School Performance Plan

School Name

MORROW, SUE H. ES

Address (City, State, Zip Code, Telephone):

1070 FEATHERWOOD AVENUE
HENDERSON, NV 89015, 7027993550

Superintendent/Region Superintendent:

Jesus Jara / Dr. Deanna Jaskolski

For Implementation During The Following Years:

2020-2021

The Following MUST Be Completed:

Title I Status:	NA

Designation:	NA

Grade Level Served:	Elementary

Classification:	4 Star

NCCAT-S:	Initial

*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
Nathan Conrad	Parent	Angel Giaraffa	Parent
Christine Vasquez	Assistant Principal	Laurie Nanni	Teacher
Casey Janosik	Teacher	Melissa Galbraith	Office Manager
Jaime Witte	Principal		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	AMAOs/ELPA Analysis	NA
Statewide Assessments	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other: WIDA/ACCESS data	Other:
Other:	Other:	Other:

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

In the 2018-2019 school year the average reading proficiency in grades 3-5 averaged 67%. Students in 3rd grade showed 55%, 4th grade 77%, and fifth grade 70% proficient in reading proficiency. Overall reading proficiency in 2017-2018 from the SBAC summative assessments results showed grades 3-5 averaged 71%, 3rd grade showed 68% proficient, 4th grade 74%, and fifth grade 71% proficient in reading proficiency. In the 2016-2017 school year the average reading proficiency in grades 3-5 averaged 73.3%. Students in 3rd grade were 75%, 4th grade 70% and fifth grade was 75%.

Based off 2018-2019 WIDA/ACCESS for ELLs 13 of our K-5 students were assessed and 5 of the students were exited/proficient. Our WIDA showed 78% of our students showed growth. Based off 2017-2018 WIDA/ACCESS for ELLs 13 of our K-5 students were assessed and 3 of the students were exited/proficient in the English language based off our 2015-2016 data. Based off the 2016-2017 WIDA/ACCESS for ELLs 11 of our K-5 students were assessed and 2 of the students were exited/proficient.

1.3 All instructional staff members use effective instructional strategies to meet the learning needs of all students.
1.4 All instructional staff members routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly.
2.1 All instructional staff members use classroom assessments aligned to state content standards.
3.1 School leadership develops and communicates a clear, shared vision and mission.
3.2 School leadership focuses the entire school community on school improvement.

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 1:
Increase the percent of 3rd-grade students proficient in reading from 55% to 65% by 2020 as measured by summative assessments. All students will increase proficiency in mathematics from 52% to 59% as measured by state summative assessments. Increase growth and proficiency rates in reading and math for Kindergarten-3rd Grade.

Root Causes:
There was inconsistency in instructional materials and alignment to the NVACS. There were not consistent expectations in differentiating based on data. There was inconsistent use of ELA and Math supplemental materials.

Measurable Objective 1:
Increase the percent of students in kindergarten scoring above the 41st percentile in ELA from 92%(fall) to 97% (winter) to 100% (spring) May 2020 and Math from 96% (fall), 98% (winter), 100% (spring) May 2020 as measured by MAP Growth Assessment. (Distance learning results- will revisit in the winter) The percent of students in kindergarten scoring above the 41st percentile in ELA in the 2019-2020 school year were N/A (fall) and 82% (winter) and Math N/A(fall) and 68%(winter)

Measurable Objective 2:
Increase the percent of students in first grade scoring above the 41st percentile in ELA from 78% (fall) to 83% (winter) to 88% (spring) by May 2020 and Math from 74% (fall), 79% (winter), 84% (spring) May 2020 as measured by MAP Growth Assessment. (Distance learning results- will revisit in the winter) The percent of students in first grade scoring above the 41st percentile in ELA in the 2019-2020 school year were 76%(fall) and 82%(winter) and Math 63%(fall) and 74%(winter)

Measurable Objective 3:
Increase the percent of students in second grade scoring above the 41st percentile in ELA from 67% (fall) to 72% (winter) to 77% (spring) by May 2020 and Math from 61% (fall), 66% (winter), 71% (spring) May 2020 as measured by MAP Growth Assessment. (Distance learning results- will revisit in the winter) The percent of students in second grade scoring above the 41st percentile in ELA in the 2019-2020 school year were 67%(fall) and 68%(winter) and Math 72%(fall) and 64%(winter)

Measurable Objective 4:
Increase the percent of students in third grade scoring above the 41st percentile in ELA from 67% (fall) to 72% (winter) to 77% (spring) by May 2020 and Math from 58% (fall), 63% (winter), 68% (spring) May 2020 as measured by MAP Growth Assessment. (Distance learning results- will revisit in the winter) The percent of students in third grade scoring above the 41st percentile in ELA in the 2019-2020 school year were 72%(fall) and 79%(winter) and Math 68% (fall) and 70%(winter)

Measurable Objective 5:
Increase the percent of kindergarten students on track for end of year mastery in ELA from 30% (fall) to 50% (winter) to 70% (spring) and in math from 37% (fall) to 57% (winter) to 77% (spring) by May 2020 as measured by i-Ready. (Distance learning results- will revisit in the winter) Increase the percent of 1st grade students on track for end of year mastery in ELA from 34% (fall) to 54% (winter) to 74% (spring) and in math from 23% (fall) to 43% (winter) to 63% (spring) by May 2020 as measured by i-Ready. (Distance learning results- will revisit in the winter) Increase the percent of 2nd grade students on track for end of year mastery in ELA from 24% (fall) to 44% (winter) to 64% (spring) and in math from 3% (fall) to 23% (winter) to 43% (spring) by May 2020 as measured by i-Ready. (Distance learning results- will revisit in the winter) Increase the percent of 3rd grade grade students on track for end of year mastery in ELA from 24% (fall) to 44% (winter) to 64% (spring) and in math from 9% (fall) to 29% (winter) to 49% (spring) by May 2020 as measured by i-Ready. (Distance learning results- will revisit in the winter)

Monitoring Status
N/A

ACTION PLAN	MONITORING PLAN

Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators: 3.1, 3.2**	
All teachers completed Reopening Schools Canvas modules. Teachers received support from Read by Grade 3 Strategist on MAPS. Teachers will increase their understanding of how to integrate leveled/tiered assessments into their instruction based on students performance data on the MAP assessment. Teachers will be supported in learning how to utilize the MAP reports and Learning Continuum to support student growth and proficiency. Professional development will be provided to teachers on the standards and indicators of the NEPF and the Ready Common Core Reading series. Teachers are utilizing easyCBM and Reading A-Z as supplemental materials. Teachers will continue to discuss and utilize the Achieve the Core materials and how using the Bridging documents to support their instructional planning . Teachers also attended online learning through i-Ready and Ready Common Core to learn ways to align common assessments (Standards Mastery) based on NVACS and support differentiation. Discussions around multiple measures of data such as MAP, i-Ready, and Observation data will occur with administration, lead team, and support from our Read by Grade 3 strategist.	Read by 3 strategist, Teachers, administration, Instructional Assistants, technology, technology platforms, Chromebooks, i-Ready, easyCBM, RAZ, funded through the general budget or Special Education, RB3 funding.	Observations, Teacher goal-setting conferences,Google Classroom, Canvas, Pre- and Post Conferences,	August 2020-May 2021 Teachers, Admin, SBT, and office staff	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: 3.1, 3.2, 1.3**	
This year we planned a Virtual Open House for families by Administration and teachers. This year administration created a new website to improve communication with families. In addition, there was a new Facebook page for ongoing communications. Administration created and sent surveys and PearDeck interactive slides to communicate and gather feedback from families.	Home reading strategies by providing additional home to school connections, PSTAPT, Chromebooks, hot spots, Google Meet	Google survey and GoogleSlides/Google Meet	August 2020-May 2021 Teachers, Administration , SBT, and office staff	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.3,2.1	
Teachers will ensure students engage in daily synchronous sessions with students and will provide activities for asynchronous time. Break out sessions will also be provided to students for small group instructions and opportunity for individualized assistance. Teachers are researching differentiated distance learning techniques; for example, Peardeck, Kami, Nearpod, i-Ready, Google slides, Google classroom, and Canvas to utilize during distance learning. Teachers will collaborate to create and utilize common assessments aligned to the NVACS. Teachers will discuss data during PLC's.	People: Teachers, Instructional Assistants, Administration, Materials: technology, tech platforms, Chromebooks, i-Ready, easyCBM, RAZ, Funding Source: Strategic Budget, Special Education, RB3	Observations, easyCBM, Canvas/Google Classroom review and MAP K-5 data analysis, SBAC data, i-Ready data,	August 2020- May 2021 Administration, teachers, Instructional Assistants, Site-Based Tech, and office staff	N/A

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 2:
All students will increase growth and proficiency in reading and math for 4th and 5th Grade. All students will increase proficiency in ELA from 67% to 72% as measured by state summative assessments. Increase the number of proficient students in fourth-grade mathematics from 66% to 73% as measured by 2020 SBAC state assessments. Increase the number of proficient students in fifth-grade mathematics from 37% to 44% as measured by 2020 SBAC state assessments.

Root Causes:
Grade level teams inconsistent use of curriculum and supplemental resources and implementing strategies to reach the rigor required by the NVACS. Teacher will continue to develop strategies to support a high quality Tier 1 instruction. Teachers and staff will use data to drive instructional practice and differentiate for students.

Measurable Objective 1:
Increase the percent of fourth and fifth grade students scoring above the 41st percentile in reading 69% (fall) to 74% (winter) to 79% (spring) by May 2020 and from math from 52.5% (fall) to 57.5% (winter) to 62.5% (spring) by May 2020 as measured by MAP Growth Assessment. (Distance learning results- will revisit in the winter). The percent of students in fourth and fifth grade scoring above the 41st percentile in ELA in the 2019-2020 school year were 76.5%(fall) and 84%(winter) and Math 70%(fall) and 68.5% (winter)

Measurable Objective 2:
Increase the percent of students in fourth grade scoring above the 41st percentile in ELA from 61%(fall) to 66% (winter) to 71% (spring) May 2020, and Math from 47% (fall), 52% (winter), 57% (spring) May 2020 as measured by MAP Growth Assessment. (Distance learning results- will revisit in the winter) The percent of students in fourth grade scoring above the 41st percentile in ELA in the 2019-2020 school year were 79%(fall) and 86%(winter) and Math 71%(fall) and 75% (winter)

Measurable Objective 3:
Increase the percent of students in fifth grade scoring above the 41st percentile in ELA from 78%(fall) to 83% (winter) to 88% (spring) May 2020, and Math from 59% (fall), 64% (winter), 69% (spring), May 2020 as measured by MAP Growth Assessment. (Distance learning results- will revisit in the winter) The percent of students in fifth grade scoring above the 41st percentile in ELA in the 2019-2020 school year were 74% (fall) and 72%(winter) and Math 69%(fall) and 62%(winter)

Measurable Objective 4:
Increase the percent of 4th grade students on track for end of year mastery in reading from 17% (fall) to 37% (winter) to 57% (spring), and in math from 4% (fall) to 24% (winter) to 44% (spring) by May 2020 as measured by i-Ready. (Distance learning results- will revisit in the winter)

Measurable Objective 5:
Increase the percent of 5th grade students on track for end of year mastery in reading from 15% (fall) to 35% (winter) to 55% (spring), and in math from 12% (fall) to 32% (winter) to 52% (spring) May 2020 as measured by i-Ready. (Distance learning results- will revisit in the winter)

Monitoring Status
N/A

ACTION PLAN	MONITORING PLAN

Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
All teachers completed Reopening Schools Canvas modules. Teachers also attended online learning through i-Ready and Ready Common Core. Ongoing professional development will be provided to teachers on the standards and indicators of the NEPF. Teachers will receive professional development and coaching in using Mountain Math and Number Talks during math instruction. Discussions around multiple measures of data such as MAP, i-Ready, and Observation data.	People: Teachers, administration, Instructional Assistants, Materials: technology, tech platforms, Chromebooks, i-Ready, Funding Sources: Strategic Budget, Special Education	Observations, Teacher goal-setting conferences, Google Classroom, Canvas, Pre- and Post Conferences	August 2020-May 2021 Teachers, Administration, Site Based-Tech, and office staff	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: Yes	NCCAT-S Indicators:	
Virtual Open House for families by Administration and teachers. New website to communicate with families. Facebook page for ongoing communications. Survey and Peardeck interactive slide to communicate with families.	Home math strategies and school connections, PSTAPT, Chromebooks, hot spots, Google Meet	Google survey and slides/Google Meet	August 2020-May 2021 Teachers, Administration, Site-Based Tech, and office staff	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will ensure students engage in daily synchronous sessions with students will provide activities for asynchronous time. Break out sessions will also be provided to students for small group instructions and opportunity for individualized assistance. Teachers are researching differentiated distance learning techniques for example Peardeck, Kami, Nearpod, i-Ready, Google slides, Google classroom and Canvas.	People: Materials: Professional Development on NEPF standards, Curriculum Engine to assist with planning, Mountain Math and Number Talks, implementation of IPad apps to assist with small group/centers for skill practice and reinforcement. Funding: Strategic Budget	Observations, easyCBM, Canvas/Google Classroom review and MAP K-5 data analysis, SBAC claim data, i-Ready data	August 2020-May 2021 Teachers, Administration, Site-Based Tech, and office staff	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:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 3:

Root Causes:

Measurable Objective 1:
1

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline, Benchmarks, and Position Responsible**	**Monitoring Status**
3.1 Professional Development (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators:**	
				N/A

Comments:

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

				N/A

Comments:

3.3 Curriculum/Instruction/Assessment **(Required)**		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

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

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are

spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Read by Grade 3	$88,205.51	Strategist	Goal 1
Strategic Budget	$3,324,380.96	Personnel and instructional supplies and service level agreement	Goals 1 and 2

Plan for improving the school climate

Goal:
Increase the percent of students who respond " strongly agree" to the following statement, "I am learning with technology such as computers, mobile devices, and the internet at this school" from 38.8% to 80% by December 2021 as measured by the districtwide survey.

Action Plan: How will this plan improve the school climate?
The school community will collaborate to utilize technology, online supplemental programs, to engage in Tier 1 high quality instruction and to differentiate instruction. Teachers will collaborate and utilize data and goal setting conferences to assist students in setting personal goals.

Monitoring Plan: How will you track the implementation of this plan?
We will monitor the plan through data analysis of instructional program usage, surveys and informal and formal feedback with all stakeholders.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?
The effectiveness of this plan will be evaluated through the School Climate survey & District-wide Survey each year.

APPENDIX A - Professional Development Plan

1.1
All teachers completed Reopening Schools Canvas modules. Teachers received support from Read by Grade 3 Strategist on MAPS. Teachers will increase their understanding of how to integrate leveled/tiered assessments into their instruction based on students performance data on the MAP assessment. Teachers will be supported in learning how to utilize the MAP reports and Learning Continuum to support student growth and proficiency. Professional development will be provided to teachers on the standards and indicators of the NEPF and the Ready Common Core Reading series. Teachers are utilizing easyCBM and Reading A-Z as supplemental materials. Teachers will continue to discuss and utilize the Achieve the Core materials and how using the Bridging documents to support their instructional planning . Teachers also attended online learning through i-Ready and Ready Common Core to learn ways to align common assessments (Standards Mastery) based on NVACS and support differentiation. Discussions around multiple measures of data such as MAP, i-Ready, and Observation data will occur with administration, lead team, and support from our Read by Grade 3 strategist.

Goal 1 Additional PD Action Step (Optional)
All teachers completed Reopening Schools Canvas modules. Teachers received support from Read by Grade 3 Strategist on MAPS. Teachers will increase their understanding of how to integrate leveled/tiered assessments into their instruction based on students performance data on the MAP assessment. Teachers will be supported in learning how to utilize the MAP reports and Learning Continuum to support student growth and proficiency. professional development will be provided to teachers on the standards and indicators of the NEPF and the Ready Common Core Reading series. Teachers are utilizing easyCBM and Reading A-Z as supplemental materials. Teachers will continue to discuss and utilize the Achieve the Core materials and how to the Bridging documents to support their instructional planning. Teachers also attended online learning through i-Ready and Ready Common Core to learn ways to align common assessments (Standards Mastery) based on NVACS and support differentiation. Discussions around multiple measures of data such as MAP, i-Ready, and Observation data will occur with administration, lead team, and support from our Read by Grade 3 strategist.Teachers will collaborate to design rigorous instruction and common assessments aligned to NVACS. Teachers will utilize data from multiple measures to deliver high-quality instruction for students. Teachers will utilize data to provide high-quality Tier 1 instruction for all students. Differentiated tasks will be created to provide small group instruction based on student need. Students will be provided with opportunities for enrichment and reteaching. Professional development will focus on data-analysis, aligning instruction to the NVACS, and vertical alignment.

2.1
All teachers completed Reopening Schools Canvas modules. Teachers also attended online learning through i-Ready and Ready Common Core. Ongoing professional development will be provided to teachers on the standards and indicators of the NEPF. Teachers will receive professional development and coaching in using Mountain Math and Number Talks during math instruction. Discussions around multiple measures of data such as MAP, i-Ready, and Observation data.

Goal 2 Additional PD Action Step (Optional)
All teachers completed Reopening Schools Canvas modules. Teachers will collaborate to provide high quality Tier 1 instruction. Teachers will share strategies for all students. Teachers also attended online learning through i-Ready and Ready Common Core. Ongoing professional development will be provided to teachers on the standards and indicators of the NEPF. Teachers will receive professional development and coaching in using Mountain Math and Number Talks during math instruction. Discussions around multiple measures of data such as MAP, SBAC, i-Ready, and Observation data.

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

This year we planned a Virtual Open House for families by Administration and teachers. This year administration created a new website to improve communication with families. In addition, there was a new Facebook page for ongoing communications. Administration created and sent surveys and PearDeck interactive slides to communicate and gather feedback from families.

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

This year we planned a Virtual Open House for families by Administration and teachers. This year administration created a new website to improve communication with families. In addition, there was a new Facebook page for ongoing communications. Administration created and sent surveys and PearDeck interactive slides to communicate and gather feedback from families.

2.2

Virtual Open House for families by Administration and teachers. New website to communicate with families. Facebook page for ongoing communications. Survey and Peardeck interactive slide to communicate with families.

Goal 2 Additional Family Engagement Action Step **(Optional)**

Virtual Open House for families by Admin and teachers. New website to communicate with families. Facebook page for ongoing communications. Survey and Pear Deck interactive slide to communicate with families.

3.2

Goal 3 Additional Family Engagement Action Step **(Optional)**

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:
Increase the percent of 3rd-grade students proficient in reading from 55% to 65% by 2020 as measured by summative assessments. All students will increase proficiency in mathematics from 52% to 59% as measured by state summative assessments. Increase growth and proficiency rates in reading and math for Kindergarten-3rd Grade.

Measurable Objective(s):
- Increase the percent of students in kindergarten scoring above the 41st percentile in ELA from 92%(fall) to 97% (winter) to 100% (spring) May 2020 and Math from 96% (fall), 98% (winter), 100% (spring) May 2020 as measured by MAP Growth Assessment. (Distance learning results- will revisit in the winter) The percent of students in kindergarten scoring above the 41st percentile in ELA in the 2019-2020 school year were N/A (fall) and 82% (winter) and Math N/A(fall) and 68%(winter)
- Increase the percent of students in first grade scoring above the 41st percentile in ELA from 78% (fall) to 83% (winter) to 88% (spring) by May 2020 and Math from 74% (fall), 79% (winter), 84% (spring) May 2020 as measured by MAP Growth Assessment. (Distance learning results- will revisit in the winter) The percent of students in first grade scoring above the 41st percentile in ELA in the 2019-2020 school year were 76%(fall) and 82%(winter) and Math 63%(fall) and 74%(winter)
- Increase the percent of students in second grade scoring above the 41st percentile in ELA from 67% (fall) to 72% (winter) to 77% (spring) by May 2020 and Math from 61% (fall), 66% (winter), 71% (spring) May 2020 as measured by MAP Growth Assessment. (Distance learning results- will revisit in the winter) The percent of students in second grade scoring above the 41st percentile in ELA in the 2019-2020 school year were 67%(fall) and 68%(winter) and Math 72%(fall) and 64%(winter)
- Increase the percent of students in third grade scoring above the 41st percentile in ELA from 67% (fall) to 72% (winter) to 77% (spring) by May 2020 and Math from 58% (fall), 63% (winter), 68% (spring) May 2020 as measured by MAP Growth Assessment. (Distance learning results- will revisit in the winter) The percent of students in third grade scoring above the 41st percentile in ELA in the 2019-2020 school year were 72%(fall) and 79%(winter) and Math 68% (fall) and 70%(winter)
- Increase the percent of kindergarten students on track for end of year mastery in ELA from 30% (fall) to 50% (winter) to 70% (spring) and in math from 37% (fall) to 57% (winter) to 77% (spring) by May 2020 as measured by i-Ready. (Distance learning results- will revisit in the winter) Increase the percent of 1st grade students on track for end of year mastery in ELA from 34% (fall) to 54% (winter) to 74% (spring) and in math from 23% (fall) to 43% (winter) to 63% (spring) by May 2020 as measured by i-Ready. (Distance learning results- will revisit in the winter) Increase the percent of 2nd grade students on track for end of year mastery in ELA from 24% (fall) to 44% (winter) to 64% (spring) and in math from 3% (fall) to 23% (winter) to 43% (spring) by May 2020 as measured by i-Ready. (Distance learning results- will revisit in the winter) Increase the percent of 3rd grade grade students on track for end of year mastery in ELA from 24% (fall) to 44% (winter) to 64% (spring) and in math from 9% (fall) to 29% (winter) to 49% (spring) by May 2020 as measured by i-Ready. (Distance learning results- will revisit in the winter)

Status
N/A

Comments:
1. Professional development 2. Assessment & Instruction
1.1 Professional Development:
1.2 Family Engagement:
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year	End-of-Year

1.1	All teachers completed Reopening Schools Canvas modules. Teachers received support from Read by Grade 3 Strategist on MAPS. Teachers will increase their understanding of how to integrate leveled/tiered assessments into their instruction based on students performance data on the MAP assessment. Teachers will be supported in learning how to utilize the MAP reports and Learning Continuum to support student growth and proficiency. Professional development will be provided to teachers on the standards and indicators of the NEPF and the Ready Common Core Reading series. Teachers are utilizing easyCBM and Reading A-Z as supplemental materials. Teachers will continue to discuss and utilize the Achieve the Core materials and how using the Bridging documents to support their instructional planning . Teachers also attended online learning through i-Ready and Ready Common Core to learn ways to align common assessments (Standards Mastery) based on NVACS and support differentiation. Discussions around multiple measures of data such as MAP, i-Ready, and Observation data will occur with administration, lead team, and support from our Read by Grade 3 strategist.	N/A
Progress	We provided a pd session Achieve the Core to determine successful assessments, PLCs, MAP data analysis.	
Barriers	Implementing consistent use of Ready Common Core	
Next Steps	Ensuring consistent implementation of Ready Common Core and Rigby readers during intervention.	
1.2	This year we planned a Virtual Open House for families by Administration and teachers. This year administration created a new website to improve communication with families. In addition, there was a new Facebook page for ongoing communications. Administration created and sent surveys and PearDeck interactive slides to communicate and gather feedback from families.	N/A
Progress	Family Academic Night occurred Jan. 23, 2020 and 62% of families were in attendance.	
Barriers	Family conflict with other events and transportation.	
Next Steps	Offer an additional Family Academic Night in the fall with resources to help parents at home.	
1.3	Teachers will ensure students engage in daily synchronous sessions with students and will provide activities for asynchronous time. Break out sessions will also be provided to students for small group instructions and opportunity for individualized assistance. Teachers are researching differentiated distance learning techniques; for example, Peardeck, Kami, Nearpod, i-Ready, Google slides, Google classroom, and Canvas to utilize during distance learning. Teachers will collaborate to create and utilize common assessments aligned to the NVACS. Teachers will discuss data during PLC's.	N/A
Progress	Instructional Rounds showed that teachers are aligning their tasks to the standards. Classroom observations have ensured differentiated instructional practices and instruction that meets the NEPF.	
Barriers	Teachers using resources that do not promote high cognitive rigor in their learning tasks.	

Next Steps	Classroom observations with a focus on Standard 2, 4, and 5 of the NEPF	
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
All students will increase growth and proficiency in reading and math for 4th and 5th Grade. All students will increase proficiency in ELA from 67% to 72% as measured by state summative assessments. Increase the number of proficient students in fourth-grade mathematics from 66% to 73% as measured by 2020 SBAC state assessments. Increase the number of proficient students in fifth-grade mathematics from 37% to 44% as measured by 2020 SBAC state assessments.

Measurable Objective(s):
- Increase the percent of fourth and fifth grade students scoring above the 41st percentile in reading 69% (fall) to 74% (winter) to 79% (spring) by May 2020 and from math from 52.5% (fall) to 57.5% (winter) to 62.5% (spring) by May 2020 as measured by MAP Growth Assessment. (Distance learning results- will revisit in the winter). The percent of students in fourth and fifth grade scoring above the 41st percentile in ELA in the 2019-2020 school year were 76.5%(fall) and 84%(winter) and Math 70%(fall) and 68.5% (winter)
- Increase the percent of students in fourth grade scoring above the 41st percentile in ELA from 61%(fall) to 66% (winter) to 71% (spring) May 2020, and Math from 47% (fall), 52% (winter), 57% (spring) May 2020 as measured by MAP Growth Assessment. (Distance learning results- will revisit in the winter) The percent of students in fourth grade scoring above the 41st percentile in ELA in the 2019-2020 school year were 79%(fall) and 86%(winter) and Math 71%(fall) and 75% (winter)
- Increase the percent of students in fifth grade scoring above the 41st percentile in ELA from 78%(fall) to 83% (winter) to 88% (spring) May 2020, and Math from 59% (fall), 64% (winter), 69% (spring), May 2020 as measured by MAP Growth Assessment. (Distance learning results- will revisit in the winter) The percent of students in fifth grade scoring above the 41st percentile in ELA in the 2019-2020 school year were 74% (fall) and 72%(winter) and Math 69%(fall) and 62%(winter)
- Increase the percent of 4th grade students on track for end of year mastery in reading from 17% (fall) to 37% (winter) to 57% (spring), and in math from 4% (fall) to 24% (winter) to 44% (spring) by May 2020 as measured by i-Ready. (Distance learning results- will revisit in the winter)
- Increase the percent of 5th grade students on track for end of year mastery in reading from 15% (fall) to 35% (winter) to 55% (spring), and in math from 12% (fall) to 32% (winter) to 52% (spring) May 2020 as measured by i-Ready. (Distance learning results- will revisit in the winter)

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	All teachers completed Reopening Schools Canvas modules. Teachers also attended online learning through i-Ready and Ready Common Core. Ongoing professional development will be provided to teachers on the standards and indicators of the NEPF. Teachers will receive professional development and coaching in using Mountain Math and Number Talks during math instruction. Discussions around multiple measures of data such as MAP, i-Ready, and Observation data.	N/A	
Progress	We provided a pd session Achieve the Core to determine successful assessments, PLCs, MAP data analysis. Observations on Mountain Math and Number Talks.		

Barriers	Some teachers are not taking next steps to use the MAP data to make instructional decisions.	
Next Steps	SBCT sessions to discuss the MAP data as a school, grade level and classroom teacher	
2.2	Virtual Open House for families by Administration and teachers. New website to communicate with families. Facebook page for ongoing communications. Survey and Peardeck interactive slide to communicate with families.	N/A
Progress	Family Academic Night occurred Jan. 23, 2020 and 62% of families were in attendance.	
Barriers	Transportation or other conflicting events	
Next Steps	Offer a Family Academic Night in the fall to assist families with helping their child at home.	
2.3	Teachers will ensure students engage in daily synchronous sessions with students will provide activities for asynchronous time. Break out sessions will also be provided to students for small group instructions and opportunity for individualized assistance. Teachers are researching differentiated distance learning techniques for example Peardeck, Kami, Nearpod, i-Ready, Google slides, Google classroom and Canvas.	N/A
Progress	Instructional Rounds showed that teachers are aligning their tasks to the standards. Classroom observations have ensured differentiated instructional practices and instruction that meets the NEPF.	
Barriers	Teachers using resources that do not promote high cognitive rigor in their learning tasks.	
Next Steps	Aligned to Standard 2, 4, and 5 of the NEPF	
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):
- 1

Status
N/A

Comments:

3.1 Professional Development:
3.2 Family Engagement:
3.3 Curriculum/Instruction/Assessment:
3.4 Other:

	Mid-Year		End-of-Year	
3.1				N/A
Progress	A safety/behavioral time is established and numerous sessions related to safety and behavior. Behavior assemblies and a school-wide behavior plan is implemented.			
Barriers	Parents are not aligned with the school in terms of policy and procedures. Teachers are not putting referrals into IC for tracking purposes.			
Next Steps	Communication made with staff that all students need an IC referral when sent to the office to support data decision making regarding behavior.			
3.2				N/A
Progress				
Barriers				

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