

School Performance Plan

School Name
Bryan, Richard H ES

Address (City, State, Zip Code, Telephone):
8050 Cielo Vista Ave
Las Vegas, NV 89128-8480, (702) 799-1460

Superintendent/Assistant Chief: Pat Skorkowsky / Andrea Klafter-Rakita

For Implementation During The Following Years: 2017-2018

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 3 Star

NCCAT-S: Not Required

***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
Megan Galli	Parent	Jovanna Clarke	Parent
Maureen Salazar-Magana	Parent	Rachal Rizzi	Parent
Kori Deal	Principal	Pamela Goynes-Brown	Assistant Principal
Susan Vincent	Instructional Coach	Barbara Ritchie	Teacher
Lisa Wekerle	Teacher	Staci Kline	Teacher
Cyndie Dunn	Teacher	Stacey Lynn Gelhart	Teacher
Natalie Perdomo	Teacher	Roger Becker	Teacher

Michelle White	Teacher	Krizia Cruz	Teacher
Ellen McGinnis	Teacher	Dorothy Russin	Teacher
Larry Epstein	Teacher	Tonya Dennis	Teacher

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

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Formative Assessments Practice	Teacher/Administrator Observation Data	Teacher/Administrator Observation Data
Summative Assessments	Placement (Proficiency Levels)	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other: Spring 2018 SBAC Data	Other: Spring 2018 SBAC Data	Other: Spring 2018 SBAC Data
Other: MAP Benchmark assessment	Other: MAP benchmark assessment	Other: MAP benchmark assessment

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

52% of first graders, 53% of second graders and 62% of third graders are above the 40th%ile on the Fall 2017 ELA MAP assessment. 55% of first graders, 62% of second graders and 56% of third graders are above the 40th%ile on the Fall 2017 MATH MAP assessment. According to Spring 2017 ELA SBAC data, 36.36% of 3rd-5th grade students were non-proficient (3rd grade-46.32% non-proficient, 4th grade-37.63% non-proficient, and 5th grade, 26.61% non-proficient). 59.38% (19 students) of Black students were non-proficient. Spring 2017 math SBAC data showed, 40.40% of 3rd-5th grade students were non-proficient (3rd grade-31.58%, 4th grade-43.01%, and 5th grade-45.87% non-proficient). 65.63% (21 students) of Black students were non-proficient.

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 checked="" type="checkbox"/> Other
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Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Root Causes:

Ongoing understanding and implementation of the Literacy Framework and best teaching practices which decreases the disconnect within ELA to provide more cohesiveness within the content. Furthering the need for more specific technology instruction, content specific vocabulary instruction taught in context and individual goal-setting with each student and a growth mindset from all staff for all students.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 53.69% to 60%.

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:	
Weekly SBCT for K-5 focusing on K-5 literacy instruction and student engagement structures. School-wide book studies on reading best practices: Great Habits, Great Readers, Worksheets Don't Grow Dendrites and Teach Like a Champion, individual student goal-setting	Learning Strategist 60 minutes weekly On-going coaching cycle for teachers in K-2 for year long literacy instruction once/month sub release days for school site kagan coaches (2) Books: Great Habits, Great Readers and Teach Like a Champion	Weekly agendas Sign in sheets Lesson plan reviews evidence of individual student goal setting Student learning goals and professional practice goals 20/20 model (observation/feedback cycle)	Agenda - Administration weekly Learning Strategist - weekly Weekly-Administration Kagan Coaching forms Book Study agendas Teachers	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:	
K-3 teachers send Read by 3 letters to parents, hold conferences, and co-plan for literacy intervention. Monthly 2nd cup of coffee parent meetings (with incentive system)-to include Read by 3, School Organizational Team (SOT) Enlist parents for Sight Word Soldiers for K-5 (sight word phrases for grades 4 and 5) Involve parents in individual student goal setting. Include parents to encourage the use of Study Island at home in grades 3, 4, and 5 as well as Accelerated Reader (AR) Volunteer Fair at the beginning of the year with incentive system built in	Parents; classroom teachers; Administration; PZIC students individual student goal-setting	Read by 3 letters, literacy plans in IC, conferences with parents to co-plan literacy interventions. AIMSweb data, Core Phonics data, PA data, DRA data, STAR reading data, Title I sign-in sheets/evaluations during 2nd cup of coffee meetings, SOT minutes	October-May: to include all stakeholders Classroom teachers; Administrators; Instructional Assistants; Instructional Coach	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
Teachers will implement the standards within the NEPF to provide rigorous Tier I instruction within the NVACS as well as the appropriate intervention and enrichment.	Teachers Learning Strategist Administration SLG/PPG/NEPF standards and indicators	20/20 model Student assessment data; Classroom observations (NEPF); Lesson plans Weekly PLC meeting minutes	On-going October-May Administration-20/20 model Student assessment data Classroom observations Lesson plans	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Read By Three Initiative: A) Designate a strategist and/or teacher leader(s) and provide training on implementation of Read By Three Initiatives. B) Strategist/Teacher leaders will train staff. C) Administer and analyze state approved assessments to identify students at risk for additional intervention. D) Develop a literacy plan for students in grades K-3. 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 Senate Bill 391 regarding next steps.	- Administration, Learning Strategist, Lead Teachers (All resources listed above.)	- Agendas and Sign-In sheets for PD, - Read By Three literacy plans, - PLC's, grade level meetings, - Site based collaboration time	- Agendas and Sign-In sheets for PD (Strategist/Admin, monthly), - Read By Three literacy plans (Strategist/Admin, monthly), - PLC's, grade level meetings (Grade Level Lead Teachers, monthly), - Site based collaboration time/Master Schedule (Admin, monthly).	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 checked="" type="checkbox"/> Other
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Priority Need/Goal 2:

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

Root Causes:

Ongoing understanding and implementation of the Literacy and Math Framework and best teaching practices to decrease the disconnect and provide more cohesiveness within both content areas. Furthering the need for more specific technology instruction, content specific vocabulary instruction taught in context and individual goal-setting with each student and a growth mindset from all staff for all students.

Measurable Objective 1:

Reduce the math proficiency gap between the Black sub-group (34.38%) and the super-group (65.68%) from 31% to 15.7% by spring 2018 as measured by state assessments (SBAC).

Measurable Objective 2:

Reduced the ELA proficiency gap between the Black sub-group (40.63%) and the super-group (65.52%) from 26.4% to 13.2% by spring 2018 as measured by state assessments (SBAC).

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 where NEPF standards are embedded. Professional development will include: mathematical practices (to include school-wide math facts expectations), grade level and cross-grade level collaboration, Worksheets Don't Grow Dendrites, Teach Like a Champion and Great Habits, Great Readers bookstudy, engagement structures using Kagan as a starting point, continued implementation of Imagine Learning, and coaching cycle with the instructional coach.	Learning Strategist 60 minutes weekly On-going coaching cycle for teachers in K-2 for year long literacy instruction	Lunch & learn sessions Weekly agendas Sign in sheets Lesson plan reviews Student learning goals and professional practice goals 20/20 model (observation/feedback cycle) individual student goal setting sheets kagan coaching forms agendas from book studies	Agenda - Administration weekly Learning Strategist - weekly Weekly-Administration Teachers	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: No	NCCAT-S Indicators:	
K-3 teachers send Read by 3 letters to parents, hold conferences, and co-plan for literacy intervention. Monthly 2nd cup of coffee parent meetings (create incentive system for attendance) -to include Read by 3, School Organizational Team (SOT) Enlist parents for Sight Word Soldiers for K-3, sight word phrases 4 and 5 and math facts K-5. Technology communication between teacher and parents to help parents partner in their child's education. Video tape 2nd Cup of Coffee meetings to ensure larger audience. Volunteer Fair at the beginning of the year to elicit parent participation is a variety of areas (with an incentive system for volunteering). Involve parents in individual student goal setting. Include parents to encourage the use of Study Island at home in grades 3, 4, and 5	Parents; classroom teachers; Administration; PZIC students individual student goal-setting	Read by 3 letters, literacy plans in IC, conferences with parents to co-plan literacy interventions. AIMSweb data, Title I sign-in sheets/evaluations during 2nd cup of coffee meetings	October-May: to include all stakeholders Classroom teachers; Administrators; Instructional Assistants; Instructional Coach	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
Teachers will implement the standards within the NEPF to provide rigorous Tier I instruction within the NVACS as well as the appropriate intervention and enrichment. Teachers will conduct individual goal setting with students that includes the parents (fix from 15 Fixes to Grading Practices).	Teachers Learning Strategist Administration SLG/PPG/NEPF standards and indicators Technology communication between teacher and parents to help parents partner in their child's education	20/20 model Student assessment data; Classroom observations (NEPF); Lesson plans Weekly PLC meeting minutes	On-going October-May Administration-20/20 model Student assessment data Classroom observations Lesson plans	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 checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 3:

Increase the percentage of school-based personnel trained in cultural competency.

Root Causes:

Lack of professional development in the area of cultural competency as evidenced by district achievement gap data.

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2017-2018 school year, as measured by sign-in sheets.

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: Yes	NCCAT-S Indicators:	
All staff will participate in cultural competency/diversity professional development. Staff and students will work cooperatively with members of "My Brother's Keeper"	Cultural Responsiveness Framework workshops (CCSD) facilitated by Equity and Diversity in partnership with National Academic Educational Partners and other community based organizations provided during the 2017-2018 school year, My Brother's Keeper	Sign in sheets	Principal will ensure PD is provided to 100% of staff	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
Parents will be provided the opportunity to attend 2nd cup of coffee meetings geared towards helping parents learn skills that will benefit their children's education.	PZLS Administration Counselor	Sign in sheets Parent survey	Once a month - PZLS, administration, counselor	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)	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	45,325.00	To split fund a teacher and buy site license for AIMSweb + benchmarking and Study Island which is aligned to NVAC standards.	Goals 1 and 2
Strategic Budget	\$27,561.56	This is what is left after personnel is paid for. This will be utilized to purchase supplies for Sight Word Soldiers, school-wide math facts, subs for kagan coaching and sub release days for PD as needed.	Goals 1 and 2
ELL		Student licenses for Imagine Learning	Goals 1, 2 and 3

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.

Administration was new to Richard H Bryan for the 2016-17 school year and will be losing, not gaining for the 2017-2018 school year. School was almost fully staffed upon arrival. Our plan is to provide professional development, coaching, and on-going observations and feedback (20/20 model).

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Communication is sent out weekly in a Friday folder. Newsletters are sent out 5 times per year. Administration utilized Parent Link, as well as teachers utilize a variety of technology communication tools to communicate with parents daily.

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.).

Special education pre-school teachers work closely with school kindergarten teachers and parents to ensure appropriate placement and that students that will be going to kindergarten have met current goals and benchmarks in order to be successful in a kindergarten program. In the spring, a kindergarten round up will be held to share kindergarten NVAC standard expectations with parents. Students transitioning to middle school participate in a transition to middle school seminar with the counselor which includes a physical visit to the zoned middle school. In addition, information is given to 5th grade students regarding the magnet school application process.

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

During a pre-back to school meeting held in early August, decisions were made regarding assessments, curriculum, and a variety of instructional practices. These decisions were then brought back to the staff during the 3 teacher work days in August. During weekly grade level PLC meetings, teachers look at and discuss a variety of assessment data and continue to have discussions in regards to the most appropriate assessments and assessment data. Administration sends ongoing google surveys to enlist teacher opinion and feedback.

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

Long range plans were created at the beginning of the school year and continue to be looked at and modified as needed to ensure that all federal, state, and local policies and regulations are adhered to. Including, but not limited to, Read by 3, AB394, ELL, and IEP.

APPENDIX A - Professional Development Plan

1.1

Weekly SBCT for K-5 focusing on K-5 literacy instruction and student engagement structures. School-wide book studies on reading best practices: Great Habits, Great Readers, Worksheets Don't Grow Dendrites and Teach Like a Champion, individual student goal-setting

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will participate in professional development where NEPF standards are embedded. Professional development will include: mathematical practices (to include school-wide math facts expectations), grade level and cross-grade level collaboration, Worksheets Don't Grow Dendrites, Teach Like a Champion and Great Habits, Great Readers bookstudy, engagement structures using Kagan as a starting point, continued implementation of Imagine Learning, and coaching cycle with the instructional coach.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in cultural competency/diversity professional development Staff and students will work cooperatively with members of "My Brother's Keeper"

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

K-3 teachers send Read by 3 letters to parents, hold conferences, and co-plan for literacy intervention. Monthly 2nd cup of coffee parent meetings (with incentive system)-to include Read by 3, School Organizational Team (SOT) Enlist parents for Sight Word Soldiers for K-5 (sight word phrases for grades 4 and 5) Involve parents in individual student goal setting. Include parents to encourage the use of Study Island at home in grades 3, 4, and 5 as well as Accelerated Reader (AR) Volunteer Fair at the beginning of the year with incentive system built in

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

K-3 teachers send Read by 3 letters to parents, hold conferences, and co-plan for literacy intervention. Monthly 2nd cup of coffee parent meetings (create incentive system for attendance) -to include Read by 3, School Organizational Team (SOT) Enlist parents for Sight Word Soldiers for K-3, sight word phrases 4 and 5 and math facts K-5. Technology communication between teacher and parents to help parents partner in their child's education. Video tape 2nd Cup of Coffee meetings to ensure larger audience. Volunteer Fair at the beginning of the year to elicit parent participation in a variety of areas (with an incentive system for volunteering). Involve parents in individual student goal setting. Include parents to encourage the use of Study Island at home in grades 3, 4, and 5

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Parents will be provided the opportunity to attend 2nd cup of coffee meetings geared towards helping parents learn skills that will benefit their children's education.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in reading from 53.69% to 60%.

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	Weekly SBCT for K-5 focusing on K-5 literacy instruction and student engagement structures. School-wide book studies on reading best practices: Great Habits, Great Readers, Worksheets Don't Grow Dendrites and Teach Like a Champion, individual student goal-setting	N/A
Progress		
Barriers		
Next Steps		
1.2	K-3 teachers send Read by 3 letters to parents, hold conferences, and co-plan for literacy intervention. Monthly 2nd cup of coffee parent meetings (with incentive system)-to include Read by 3, School Organizational Team (SOT) Enlist parents for Sight Word Soldiers for K-5 (sight word phrases for grades 4 and 5) Involve parents in individual student goal setting. Include parents to encourage the use of Study Island at home in grades 3, 4, and 5 as well as Accelerated Reader (AR) Volunteer Fair at the beginning of the year with incentive system built in	N/A
Progress		

Barriers		
Next Steps		
1.3	Teachers will implement the standards within the NEPF to provide rigorous Tier I instruction within the NVACS as well as the appropriate intervention and enrichment.	N/A
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. B) Strategist/Teacher leaders will train staff. C) Administer and analyze state approved assessments to identify students at risk for additional intervention. D) Develop a literacy plan for students in grades K-3. 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 Senate Bill 391 regarding next steps.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

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

Measurable Objective(s):

- Reduce the math proficiency gap between the Black sub-group (34.38%) and the super-group (65.68%) from 31% to 15.7% by spring 2018 as measured by state assessments (SBAC).
- Reduced the ELA proficiency gap between the Black sub-group (40.63%) and the super-group (65.52%) from 26.4% to 13.2% by spring 2018 as measured by state assessments (SBAC).

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 where NEPF standards are embedded. Professional development will include: mathematical practices (to include school-wide math facts expectations), grade level and cross-grade level collaboration, Worksheets Don't Grow Dendrites, Teach Like a Champion and Great Habits, Great Readers bookstudy, engagement structures using Kagan as a starting point, continued implementation of Imagine Learning, and coaching cycle with the instructional coach.	
Progress		N/A
Barriers		
Next Steps		
2.2	K-3 teachers send Read by 3 letters to parents, hold conferences, and co-plan for literacy intervention. Monthly 2nd cup of coffee parent meetings (create incentive system for attendance) -to include Read by 3, School Organizational Team (SOT) Enlist parents for Sight Word Soldiers for K-3, sight word phrases 4 and 5 and math facts K-5. Technology communication between teacher and parents to help parents partner in their child's education. Video tape 2nd Cup of Coffee meetings to ensure larger audience. Volunteer Fair at the beginning of the year to elicit parent participation is a variety of areas (with an incentive system for volunteering). Involve parents in individual student goal setting. Include parents to encourage the use of Study Island at home in grades 3, 4, and 5	
		N/A

Progress		
Barriers		
Next Steps		
2.3	Teachers will implement the standards within the NEPF to provide rigorous Tier I instruction within the NVACS as well as the appropriate intervention and enrichment. Teachers will conduct individual goal setting with students that includes the parents (fix from 15 Fixes to Grading Practices).	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:

Increase the percentage of school-based personnel trained in cultural competency.

Measurable Objective(s):

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2017-2018 school year, as measured by sign-in sheets.

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	All staff will participate in cultural competency/diversity professional development Staff and students will work cooperatively with members of "My Brother's Keeper"	N/A
Progress		
Barriers		
Next Steps		
3.2	Parents will be provided the opportunity to attend 2nd cup of coffee meetings geared towards helping parents learn skills that will benefit their children's education.	N/A
Progress		

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