math Growth Assessment. This score reflects progress but does not meet the target goal of 40% set through CSI monitoring.

Current MAP growth data shows a negative trend toward meeting overall Winter goals in reducing students scoring at or below the 40th percentile when compared to Fall baseline data.

Specifically:

75% of students in grades 1-5 scored at or below the 40th percentile as measured by the MAP ELA Growth Assessment. This score reflects a 4% increase in students which does not meet the goal to reduce students in this category to 65% set through CSI monitoring.

75% of students in grades 1-5 scored at or below the 40th percentile as measured by the MAP Math Growth Assessment. This score reflects no statistical change in students which does not meet the goal to reduce students in this category to 69% set through CSI monitoring.

66% of students in grades 3-5 scored at or below the 40th percentile as measured by the MAP Math Growth Assessment. This score reflects a 1% increase in students which does not meet the goal to reduce students in this category to 60% set through CSI monitoring.

When analyzing growth data there were no statistical discrepancies among ethnic groups however it is worth noting that male students were more successful at meeting growth targets than their female counterparts in grades 3-5.

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
---	---	---	---	---	--------------------------------

Priority Need/Goal 1:

Increase the percent of students in grades 3-5 proficient in reading from X to Y as measured by 2021 SBAC. Specifically, increase students in the African American subgroup from X to Y and in the Hispanic subgroup from X to Y by the end of the 2020-2021 school year.

Root Causes:

Tier 1 reading instruction was not effectively provided to ensure students met grade level standards. Specifically, rigorous activities and complex texts were not utilized to provide opportunities for students to make meaning.

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 and 3rd grade English Language Learners (current and former) who are on or above grade level in reading from X to Y by May 2021 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 percent of overall proficient English Language Learners from X to Y and percent meeting AGP from X to Y by May 2021 as measured by ELPA.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: No	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. UnboundEd conference for appoximately 4 staff in the Summer of 2021 to improve instructional efficacy in ELA.	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. Title I funds to pay for UnboundEd conference for appoximately 4 staff in the Summer of 2021 to improve instructional efficacy in ELA.	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
---	---	---	--	-----

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: No	NCCAT-S Indicators:	
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:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
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, Vicory funds, Title I funds, and curricular representatives.	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:

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

Comments:

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

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

Priority Need/Goal 2:

Increase the percent of students Adequate Growth Percentile in math from X to Y as measured by the 2020-2021 SBAC.

Root Causes:

Tier 1 math instruction was not effectively provided 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.

Measurable Objective 1:

3-5: Increase the percent of English Language Learners (current and former) who are proficient in math from X to Y by May 2021 as measured by SBAC.

Measurable Objective 2:

K-5: Increase percentage of proficient students in math from X to Y from 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 <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
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. UnboundEd conference for approximately 4 staff in the Summer of 2021 to improve instructional efficacy in Math.	Instructional Strategists, Title I Strategists, Title I funds, Title 3 funds, SB- 467 funds (Victory), Strategic Budget, district provided professional development, and instructional technology. Title I funds to pay for UnboundEd conference for approximately 4 staff in the Summer of 2021 to improve instructional efficacy in Math.	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
2.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
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:

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

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
---	--	------------------------------	------------------------------	------------------------------	--------------------------------

Priority Need/Goal 3:

Root Causes:

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	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)
Title III- ELL	TBD	Tutoring	Goals 1 and 2
PACT	\$15,000	Positive Action Kits, License extra duty for substitute Support staff, General supplies	Goals 1 and 2
21st Century	TBD	Site Leader and Student Success Advocate to attend Showcase Nevada, Out of District Consultants: Green Our Planet, Instructional Supplies for Students, Support Staff for tutoring, Books and Periodicals for Kindles, Teacher Staffing, Other salaries, Substitutes-collaboration, License Extra-Duty-Collaboration	Goals 1 and 2
Strategic Budget	\$2,970,159.81	2 Administrators, 31 Licensed, Support Staff, Prime Six Additional Minutes, Supplies and Services	Goals 1 and 2
Victory	\$464,673.23	Licensed Salary, Licensed-Pay for Performance, Licensed Substitutes, Support Staff Salary, Books and Periodicals, Technology Supplies, Collaboration	Goals 1 and 2
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

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 Read by 3 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 is 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 School Climate from X to Y, as measured by the CCSD 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?

CCSD survey results 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. UnboundEd conference for approximately 4 staff in the Summer of 2021 to improve instructional efficacy in ELA.

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. UnboundEd conference for approximately 4 staff in the Summer of 2021 to improve instructional efficacy in Math.

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 reading from X to Y as measured by 2021 SBAC. Specifically, increase students in the African American subgroup from X to Y and in the Hispanic subgroup from X to Y by the end of the 2020-2021 school year.

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 and 3rd grade English Language Learners (current and former) who are on or above grade level in reading from X to Y by May 2021 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 percent of overall proficient English Language Learners from X to Y and percent meeting AGP from X to Y by May 2021 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. UnboundEd conference for approximately 4 staff in the Summer of 2021 to improve instructional efficacy in ELA.	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 percent of students Adequate Growth Percentile in math from X to Y as measured by the 2020-2021 SBAC.

Measurable Objective(s):

- 3-5: Increase the percent of English Language Learners (current and former) who are proficient in math from X to Y by May 2021 as measured by SBAC.
- K-5: Increase percentage of proficient students in math from X to Y from 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. UnboundEd conference for approximately 4 staff in the Summer of 2021 to improve instructional efficacy in Math.	
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.	
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		