

School Performance Plan

School Name	
Bracken, Walter ES	
Address (City, State, Zip Code, Telephone):	
1200 N 27th St Las Vegas, NV 89101-1517, 7027997095	
Superintendent/Region Superintendent:	Jesus Jara / Dustin Mancl
For Implementation During The Following Years:	2019-2020

The Following MUST Be Completed:

Title I Status:	Served
Designation:	NA
Grade Level Served:	Elementary
Classification:	3 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
Thornton Boulware	Parent	Cynthia Ortega	Parent
Diana Ramirez	Parent	Jodylynn Bristol	GATE teacher
Melina Arriaza	First Grade Teacher	Amanda Alcala	Kindergarten teacher
Stanica Sretenovic	Principal	Erica Silas	Assistant Principal
Jayde Fair	Second Grade Teacher	Victoria Zblewski	Fourth Grade Teacher
Erica Swift	Special Education Teacher	Elaine Bennett	Third Grade Teacher

Lucy Bourgault	Fifth Grade Teacher		
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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)
Statewide Assessments	Placement (Proficiency Levels)	Teacher/Administrator Observation Data
Interim Assessments	Teacher/Administrator Observation Data	NA
Teacher/Administrator Observation Data	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.

Identified measurable objectives for the 2017-2018 SPP were met in reading proficiency in grade four. Fourth-grade proficiency increased from 63% (2017) to 81% (2018) as measured by the SBAC. Third-grade proficiency did not meet the targeted goal, but increased from 74% (2017) to 75% (2018) as measured by the SBAC. Identified Goal 1 for the 2017-2018 SPP disclosed fifth grade reading decreased from 92% (2017) to 84% (2018) as measured by the SBAC.

Identified Measurable Objectives for the 2017-2018 SPP were not met in math for third, fourth or fifth grade math.

Identified Measurable Objectives for the 2017-2018 SPP were met in mandatory cultural competency. Both administrators participated in cultural competency training. All staff participated in cultural competency training. Additionally, every teacher participated in Sanford Harmony training.

2018-2019 SBAC results for grades 3-5 showed an overall proficiency of 70% in reading and 56% overall proficiency in math. On the ELA portion of the SBAC, students in all grade levels showed a drop in their proficiency levels compared to last year's SBAC data. Third grade students were 67% proficient which was a drop of 8% from last year, fourth grade students were 59% proficient which was a drop of 22%, and fifth grade students were 83% proficient which was a 1% drop from last year. On the Math portion of the SBAC, students in third grade were 57% proficient which was a drop of 13%, fourth graders were 45% proficient which was a drop of 26%, and fifth graders were 67% proficient with a 12% increase compared to last year. In ELA, the LEP subgroup was 23% proficient and in math 17% proficient as measured by the SBAC. In ELA, the IEP subgroup was 30% proficient, and in math 19% proficient as measured by the SBAC. Bracken did not close the opportunity gaps as indicated by a low school rate of 4 in math, and a 36.1 AGP in ELA.

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
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Priority Need/Goal 1:

Increase the percent of students proficient in ELA from 69.5% to 73% by 2020, as measured by the state summative assessments. Increase the percent of previously non-proficient students meeting Adequate Growth Percentile (AGP) in ELA from 36.1 % to 50% by 2020, as measured by the state summative assessments, and reported on the NSPF.

Root Causes:

Limited strategies to scaffold instruction and support different TIERS of learning were used during small group differentiated instruction. Map Reports were not used to guide small group targeted instruction due to limited knowledge and training. Instructional planning included limited unwrapping of the standards to provide in-depth standards based teaching. Teachers followed the curriculum as it was laid out in the program. Performance tasks were not consistently used to support application of skills and DOK 3 and 4 thinking levels.

Measurable Objective 1:

Increase the percent of all students above the 60th percentile in reading from 48.4% (Fall) to 46%(Winter) and from 46 % (Winter) to 73% (Spring) as measured by MAP Growth Assessments. Increase the percent of students meeting growth projections in reading from 59%(Winter) to 73%(Spring) as measured by MAP Growth Assessments.

Measurable Objective 2:

Increase the percent of students in 3rd grade above the 60th percentile in reading from 55.2% (Fall) to 58%(Winter) and from 58% (Winter) to 72% (Spring) as measured by MAP Growth Assessments. Increase the percent of 3rd grade students proficient in reading from 67% to 72% by 2020 as measured by SBAC.

Measurable Objective 3:

Increase the percent of students in 4th grade above the 60th percentile in reading from 53.3% (Fall) to 49%(Winter) and from 49% (Winter) to 65.3% (Spring) as measured by MAP Growth Assessments. Increase the percent of 4th grade students proficient in reading from 59% to 65% by 2020 as measured by SBAC.

Measurable Objective 4:

Increase the percent of students in 5th grade above the 60th percentile in reading from 49.4% (Fall) to 45%(Winter) and from 45% (Winter) to 75% (Spring) as measured by MAP Growth Assessments. Increase the percent of incoming 5th grade students proficient in reading from 59% to 75% by 2020 as measured by SBAC. Data is taken from incoming 4th grade students (59% proficiency on the SBAC)

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:	
Teachers will engage in self-directed professional development throughout the year. Professional learning communities will take place weekly to support grade level collaboration, instructional planning and data analysis. Teachers will receive Professional Development from RPDP in SBAC alignment with Common Core State Standards and the CPD Department in using MAP Growth Reports. Teachers will use MAP Growth Data and the Learning Continuum to guide small group targeted instruction. Peer modeling, coaching and mentoring will be provided to support teacher growth and best practices. Substitute collaboration days will be provided to unwrap the standards, align the instruction and analyze. Supplemental programs will be used to support TIER II and TIER III instruction (AR,STAR Reading, Explore Learning(Reflex) Learning A-Z, Study Island) as well as enrichment. RDBG3 strategist, magnet strategist, and one CTT will provide students with small group instruction in identified areas in need of improvement. Students will read novel series to increase their reading stamina and exposure to different genre. Students will use iPads and other technology for research and blended learning in the classroom. Performance Tasks will be given more frequently that will include higher-order reasoning and aligned to DOK 3 and 4 levels tasks. ELL students will use Imagine Learning. Teachers will use Anchor Charts and other visual aides to increase understanding of concepts skill development among ELL students. After or before school tutoring will be offered to students to increase their knowledge of asking and answering DOK 3 and 4 level questions.	Renaissance Learning (Title I \$8,735.47), IXL(Title I \$1,200), AIMSPlus , Journeys, Study Island (Title I \$500.40), Reflex (Title I \$ 3,295) Learning A-Z (Title I \$329.85) CTT (\$14,300 Title I) RDBG3 strategist (Federal Funds); Magnet Strategist (Magnet Department \$86,108.63) Substitute days for teacher collaboration time. (Title I - \$8,400); novel series purchased (Title I \$ 10,310); Technology (Title I: \$53,015.76); Imagine Learning (Title III \$2,250); Tutoring (Extra Duty Pay Title I \$ 1,349.31/ Title III \$3,960)	Core phonics, IXL, Accelerated Reader Reports, Reflex, Study Island, STAR reading, Journeys assessments, MAP Growth Data Reports, SBAC Interim, Imagine Learning Reports, lesson plans, and classroom observations.	Administration, classroom teachers, RDBG3 strategist, and magnet strategist.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Family event Story and Snacks will be held three times a year to offer students and families with enriching literacy opportunities. Teachers will provide families with ideas on how to support their student at home with reading comprehension. Students will also receive a free book to promote literacy. Parent-teacher conferences will be held to inform parents on their student's progress. Teachers will assist parents to identify ways to continue support at home.	Grants fund these events - Teachers volunteer time Parenting books (Title I - \$1,145)	Sign in sheets, Newsletter, BLOOMZ, Facebook, Parent-link and notes home to ensure open communication and participation.	Administration. and teachers.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators:
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Consistent rigorous and quality instruction in all classrooms at each grade level aligned with the Common Core Standards. Students will receive additional support during the instructional day through small group targeted instruction based on data from MAP, AR, STAR reading, Study Island, IXL, and AimsPlus. CTT will pull small groups to target phonics and reading comprehension. In addition, computer labs will be open before school (General - 3,206.85).	Teachers, 1 CTT (Title I \$14,300) Instructional strategist (title 1- 82,159.64)	Lesson Plans, Classroom Observations, Grade level PLC notes, Grade Books, Report Cards, Study Island reports, AR, STAR reading, IXL,AIMSWeb, and MAP reports)	Adminstration, classroom teachers, strategists.	N/A
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Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Increase the percent of students proficient in MATH from 56% to 61% by 2020, as measured by state summative assessments. Increase the percent of previously non-proficient students meeting Adequate Growth Percentile (AGP) in Math from 4% to 50% by 2020, as measured by state summative assessments, and reported on the NSPF.

Root Causes:

Limited use of strategies to scaffold instruction and support different TIERS of learning were used during small group differentiated instruction. Map Reports were not used to guide small group targeted instruction due to limited knowledge and training. Instructional planning included limited unwrapping of the standards to provide in-depth standards based teaching. Performance tasks were not consistently used to support application of skills and DOK 3 and 4 thinking levels. Limited hands-on learning experiences were provided to support different styles of learning. Number talks was not being consistently used to support students' development of mental math strategies.

Measurable Objective 1:

Increase the percent of students above the 60th percentile in Math from 42.8% (Fall) to 37%(Winter) to 61% (Spring) as measured by MAP Growth Assessments.

Measurable Objective 2:

Increase the percent of 3rd grade students above the 60th percentile in Math from 41.6%(Fall) to 42%(Winter) and from 42% to 67% (Spring) as measured by MAP Growth Assessments. Increase the percent of 3rd grade students proficient in math from 57% to 67% by 2020 as measured by SBAC.

Measurable Objective 3:

Increase the percent of 4th grade students above the 60th percentile in Math from 46.6%(Fall) to 47%(Winter) and from 47% to 64% (Spring) as measured by MAP Growth Assessments. Increase the percent of proficient incoming 4th grade students in math from 57% to 64% by 2020 as measured by SBAC.

Measurable Objective 4:

Increase the percent of 5th grade students above the 60th percentile in Math from 33.7%(Fall) to 32%(Winter) and from 32% to 60% (Spring) as measured by MAP Growth Assessments. Increase the percent of incoming 5th grade students proficient in math from 45% to 60% by 2020 as measured by SBAC. (4th grade was 45% proficient in math)

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:	
Teachers will participate in weekly Professional Learning Communities and Grade Level Planning Meetings to increase grade level collaboration, instructional planning and data analysis. Teachers will receive Professional Development from RPDP in SBAC alignment with Common Core State Standards as well as increase their knowledge of the 8 Mathematical Practices. CPD Department will provide training in using MAP Growth Reports, and how to use the new AIMSPLUS to progress monitor for RTI purposes. Teachers will use MAP Growth Data and the Learning Continuum to guide small group targeted instruction. Peer modeling, coaching and mentoring will be provided to support teacher growth and best practices during GL collaboration, Instructional Rounds, and one to one conferences. Substitute collaboration days will be provided to unwrap the standards, align the instruction and analyze data. Supplemental programs will be used to support TIER II and TIER III instruction, as well as enrichment. The magnet strategist, and CTT will provide students with small group instruction in identified areas in need of improvement. Teachers will use Number Talk at least 3 times a week to increase students mental math strategies. iPads will be used to engage in supplemental instruction, and research. Performance Tasks will be given more frequently that will include higher-order reasoning and aligned to DOK 3 and 4 levels tasks. ELL students will use Imagine Learning. Teachers will use Anchor Charts and other visual aides to increase understanding of concepts skill development among ELL students.	STAR MATH (Title I \$2327.40), IXL(Title I \$1,200), AIMSPlus , Go Math, Study Island (Title I \$500.40), Reflex (Title I \$ 3,295) CTT (\$14,300 Title I) Magnet Strategist (Magnet Department \$86,108.63) Substitute days for teacher collaboration time. (Title I - \$8,400); Technology (Title I: \$53,015.76);Tutoring (Extra Duty Pay Title I \$ 1,349.31/ Title III \$3,960)	Study Island, IXL, Freckle, STAR math, MAP, and Rocket Math data. Classroom observations, PLC and SBCT agendas, lesson plans	Administration, strategist	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Family STEAM nights to show how to engage in high-quality lessons with their children. STEAM night will be geared to math instruction. Parent information nights to review online programs. Conferences with Parents as needed when students are not at their benchmark. Teachers will communicate with families on standards taught and helpful resources to use.	Current staff volunteer time and grant funds have purchased all of the books given away. Parenting books (Title I - \$1,145.00)	Sign in sheets and parent meeting logs.	Administration and classroom teachers will conduct these nights and mornings monthly.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators:
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Consistently use Study Island, Rocket Math, IXL, Freckle and STAR math to ensure that students master math concepts and skills. Tier 1 instruction will include number talks, performance tasks and hands-on learning for investigating math concepts. Manipulatives will be used to scaffold the instruction and provide opportunities for conceptual and concrete understanding of math concepts and skills. Tier 2 and Tier 3 students will receive additional small group targeted support.	current programs and staff, CTT (Title I- \$14,300) magnet strategist (magnet department-\$82,159.64)	Study Island, Rocket Math, IXL, Front Row, STAR math and AIMSweb benchmark data, MAP Growth Data, Lesson Plans, classroom observations	Lesson plans/Observations by administration- Quarterly; Weekly by Strategists	N/A
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Comments:

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

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Root Causes:

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: Yes	NCCAT-S Indicators:	

				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	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)
Magnet	\$86,108.63	Magnet strategist to support instruction, RTI intervention	Goals 1 and 2
Federal Funding		Read by Grade 3 strategist	Goal 1
Title I	\$102,121.04	CTT, sub collaboration days, tutoring, instructional software, technology, books	Goals 1 and 2
Title III	\$9,290.30	Imagine Learning, tutoring, sub days for PD	Goals 1 and 2
Strategic Budget	\$3,706,776.44	Staffing, operational costs, books, and technology	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.

Walter Bracken supports teachers in many ways such as providing meaningful and relevant professional development, and provide a safe and positive working environment. Teachers at Bracken are highly respected and trusted to make informed instructional decisions based on students' individual needs. The school has a strong community involvement and supports the teachers in many ways. The Parent Volunteer Center focuses on meeting the needs of students as well as assist teachers with many of their responsibilities such as making copies, putting together packets, volunteering during big events, help with sight word and math fact practice, etc.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Deliberate and purposeful events are created monthly to engage parents and help them to understand the STEAM theme. Spanish speaking staff assist during events, conferences and meetings to interpret. Also, the school's newsletter: The Chronicle is sent home in English and in 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.).

The school focuses on middle school magnet programs and the recruiting from those programs helps our students prepare for the transition. Consistency in kindergarten and routines helps kindergarten transition.

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

Monthly Site Council meetings, weekly PLC and Grade Level Planning Meetings are focused around school needs, school improvement, analysis of instructional practices, and also but not limited to, critically evaluating assessments and making adjustments, modifications or any needed changes to ensure alignment to the Common Core State Standards.

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

The SOT assists the Principal and the school's Leadership Team to assess, evaluate and review the school's operational plan and provide recommendations for change as needed.

Plan for improving the school climate

Goal:

1. Increase the usage of Sanford Harmony to support the social emotional learning and development of students in the classroom. Based on classroom observations, post observation conferences, and lesson plans, currently less than 1/3 of the staff is consistently implementing activities and/or lessons in their weekly instruction from the Sanford Harmony recommended curriculum. The goal is to increase the consistency of usage across grade levels. 2. Establish and sustain a positive school climate to provide our students with an optimal learning environment focused on high achievement and growth.

Action Plan: How will this plan improve the school climate?

1. All teachers will embed classroom lessons and activities related to Sanford Harmony and use the teacher resource book provided to them during the PD last year. 2.(a) All staff will support each other during this transitional time; (b) keep lines of communication open; (c) be reflective (d) embrace change (e) establish norms for meetings to promote and sustain professional conduct

Monitoring Plan: How will you track the implementation of this plan?

Classroom observation, lesson plans, meeting notes, and conferencing with teachers.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

1. A decreased amount of office behavior referrals, RTI behavior data, counselor reports and updates. 2. One on one conferences, observations, interactions, site council, staff meetings, feedback,survey, collaborative staff discussions

APPENDIX A - Professional Development Plan

1.1

Teachers will engage in self-directed professional development throughout the year. Professional learning communities will take place weekly to support grade level collaboration, instructional planning and data analysis. Teachers will receive Professional Development from RPDP in SBAC alignment with Common Core State Standards and the CPD Department in using MAP Growth Reports. Teachers will use MAP Growth Data and the Learning Continuum to guide small group targeted instruction. Peer modeling, coaching and mentoring will be provided to support teacher growth and best practices. Substitute collaboration days will be provided to unwrap the standards, align the instruction and analyze. Supplemental programs will be used to support TIER II and TIER III instruction (AR, STAR Reading, Explore Learning(Reflex) Learning A-Z, Study Island) as well as enrichment. RDBG3 strategist, magnet strategist, and one CTT will provide students with small group instruction in identified areas in need of improvement. Students will read novel series to increase their reading stamina and exposure to different genre. Students will use iPads and other technology for research and blended learning in the classroom. Performance Tasks will be given more frequently that will include higher-order reasoning and aligned to DOK 3 and 4 levels tasks. ELL students will use Imagine Learning. Teachers will use Anchor Charts and other visual aides to increase understanding of concepts skill development among ELL students. After or before school tutoring will be offered to students to increase their knowledge of asking and answering DOK 3 and 4 level questions.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will participate in weekly Professional Learning Communities and Grade Level Planning Meetings to increase grade level collaboration, instructional planning and data analysis. Teachers will receive Professional Development from RPDP in SBAC alignment with Common Core State Standards as well as increase their knowledge of the 8 Mathematical Practices. CPD Department will provide training in using MAP Growth Reports, and how to use the new AIMSPLUS to progress monitor for RTI purposes. Teachers will use MAP Growth Data and the Learning Continuum to guide small group targeted instruction. Peer modeling, coaching and mentoring will be provided to support teacher growth and best practices during GL collaboration, Instructional Rounds, and one to one conferences. Substitute collaboration days will be provided to unwrap the standards, align the instruction and analyze data. Supplemental programs will be used to support TIER II and TIER III instruction, as well as enrichment. The magnet strategist, and CTT will provide students with small group instruction in identified areas in need of improvement. Teachers will use Number Talk at least 3 times a week to increase students mental math strategies. iPads will be used to engage in supplemental instruction, and research. Performance Tasks will be given more frequently that will include higher-order reasoning and aligned to DOK 3 and 4 levels tasks. ELL students will use Imagine Learning. Teachers will use Anchor Charts and other visual aides to increase understanding of concepts skill development among ELL students.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Family event Story and Snacks will be held three times a year to offer students and families with enriching literacy opportunities. Teachers will provide families with ideas on how to support their student at home with reading comprehension. Students will also receive a free book to promote literacy. Parent-teacher conferences will be held to inform parents on their student's progress. Teachers will assist parents to identify ways to continue support at home.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Family STEAM nights to show how to engage in high-quality lessons with their children. STEAM night will be geared to math instruction. Parent information nights to review online programs. Conferences with Parents as needed when students are not at their benchmark. Teachers will communicate with families on standards taught and helpful resources to use.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percent of students proficient in ELA from 69.5% to 73% by 2020, as measured by the state summative assessments. Increase the percent of previously non-proficient students meeting Adequate Growth Percentile (AGP) in ELA from 36.1 % to 50% by 2020, as measured by the state summative assessments, and reported on the NSPF.

Measurable Objective(s):

- Increase the percent of all students above the 60th percentile in reading from 48.4% (Fall) to 46%(Winter) and from 46 % (Winter) to 73% (Spring) as measured by MAP Growth Assessments. Increase the percent of students meeting growth projections in reading from 59%(Winter) to 73%(Spring) as measured by MAP Growth Assessments.
- Increase the percent of students in 3rd grade above the 60th percentile in reading from 55.2% (Fall) to 58%(Winter) and from 58% (Winter) to 72% (Spring) as measured by MAP Growth Assessments. Increase the percent of 3rd grade students proficient in reading from 67% to 72% by 2020 as measured by SBAC.
- Increase the percent of students in 4th grade above the 60th percentile in reading from 53.3% (Fall) to 49%(Winter) and from 49% (Winter) to 65.3% (Spring) as measured by MAP Growth Assessments. Increase the percent of 4th grade students proficient in reading from 59% to 65% by 2020 as measured by SBAC.
- Increase the percent of students in 5th grade above the 60th percentile in reading from 49.4% (Fall) to 45%(Winter) and from 45% (Winter) to 75% (Spring) as measured by MAP Growth Assessments. Increase the percent of incoming 5th grade students proficient in reading from 59% to 75% by 2020 as measured by SBAC. Data is taken from incoming 4th grade students (59% proficiency on the SBAC)

Status

N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will engage in self-directed professional development throughout the year. Professional learning communities will take place weekly to support grade level collaboration, instructional planning and data analysis. Teachers will receive Professional Development from RPD in SBAC alignment with Common Core State Standards and the CPD Department in using MAP Growth Reports. Teachers will use MAP Growth Data and the Learning Continuum to guide small group targeted instruction. Peer modeling, coaching and mentoring will be provided to support teacher growth and best practices. Substitute collaboration days will be provided to unwrap the standards, align the instruction and analyze. Supplemental programs will be used to support TIER II and TIER III instruction (AR, STAR Reading, Explore Learning(Reflex) Learning A-Z, Study Island) as well as enrichment. RDBG3 strategist, magnet strategist, and one CTT will provide students with small group instruction in identified areas in need of improvement. Students will read novel series to increase their reading stamina and exposure to different genre. Students will use iPads and other technology for research and blended learning in the classroom. Performance Tasks will be given more frequently that will include higher-order reasoning and aligned to DOK 3 and 4 levels tasks. ELL students will use Imagine Learning. Teachers will use Anchor Charts and other visual aides to increase understanding of concepts skill development among ELL students. After or before school tutoring will be offered to students to increase their knowledge of asking and answering DOK 3 and 4 level questions.	N/A

Progress		
Barriers		
Next Steps		
1.2	Family event Story and Snacks will be held three times a year to offer students and families with enriching literacy opportunities. Teachers will provide families with ideas on how to support their student at home with reading comprehension. Students will also receive a free book to promote literacy. Parent-teacher conferences will be held to inform parents on their student's progress. Teachers will assist parents to identify ways to continue support at home.	N/A
Progress		
Barriers		
Next Steps		
1.3	Consistent rigorous and quality instruction in all classrooms at each grade level aligned with the Common Core Standards. Students will receive additional support during the instructional day through small group targeted instruction based on data from MAP, AR, STAR reading, Study Island, IXL, and AimsPlus. CTT will pull small groups to target phonics and reading comprehension. In addition, computer labs will be open before school (General - 3,206.85).	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		

Next Steps		
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APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of students proficient in MATH from 56% to 61% by 2020, as measured by state summative assessments. Increase the percent of previously non-proficient students meeting Adequate Growth Percentile (AGP) in Math from 4% to 50% by 2020, as measured by state summative assessments, and reported on the NSPF.

Measurable Objective(s):

- Increase the percent of students above the 60th percentile in Math from 42.8% (Fall) to 37%(Winter) to 61% (Spring) as measured by MAP Growth Assessments.
- Increase the percent of 3rd grade students above the 60th percentile in Math from 41.6%(Fall) to 42%(Winter) and from 42% to 67% (Spring) as measured by MAP Growth Assessments. Increase the percent of 3rd grade students proficient in math from 57% to 67% by 2020 as measured by SBAC.
- Increase the percent of 4th grade students above the 60th percentile in Math from 46.6%(Fall) to 47%(Winter) and from 47% to 64% (Spring) as measured by MAP Growth Assessments. Increase the percent of proficient incoming 4th grade students in math from 57% to 64% by 2020 as measured by SBAC.
- Increase the percent of 5th grade students above the 60th percentile in Math from 33.7%(Fall) to 32%(Winter) and from 32% to 60% (Spring) as measured by MAP Growth Assessments. Increase the percent of incoming 5th grade students proficient in math from 45% to 60% by 2020 as measured by SBAC. (4th grade was 45% proficient in math)

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 weekly Professional Learning Communities and Grade Level Planning Meetings to increase grade level collaboration, instructional planning and data analysis. Teachers will receive Professional Development from RPDP in SBAC alignment with Common Core State Standards as well as increase their knowledge of the 8 Mathematical Practices. CPD Department will provide training in using MAP Growth Reports, and how to use the new AIMSPLUS to progress monitor for RTI purposes. Teachers will use MAP Growth Data and the Learning Continuum to guide small group targeted instruction. Peer modeling, coaching and mentoring will be provided to support teacher growth and best practices during GL collaboration, Instructional Rounds, and one to one conferences. Substitute collaboration days will be provided to unwrap the standards, align the instruction and analyze data. Supplemental programs will be used to support TIER II and TIER III instruction, as well as enrichment. The magnet strategist, and CTT will provide students with small group instruction in identified areas in need of improvement. Teachers will use Number Talk at least 3 times a week to increase students mental math strategies. iPads will be used to engage in supplemental instruction, and research. Performance Tasks will be given more frequently that will include higher-order reasoning and aligned to DOK 3 and 4 levels tasks. ELL students will use Imagine Learning. Teachers will use Anchor Charts and other visual aides to increase understanding of concepts skill development among ELL students.	N/A
Progress		

Barriers		
Next Steps		
2.2	Family STEAM nights to show how to engage in high-quality lessons with their children. STEAM night will be geared to math instruction. Parent information nights to review online programs. Conferences with Parents as needed when students are not at their benchmark. Teachers will communicate with families on standards taught and helpful resources to use.	N/A
Progress		
Barriers		
Next Steps		
2.3	Consistently use Study Island, Rocket Math, IXL, Freckle and STAR math to ensure that students master math concepts and skills. Tier 1 instruction will include number talks, performance tasks and hands-on learning for investigating math concepts. Manipulatives will be used to scaffold the instruction and provide opportunities for conceptual and concrete understanding of math concepts and skills. Tier 2 and Tier 3 students will receive additional small group targeted support.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status
N/A

Comments:

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

	Mid-Year	End-of-Year
3.1		N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		
Barriers		

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