

School Performance Plan

School Name
Tartan, John ES

Address (City, State, Zip Code, Telephone):
3030 E Tropical Pkwy
N Las Vegas, NV 89081, (702) 799-4701

Superintendent/Assistant Chief: Pat Skorkowsky / Kimberly Mangino

For Implementation During The Following Years: 2015-2016

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
Katie Goddard	Parent	Pedro Garcia	Principal
Rachel Petrimoulx	Assistant Principal	Jodi Janiga	Performance Zone Instruction Coach
Alexandria J. Smith	Teacher	Amy M. Henrikson	Teacher
David C. Staves	Teacher	Kathey E. Deguire	Teacher
Kristi Deberg	Teacher	Lindsay Detloff	Teacher
Lisa S. Kutler	Teacher	Margaret M. Loveall	Teacher
Marie Thrower	Teacher	Megan Morgan	Counselor

Teresa A. Schuck	Teacher	Brian K. Danise	Support Staff
------------------	---------	-----------------	---------------

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	AMAOs/ELPA Analysis	Individualized Education Programs (IEP)
Interim Assessments	Teacher/Administrator Observation Data	Special Ed Staffing and Professional Development
NA	NA	Teacher/Administrator Observation Data
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

Positive Trends:

- The percentage of proficient third grade students in Reading on the Nevada CRT has increased over the past three years from 46% in 2012 to 47% in 2013 to 53% in 2014 in Reading and has increased over the past three years from 55% in 2012 to 62% in 2013 to 63% in 2014 in Math.
- The percentage of proficient fourth and fifth grade Special Education students in Math on the Nevada CRT has increased over the past three years from 29% in 2012 to 34 % in 2013 to 51% in 2014.
- The percent of catching up fourth and fifth grade students in the area of Math on the Nevada CRT has increased over the past three years from 0% in 2012 to 25% in 2013 to 40% in 2014.

Areas of Concern:

- The percent of fourth and fifth grade student Moving Up on the Nevada CRT has decreased from 32% in 2012 to 28% in 2013 to 24% in 2014 in Reading and has decreased from 30% in 2012 to 12% in 2013 to 4% in 2014 in Math.
- The percent of fourth and fifth grade student Keeping Up on the Nevada CRT has been inconsistent from 73% in 2012 to 62% in 2013 to 63% in 2014 in Reading and has decreased from 76% in 2012 to 45% in 2013 to 43% in 2014 in Math.
- The percentage of proficient Hispanic fourth and fifth graders on the Nevada CRT has decreased from 64% in 2012 to 60% in 2013 to 48% in 2014 in Reading and has decreased from 80% in 2012 to 72% in 2013 to 64% in 2014 in Math.

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:

Tier I instruction did not reflect consistent levels of cognitive demand of the NVACS as evidenced by the decrease in the percent of Keeping and Moving Up students in reading on the School Growth Summary Report. Professional Development was not focused specifically on Tier I instruction using a balanced literacy approach to meet the needs of all students as evidenced by third grade results of the Nevada Reading CRT. Primary daily attendance rates were less than of students in upper grades.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 52.59% to 57.99% by 2016 as measured by state assessments.

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:	NCCAT-S Indicators:	

Professional development will focus on aligning Tier I instruction and student practice activities to the rigor of the NVACS utilizing research-based resources and strategies such as Explicit Phonics, Close Reading, and Text Dependent Questioning in response to the Balanced Literacy Framework. *ELL grant initiative will provide Professional Development and training on the book "99 Ideas and Activities for Teaching English Learners with the SIOP Model" to implement the strategies outlined in this book into their daily instruction with students.	Ongoing and targeted PD based on performance data utilizing best practices and available resources, Continuous coaching from Performance Zone Instructional Coach, Subs for PD provided by Title I funds *Book Study (ELL, \$2,520)	Staff Development/Title I PD Agendas and Exit Evaluations, Classroom Observations, Coaching Log *Sign in and agendas	Administration: Daily Observations, Weekly Lesson Plans; PZIC Coach: PD Agendas & Evaluations, Coaching Log; Classroom Teachers: Daily instruction & weekly instructional plans *Administration: Book study (Jan. - Mar. 2016)	N/A
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

Comments:
Action plan addresses NEPF Professional Standards 1 & 2 and Instructional Standards 1 & 2

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Family engagement directed at improving the attendance of students in grades K-3 will be a focus through the use of attendance incentives, positive facts home correlating attendance with achievement, and calls and notes home to parents regarding excessive absences/tardies on a monthly basis.	Monthly attendance reports via Infinite Campus, Incentives for positive/improved attendance, Teacher call logs, Counselor support for attendance issues, translation (Title I), Temporary School Aide (Title I)	Attendance records (reports, letters), teacher call logs, ParentLink messages, Positive Notes	Administration: Monthly attendance monitoring, Parent Link messages ; Teachers: Calls and notes to parents regarding attendance issues or improvements; Counselor - Support for attendance related issues	N/A

Comments:
Action plan addresses NEPF Professional Standard 4 (Indicators 1, 2 & 3) & Standard 5 (Indicator 3)

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
		Year:		
Teachers will engage in backwards assessment planning which aligns rigorous instruction and practice for Tier I whole and small group reading utilizing a balanced literacy approach as well as for Tier II Extension/Intervention to provide for the specific needs of students to catch, keep or move up. *Implementation of strategies learned through the Book Study on "99 Ideas and Activities for Teaching English Learners with the SIOP Model" to implement the strategies outlined in this book into their daily instruction with students.	Performance Zone Coach, Ongoing Title I funded PD, Weekly Common Planning time, Bi-Weekly Professional Learning Community meetings, Master schedule to include daily Extension/Intervention Block, CTT and Leveled Library (PASS), Technology/Software to differentiate instruction (Title I) *Book Study (ELL, \$2,520)	Benchmark and Summative Assessment data, Bi-Weekly PLC Planning Forms, Weekly Grade Level Common Planning agendas and notes, On-going student work samples *Lesson plans, observations, student achievement data	Administration: Daily Observations, Weekly lesson plan monitoring, Monthly data monitoring; Performance Zone Coach: Daily observations & coaching, Monthly data monitoring; Teachers: Weekly planning, daily instruction based upon assessment results, collection of student work samples *Administration: Book study (Jan. - Mar. 2016)	N/A

Comments:
Action plan addresses NEPF Instructional Standard 2 (Indicators 1, 2, 3) & Standard 5 (Indicator 2)

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:

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

Root Causes:

Tier I instructional delivery did not clearly communicate purpose and relevancy and did not reflect consistent levels of cognitive demand of the Nevada Academic Content Standards as evidenced by the decrease in the percent of Keeping Up and Moving Up students in both reading and math on the School Growth Summary Report. Professional Development was not focused specifically on Tier I differentiated instruction to meet the needs of all students as evidenced by gaps of achievement on the NSPF.

Measurable Objective 1:

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 23.6 to 19.9 by 2016 as measured by state assessments.

Measurable Objective 2:

Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 27.1 to 22.8 by 2016 as measured by state assessments.

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:	
Professional development will focus on aligning Tier I instruction and student practice activities to the rigor of the Nevada Academic Content Standards (NVACS) utilizing rigorous resources and research-based strategies in response to benchmark and summative assessment data.	Ongoing and targeted PD based on performance data utilizing best practices and available resources, Continuous coaching from Performance Zone Instructional Coach, subs for PD provided by Title I funds	Staff Development/Title I PD Agendas and Exit Evaluations, Classroom Observations, Coaching Log	Administration: Daily Observations, Weekly Lesson Plans; PZIC Coach: PD Agendas & Evaluations, Coaching Log; Classroom Teachers: Daily instruction & weekly instructional plans	N/A

Comments:
Action plan addresses NEPF Professional Standards 1 & 2 and Instructional Standards 1 & 2

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:	
Family engagement will be increased by offering content and grade specific support to parents on assessment results and practice strategies to increase knowledge and practice at home to meet the rigor of the Nevada Academic Content Standards (NVACS) in Reading and Math.	Ongoing access to Performance Zone Coach, Materials and/or snacks for semester Parent Nights and bi-monthly Extra Cup of Coffee meetings through Title I funds, Technology access for at home nightly practice	Event Flyers and Agendas, Newsletters, Participation records and surveys, ParentLink messages	Administration: Bimonthly newsletters, ongoing Parent Link messages; Coach: Content and Grade Level Specific Academic evening events agendas/participation records/surveys; Teachers: Content and Grade Level Specific Academic evening events	N/A

Comments:
Action plan addresses NEPF Professional Standard 4 (Indicators 1, 2 & 3)

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will engage in planning which begins from the assessment and then aligns instruction and practice which is more intentional and rigorous establishing key objectives for each day and developing purposeful practice for Tier I whole group and small group reading and math.	Performance Zone Coach, Ongoing Title I funded Professional Development, Weekly Common Planning time, Bi-Weekly Professional Learning Community meetings, leveled library (PASS), Technology/Software to differentiate instruction (Title I)	Benchmark and Summative Assessment data, Bi-Weekly PLC Planning Forms, Weekly Grade Level Common Planning agendas and notes, On-going Student Work Samples,	Administration: Daily Observations and student work, Weekly lesson plan monitoring, Monthly data monitoring; Performance Zone Coach: Daily observations & coaching, Monthly data monitoring; Teachers: Weekly planning, daily instruction based upon assessment results, collection of student work samples	N/A

Comments:
Action plan addresses NEPF Instructional Standard 2 (Indicators 1, 2, 3) & Standard 5 (Indicator 2)

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Class size reduction teacher will be hired for 4th grade.	Title I (\$75,000)	Student rosters, student achievement data, lesson plans	Administration (2015-16 school year)	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
---------------------------------------------------	-------------------------------------------------------	-----------------------------------------	-----------------------------------------	-----------------------------------------	-------------------------------------------

Priority Need/Goal 3:

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

Root Causes:

Increase staff members' knowledge and skills related to cultural competency that are needed to meet the instructional needs of diverse learners.

Measurable Objective 1:

One hundred percent of staff will participate in a mandatory cultural competency professional development session during the 2105-2016 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:	
One hundred percent of staff will participate in a mandatory cultural competency professional development session during the 2105-2016 school year as measured by sign-in sheets	Pathlore, Equity and Diversity Department trainings and online modules regarding cultural competency, Kelso's choice curriculum, Bully training for staff (Zone funding, \$3,000)	Pathlore transcripts and online module completion Sign-in sheets, Agendas	Pathlore transcripts and online module completion - EOY by administration	N/A

Comments:

Action Plan addresses Administrator NEPF Standard 2 (Indicator 3) & Standard 3 (Indicators 1 and 2)

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
-------------	-----------------------------	-------------------------	-----------------------------------	-------------------

3.2 Family Engagement (Optional)	Continuation From Last Year: Yes	NCCAT-S Indicators:	
			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 I	3643	Funds are used to provide Substitutes for Teacher professional development, teacher collaboration, teacher planning, after contract time training and for after school tutoring.	Goals 1, 2 and 3
ELL grant	2520	Book study for licensed staff to increase staff knowledge of ELL best teaching practices.	Goals 1 and 2
Title I	1300	Funds for parent meetings. The funds allow for purchase of materials to send home with parents. Topics include school safety, student behavior, bullying procedures and how to assist students with all subjects taught.	Goals 1, 2 and 3
Zone funding	3000	Training funds for staff to address school wide procedures, curriculum, new teacher training, implementation of school wide programs and cultural awareness.	Goals 1, 2 and 3
PASS Grant	9000	Students at the 25th percentile or lower will be referred to participate in small group Tier II or Tier III instruction. The Literacy/Library committee and the Instructional Coaches will use reading books, literacy programs and strategies to plan for the needs of students. CTT will work with those identified students.	Goals 1, 2 and 3
Title I	75,000	Classroom Reduction Size.	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 search for qualified applicants on SearchSoft, verify references, conduct interviews, & hire applicants based on qualifications. Highly qualified teachers are attracted to the school due to a strong coaching/mentoring program, offered by the Performance Zone Coach and teacher leaders, and ongoing collaboration within and between the grade levels. In addition, teachers are given professional development opportunities which assist in them becoming as highly effective as possible.

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.

Family engagement is encouraged through family nights held twice per year. These academic nights give families the opportunity to learn specific strategies necessary to assist their children at home based upon the rigor of the NVACS. Monthly "Parent meetings with the Administration" is held to gather input from parents in regard to our instructional practices. All pieces of communication sent home are printed in English and Spanish.

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.).

Preschool children are given the opportunity to spend time in the regular Kindergarten classrooms to adapt to the structures of this grade level. All school events are open for our preschool children and their families to attend. Our fifth graders receive information/presentations from the feeder and magnet school counselors & have the opportunity to visit the feeder middle school transition to sixth grade. Our fifth graders are actively encouraged to apply for middle school magnet programs.

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

Teachers meet weekly for common grade level planning and bi-weekly for professional learning community meetings to analyze the results of their academic assessments they have either created or selected within their grade levels. During these meeting times, teachers revisit the academic assessments utilized and plan for instruction based upon their results. During staff meetings, and grade level meetings, staff will be reviewing assessments and modifying them to meet the demands of NVACS and format of the SBAC.

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

All funding sources are integrated to support the implementation of the SPP. Substitutes for teachers to receive professional development in targeted areas, technology & software to integrate technology into classroom lessons & differentiate instruction, family engagement supplies, translation & a temporary school aide to support communication with parents are all funded by Title I. PASS funds focus on differentiating instruction & Tier II/III support through a CTT & Leveled Library materials.

APPENDIX A - Professional Development Plan

1.1

Professional development will focus on aligning Tier I instruction and student practice activities to the rigor of the NVACS utilizing research-based resources and strategies such as Explicit Phonics, Close Reading, and Text Dependent Questioning in response to the Balanced Literacy Framework. *ELL grant initiative will provide Professional Development and training on the book "99 Ideas and Activities for Teaching English Learners with the SIOP Model" to implement the strategies outlined in this book into their daily instruction with students.

Goal 1 Additional PD Action Step (Optional)

ELL grant initiative will provide Professional Development and training on the book "99 Ideas and Activities for Teaching English Learners with the SIOP Model" to implement the strategies outlined in this book into their daily instruction with students.

2.1

Professional development will focus on aligning Tier I instruction and student practice activities to the rigor of the Nevada Academic Content Standards (NVACS) utilizing rigorous resources and research-based strategies in response to benchmark and summative assessment data.

Goal 2 Additional PD Action Step (Optional)

3.1

One hundred percent of staff will participate in a mandatory cultural competency professional development session during the 2105-2016 school year as measured by sign-in sheets

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Family engagement directed at improving the attendance of students in grades K-3 will be a focus through the use of attendance incentives, positive facts home correlating attendance with achievement, and calls and notes home to parents regarding excessive absences/tardies on a monthly basis.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Family engagement will be increased by offering content and grade specific support to parents on assessment results and practice strategies to increase knowledge and practice at home to meet the rigor of the Nevada Academic Content Standards (NVACS) in Reading and Math.

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 Grade 3 proficiency rates in reading.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in reading from 52.59% to 57.99% by 2016 as measured by state assessments.

Status
N/A

Comments:

1.1 Professional Development: Action plan addresses NEPF Professional Standards 1 & 2 and Instructional Standards 1 & 2

1.2 Family Engagement: Action plan addresses NEPF Professional Standard 4 (Indicators 1, 2 & 3) & Standard 5 (Indicator 3)

1.3 Curriculum/Instruction/Assessment: Action plan addresses NEPF Instructional Standard 2 (Indicators 1, 2, 3) & Standard 5 (Indicator 2)

1.4 Other:

	Mid-Year	End-of-Year
1.1	Professional development will focus on aligning Tier I instruction and student practice activities to the rigor of the NVACS utilizing research-based resources and strategies such as Explicit Phonics, Close Reading, and Text Dependent Questioning in response to the Balanced Literacy Framework. *ELL grant initiative will provide Professional Development and training on the book "99 Ideas and Activities for Teaching English Learners with the SIOP Model" to implement the strategies outlined in this book into their daily instruction with students.	
Progress		N/A
Barriers		
Next Steps		
1.2	Family engagement directed at improving the attendance of students in grades K-3 will be a focus through the use of attendance incentives, positive facts home correlating attendance with achievement, and calls and notes home to parents regarding excessive absences/tardies on a monthly basis.	
Progress		N/A

Barriers		
Next Steps		
1.3	Teachers will engage in backwards assessment planning which aligns rigorous instruction and practice for Tier I whole and small group reading utilizing a balanced literacy approach as well as for Tier II Extension/Intervention to provide for the specific needs of students to catch, keep or move up. *Implementation of strategies learned through the Book Study on "99 Ideas and Activities for Teaching English Learners with the SIOP Model" to implement the strategies outlined in this book into their daily instruction with students.	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:

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 District's highest performing subgroup and lower performing ethnic/racial supergroup from 23.6 to 19.9 by 2016 as measured by state assessments.
- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 27.1 to 22.8 by 2016 as measured by state assessments.

Status
N/A

Comments:

2.1 Professional Development: Action plan addresses NEPF Professional Standards 1 & 2 and Instructional Standards 1 & 2

2.2 Family Engagement: Action plan addresses NEPF Professional Standard 4 (Indicators 1, 2 & 3)

2.3 Curriculum/Instruction/Assessment: Action plan addresses NEPF Instructional Standard 2 (Indicators 1, 2, 3) & Standard 5 (Indicator 2)

2.4 Other:

	Mid-Year	End-of-Year
2.1	Professional development will focus on aligning Tier I instruction and student practice activities to the rigor of the Nevada Academic Content Standards (NVACS) utilizing rigorous resources and research-based strategies in response to benchmark and summative assessment data.	
Progress		
Barriers		
Next Steps		
2.2	Family engagement will be increased by offering content and grade specific support to parents on assessment results and practice strategies to increase knowledge and practice at home to meet the rigor of the Nevada Academic Content Standards (NVACS) in Reading and Math.	

Progress		
Barriers		
Next Steps		
2.3	Teachers will engage in planning which begins from the assessment and then aligns instruction and practice which is more intentional and rigorous establishing key objectives for each day and developing purposeful practice for Tier I whole group and small group reading and math.	
Progress		
Barriers		
Next Steps		
2.4	Class size reduction teacher will be hired for 4th grade.	
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):

- One hundred percent of staff will participate in a mandatory cultural competency professional development session during the 2105-2016 school year as measured by sign-in sheets.

Status
N/A

Comments:

3.1 Professional Development: Action Plan addresses Administrator NEPF Standard 2 (Indicator 3) & Standard 3 (Indicators 1 and 2)

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1	One hundred percent of staff will participate in a mandatory cultural competency professional development session during the 2105-2016 school year as measured by sign-in sheets	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

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