

School Performance Plan

School Name
Bryan, Richard H ES

Address (City, State, Zip Code, Telephone):
8050 Cielo Vista Ave
Las Vegas, NV 89128-8480, 7027991460

Superintendent/Assistant Chief: Jesus Jara / Ronnie Guerzon

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 4 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 | Maureen Salazar-Magana | Parent |
| Jovanna Clarke | 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 | Aaron Harewood | 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 |
|---|--|--|
| Nevada School Performance Framework (NSPF) | Nevada School Performance Framework (NSPF) | Nevada School Performance Framework (NSPF) |
| Formative Assessments Practice | Achievement Gap Data | Achievement Gap Data |
| Statewide Assessments | NA | Individualized Education Programs (IEP) |
| Interim Assessments | NA | NA |
| NA | NA | NA |
| Other: | Other: | Other: |
| Other: | Other: | Other: |

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

46% of first graders, 58% of second graders, 50% of third graders, 34% of fourth graders and 56% of fifth graders are above the 40th%ile on the Fall 2018 ELA MAP assessment. This is mixed from last year (first down 6%, second up 5% and third down 12%). 42% of first graders, 53% of second graders, 43% of third graders, 29% of fourth graders and 45% of fifth graders are above the 40th%ile on the Fall 2018 math MAP assessment. This is down from last year (first down 13%, second down 9% and 13%). According to Spring 2018 ELA SBAC data, 39.78% of 3rd-5th grade students were non-proficient (3rd grade - 64.10% non-proficient, 4th grade - 37% non-proficient and 5th grade - 22.92% non-proficient). Overall our non-proficient group increased 3.42% from Spring 2017. 70.97% (22 students) of Black students were non-proficient. This is an increase of 11.59% from Spring 2017. According to Spring 2018 Math SBAC data, 45.62% of 3rd-5th grade students were non-proficient (3rd grade - 53.85% non-proficient, 4th grade - 44% non-proficient and 5th grade - 40.63% non-proficient). Overall our non-proficient group increased 5.22% from Spring 2017. 77.42% (24 students) of Black students were non-proficient. This is an increase of 11.79% from Spring 2017.

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 Grade 3 proficiency rates in reading.

Root Causes:

Sufficient time has been lacking for practice and implementation of best practices shared with book studies, ELA sessions, student expectations/procedures and student engagement. Consistent utilization of student discourse, student expectations and procedures and practice of individual goal-setting with each student and a growth mindset from all staff for all students is not evident.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 35.8% to 53.69%.

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: Yes | NCCAT-S Indicators: | |

| | | | | |
|---|--|---|---|-----|
| Professional development for K-5 focusing on literacy and ELL instruction, student engagement and individual student achievement. Mandatory ELL training for cohort group C, ongoing professional development in PLC structures and data collecting and report reading to ensure teachers understand how to decipher information, and subsequently plan appropriate instruction for Tier 1 whole group, small group and Tier II instruction. Continued implementation of Kagan Coaching days to improve student engagement. Time set aside to continue to refine skills from all previous professional development. | Learning Strategist ongoing weekly coaching cycle and sub days for classroom observations for teachers on an as needed basis. Sub release days for Kagan Coaching. | Weekly agendas, sign in sheets, lesson plan reviews, evidence of individual student goal setting, Student Learning Goals, Professional Practice Goals, 20/20 model (observation/feedback cycle) | Administration - weekly agendas, meetings with Learning Strategist, 20/20 observation/feedback conference documentstion Learning Strategist - weekly agendas for meeting with admin. Kagan Coach - coaching schedules and coaching forms Teachers - evidence of individual student goal setting and evidence of data collection and student ability from PLC sessions | N/A |
|---|--|---|---|-----|

Comments:

| Action Step | Resources and Amount Needed | List Artifacts/Evidence | Timeline and Position Responsible | Monitoring Status |
|---|---|--|--|-------------------|
| 1.2 Family Engagement (Required) | | Continuation From Last Year: Yes | NCCAT-S Indicators: | |
| 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 3,4,5 as well as reading for Accelerated Reader (AR) and Apple Core. All teachers utilize an electronic mode of communication to more easily access parents and parents can more easily access teachers. | Parents, classroom teachers, administration, Instructional coach, 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 (as applicable), STAR/AR data and MAP data. Title 1 sign-in sheets/evaluations during 2nd cup of coffee meetings, SOT minutes | August-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: Yes | NCCAT-S Indicators: | |
| Teachers will implement the standards within the NEPF to provide rigorous Tier I instruction, to include small group instruction, within the NVACS as well as the appropriate intervention and enrichment. Including best practices for student engagement with Kagan structures. | Teachers, Learning Strategist, Administration, SLG/PPG/NEPF standards and indicators, Kagan coaching | 20/20 model, Student assessment data; Classroom observations (NEPF); Lesson plans Weekly PLC meeting minutes, Kagan coaching | 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: |
|-----------------------------|-------------------------------------|----------------------------|

| | | | | |
|--|---|--|---|------------|
| <p>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.</p> | <p>Administration, Learning Strategist, Lead Teachers (All resources listed above.)</p> | <p>Agendas and Sign-In sheets for PD, - Read By Three literacy plans, - PLC's, grade level meetings, - Site based collaboration time</p> | <p>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).</p> | <p>N/A</p> |
|--|---|--|---|------------|

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:

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

Root Causes:

Sufficient time has been lacking for practice and implementation of best practices shared with book studies, ELA sessions, student expectations/procedures and student engagement. Consistent utilization of student discourse, student expectations and procedures and practice of individual goal-setting with each student and a growth mindset from all staff for all students is not evident.

Measurable Objective 1:

Reduce the math proficiency gap between the Black sub-group (22.58%) and the super group (58.24%) from 35.66% to 26.74% by spring 2019 as measured by state assessments (SBAC). The Black sub-group will increase from 22.58% to 32.3%.

Measurable Objective 2:

Reduce the ELA proficiency gap between the Black sub-group (29.03%) and the super group (56.65%) from 27.62% to 20.71% by spring 2019 as measured by state assessments (SBAC). The Black sub-group will increase from 29.03% to 42.6%.

| 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: | NCCAT-S Indicators: | |

| | | | | |
|---|--|---|--|-----|
| Teachers will participate in professional development where NEPF standards are embedded. Professional development will include: individual and class goal setting, 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 book study, engagement structures using Kagan as a starting point, continued implementation of Imagine Learning, and coaching cycle with the instructional coach. PD within the ELL cohort to ensure appropriate instruction for all subgroups. | Learning Strategist 60 minutes weekly, On-going coaching cycle and follow up PD for teachers in Daily Five. Individual teacher coaching as needed. | 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: | 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. 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; Instructional coach, students individual student goal-setting | Read by 3 letters, literacy plans in IC, conferences with parents to co-plan literacy interventions. AIMSweb+ data, MAP 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: | NCCAT-S Indicators: | |
| Teachers will implement the standards within the NEPF to provide rigorous Tier I instruction, including small group 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, Instructional Coach, 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 type="checkbox"/> Other |
|---|---|---|---|---|--------------------------------|

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 2018-2019 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: | NCCAT-S Indicators: | |
| All staff will participate in cultural competency/diversity professional development. Staff and students will work cooperatively with community members coming in to mentor. | 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 2018-2019 school year. | 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: | 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. | Instructional coach, Administration, Counselor | Sign in sheets, Parent survey | Once a month - Instructional coach, 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) |
|---|---|--|--------------------|
| Strategic Budget | 23,908.00 | 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, sub release days for PD as needed and the TDP plan. | Goals 1, 2 and 3 |
| Title 1 | 62,560.00 | To split fund a teacher, add an hour/day for 2 resource aides, sub release days and iPads for K-2. | Goals 1 and 2 |
| Title III (ELL) | | Student licenses for Imagine Learning | 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.

Currently our school is fully staffed and our projections are staying exactly the same for the 2018-2019 school year. Our plan to attract effective, highly-qualified teachers includes providing appropriate professional development, coaching, on-going observations and feedback (20/20 model) as well as Love and Logic training.

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 has moved mainly to ParentLink, ClassDoJo and Remind. Teachers send texts and emails weekly, sometimes daily to contact parents and guardians. The school utilizes their website, tapes and uploads the monthly 2nd Cup of Coffee parent meetings for parents that are not able to attend and has a PTA facebook page. Friday folders also go home each Friday with pertinent information.

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 kindergarden have met current goals and benchmarks tin 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 zone 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.

At the end of the 2016-2017 school year a meeting was held to discuss what worked and what changes needed to be made. Input was gathered by the entire staff. This information was compiled and decisions were made regarding assessments, curriculum, and a variety of instructional practices. These decisions were shared with the staff at the end of the 2016-2017 school year and were revisited 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. Administrationsends 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 end of the year last 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

Professional development for K-5 focusing on literacy and ELL instruction, student engagement and individual student achievement. Mandatory ELL training for cohort group C, ongoing professional development in PLC structures and data collecting and report reading to ensure teachers understand how to decipher information, and subsequently plan appropriate instruction for Tier 1 whole group, small group and Tier II instruction. Continued implementation of Kagan Coaching days to improve student engagement. Time set aside to continue to refine skills from all previous professional development.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will participate in professional development where NEPF standards are embedded. Professional development will include: individual and class goal setting, 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 book study, engagement structures using Kagan as a starting point, continued implementation of Imagine Learning, and coaching cycle with the instructional coach. PD within the ELL cohort to ensure appropriate instruction for all subgroups.

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 community members coming in to mentor.

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 3,4,5 as well as reading for Accelerated Reader (AR) and Apple Core. All teachers utilize an electronic mode of communication to more easily access parents and parents can more easily access teachers.

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. 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 35.8% to 53.69%.

| 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 | Professional development for K-5 focusing on literacy and ELL instruction, student engagement and individual student achievement. Mandatory ELL training for cohort group C, ongoing professional development in PLC structures and data collecting and report reading to ensure teachers understand how to decipher information, and subsequently plan appropriate instruction for Tier 1 whole group, small group and Tier II instruction. Continued implementation of Kagan Coaching days to improve student engagement. Time set aside to continue to refine skills from all previous professional development. | 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 3,4,5 as well as reading for Accelerated Reader (AR) and Apple Core. All teachers utilize an electronic mode of communication to more easily access parents and parents can more easily access teachers. | N/A |
| Progress | | |

| | | |
|------------|---|-----|
| Barriers | | |
| Next Steps | | |
| 1.3 | Teachers will implement the standards within the NEPF to provide rigorous Tier I instruction, to include small group instruction, within the NVACS as well as the appropriate intervention and enrichment. Including best practices for student engagement with Kagan structures. | 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 (22.58%) and the super group (58.24%) from 35.66% to 26.74% by spring 2019 as measured by state assessments (SBAC). The Black sub-group will increase from 22.58% to 32.3%.
- Reduce the ELA proficiency gap between the Black sub-group (29.03%) and the super group (56.65%) from 27.62% to 20.71% by spring 2019 as measured by state assessments (SBAC). The Black sub-group will increase from 29.03% to 42.6%.

| 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: individual and class goal setting, 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 book study, engagement structures using Kagan as a starting point, continued implementation of Imagine Learning, and coaching cycle with the instructional coach. PD within the ELL cohort to ensure appropriate instruction for all subgroups. | |
| 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. 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, including small group 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 2018-2019 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 community members coming in to mentor. | |
| Progress | | N/A |
| 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. | |
| Progress | | N/A |

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