School Performance Plan

School Name

Bailey, Sister Robert Joseph ES

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

4525 Jimmy Durante Blvd
Las Vegas, NV 89122, 7027997510

Superintendent/Region Superintendent:

Jesus Jara / Karla Loria

For Implementation During The Following Years:

2019-2020

The Following MUST Be Completed:

Title I Status:	Served
Designation:	CSI
Grade Level Served:	Elementary
Classification:	2 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
Dominique Wilson	Parent	Mo'Tek Slocum	Parent
Agueda Sanchez	Parent	Stephanie Tatman	Principal
Jaime Witte	Assistant Principal	Melanie Underwood	Strategist
Jane Cooper	4th grade teacher	Lynda Enrico	1st grade teacher
Alexandra Robertson	Read by Grade 3 Strategist	Christine Dessormeau	Strategist
Heather Weidenheft	Strategist	Becky Cree	Strategist
Malori Mauck	Kindergarten teacher	Kristin Stanzione	2nd grade teacher

| Lindsay Hameloth | 3rd grade teacher | Natalie Newcombe | 5th grade teacher |

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Formative Assessments Practice	NA	Individualized Education Programs (IEP)
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.

19-20 Summary Statement:
Overview
Bailey ES is a Title I school located in the east side of Region 3. The student population has remained consistent over the last several years.

19-20 Demographic data
Bailey ES services 653 students. The ethnicity breakdown is as follows:
Asian or Pacific Islander 9.34%
Black 15.62%
Caucasian 12.86%
Hispanic 52.53%
Multiracial 6.89%
Native American .46%
Native Hawaiian or other Pacific Islander 2.30%
The school supports 13.94% IEP students and 19.7% LEP students.
Demographic information pulled from Current Enrollment Visualization in Datalab on 10/16/19

Data Analysis
NSPF
Bailey ES improved from a one-star status in 2017-18(25.5 index points) to a two-star status in 2018-19 (42.5 index points) as reported by the Nevada School Performance Framework (NSPF).

SBAC ELA 16-17 17-18 18-19
Overall Proficiency Results 37.21% 37.65% 42.69%
Grade 3 28.38% 29.13% 42.34%
Grade 4 38.41% 43.24% 45.24%
Grade 5 45.80% 39.33% 40.91%

The school analyzed the summative data (SBAC) and found the following:

BaileyES overall proficiency in ELA increased by 5.04% in the 2018-2019 school year.

SBAC Math 16-17 17-18 18-19
Overall Proficiency Results 30.23% 25.82% 34.62%
Grade 3 35.14% 26.7% 44.53%
Grade 4 29.14% 34.46% 28%
Grade 5 25.95% 16.56% 31.17%

The school analyzed the summative data (SBAC) and found the following:
Bailey ES's overall proficiency in Math increased by 8.8% in 2018-2019 school year.

Positive Statements:
The positive trends at Bailey ES are that the proficiency of students on the ELA SBAC data increased by 5.04% and in math SBAC proficiency increased by 8.8%

Areas of Opportunity:
Bailey areas of opportunity is growing the non-proficient students and continuing to work on improving daily attendance.

Prioritized Needs:
Bailey ES will participate with the ANET partnership during the 19-20 school year. Through this process priority needs will be identified and then addressed in the 2020-2021 SPP.

ESSA Levels of Evidence:
Goals and action steps address the above areas of opportunity.
We will implement the following evidence based programs with federal and state funding:

i-Ready/Ready EBI Level 1
Dorsey, Windy. (2105).Organizational and Educational Leadership Journal of Organizational and Educational Leadership, v1 n2 Article 2 p.31. http://www.curriculumassociates.com/products/ready-research-blended-it-works.aspx
Curriculum Associates, L. (2014). i-Ready/Ready Blended Efficacy Study. Educational Research Institute of America

MAP EBI Level 3
National Center for Education Evaluation and Regional Assistance (12/2012). The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_20134000.pdf

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:
All students will increase proficiency in ELA from 42.2% to 49.1% by 2020 as measured by state summative assessments. (This goal has been calculated to meet the NDE target by 2022)

Root Causes:
Lack of common school-wide assessments and inconsistent data analysis amongst grade levels. Instruction inconsistency aligned to the Nevada Academic Content Standards. Additionally, instruction did not match the rigor of the Nevada Academic Content Standards.

Measurable Objective 1:
3rd grade students will increase proficiency in ELA from 11% as measured by the fall I-Ready diagnostic to 50% by May 2020 as measured by the spring i-Ready diagnostic.

Measurable Objective 2:
4th grade students will increase proficiency in ELA from 12% as measured by the fall I-Ready diagnostic to 50% by May 2020 as measured by the spring i-Ready diagnostic.

Measurable Objective 3:
5th grade students will increase proficiency in ELA from 7% as measured by the fall I-Ready diagnostic to 50% by May 2020 as measured by the spring i-Ready diagnostic.

Measurable Objective 4:
Increase the percent of all students above the 60th percentile in ELA from 28% (Fall) to 38% (Winter) and from 38% (Winter) to 50% (Spring) by 2020 as measured by MAP formative assessments.

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:**	**NCCAT-S Indicators:**	

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
Teachers will engage in professional development on school-wide data analysis protocols. Teachers will receive instruction on how to collaboratively develop common assessments and analyze the data in a PLC meeting in order to inform instruction. Teachers will learn to use i-Ready to guide Tier 1 and Tier 2 instruction. Teachers will continue to engage in professional development with an emphasis on academic discourse and student engagement strategies. Mentor teacher will work with teachers on how to break down standards so they understand the rigor of the standard.	People: Admin, teachers, strategist Time: Sub-release days, after school collaboration, PLC, SBCT Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP, i-Ready, data analysis sheets and agendas Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	sign-ins, agendas, data protocol analysis	August 2019- May 2020 Administration, teachers, and 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:**	**NCCAT-S Indicators:**	
Staff will facilitate parent workshops on I-Ready, so that parents will learn to understand their child's I-Ready results and be given I-Ready resources that they can implement at home to support learning. Communicate with parents through website and social media and work with Data Insight Partners to provide parent friendly data reports. Monthly Spread the Word Nevada meeting and trainings with families. Monthly SOT meetings. Family academic and cultural night are held to engage parents and students.	People: Admin, teachers, strategist, outside consultants, Spread the Word Time: before and after school Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP, refreshments Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	progress reports, parent sign-ins, website, SOT agendas	Aug 2019- May 2020 Administration, strategist and teachers	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.3 Curriculum/Instruction/Assessment (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators:**	
Teachers will collaboratively use data to plan Tier 1 and Tier 2 instruction to meet the needs of all students. Teacher will participate in weekly PLC meetings to discus effective teaching strategies and implement those strategies within the classroom. They will also design and deliver common assessments to guide their analysis of progress towards the NVACs. Teachers will continue incorporating ELL structures and strategies in their daily instruction. I-Ready will used by grades K-5 for daily instruction and intervention. CTT will provide intervention for students in grades 1-5.	People: Admin, teachers, strategist, outside consultants, ELL Department, CSR teachers, Instructional Aide, CTTs Time: Sub-release days, PLC, PD days, SBCT Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	lesson plans, admin observation notes, PLC notes and data analysis form	Aug 2019- May 2020 administration, strategist and teachers	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 proficiency in math from 34.2% to 41.4% by 2020 as measured by state summative assessments. (This goal has been calculated to meet the NDE target by 2022)

Root Causes:
Lack of common school-wide assessments and inconsistent data analysis amongst grade levels. Instruction inconsistency aligned to the Nevada Academic Content Standards. Additionally, instruction did not match the rigor of the Nevada Academic Content Standards.

Measurable Objective 1:
3rd grade students will increase proficiency in math from 1% as measured by the fall I-Ready diagnostic to 41% by May 2020 as measured by the spring i-Ready diagnostic.

Measurable Objective 2:
4th grade students will increase proficiency in math from 5% as measured by the fall I-Ready diagnostic to 41% by May 2020 as measured by the spring i-Ready diagnostic.

Measurable Objective 3:
5th grade students will increase proficiency in math from 0% as measured by the fall I-Ready diagnostic to 41% by May 2020 as measured by the spring i-Ready diagnostic.

Measurable Objective 4:
Increase the percent of all students above the 60th percentile in math from 22.1% (Fall) to 32% (Winter) and from 32% (Winter) to 42% (Spring) by 2020 as measured by MAP formative assessments.

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:**	**NCCAT-S Indicators:**	

Teachers will engage in professional development on school-wide data analysis protocols. Teachers will receive instruction on how to collaboratively develop common formative assessments and analyze the data in a PLC meeting in order to inform instruction. Teachers will also be trained to use i-Ready to guide Tier 1 and Tier 2 instruction. Teachers will continue to engage in professional learning with an emphasis on academic discourse and student engagement. Mentor teacher will work with teachers on how to break down standards so they understand the rigor of the standard.	People: Admin, teachers, strategists, mentor teacher Time: Sub-release days, PLC, SBCT, after school Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP, data protocol sheets, i-Ready data Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	sign-ins, agendas, data protocol analysis	Aug 2019- May 2020 Administration, teachers, and 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:**		**NCCAT-S Indicators:**
Staff will facilitate parent workshops on I-Ready, so that parents will learn to understand their child's I-Ready results and be given I-Ready resources that they can implement at home to support learning. Communicate with parents through website and social media and work with Data Insight Partners to provide parent friendly data reports. Monthly Spread the Word Nevada meeting and trainings with families. Monthly SOT meetings. Family academic and cultural night are held to engage parents and students.	People: Admin, teachers, coaches, outside consultants, Spread the Word, SOT Time: before and after school Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP, refreshments, copy paper Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	progress reports, parent sign-ins, website, SOT agendas	Aug 2019- May 2020 Administration, strategist, and teachers	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators:**
Teachers will collaboratively use data to plan Tier 1 and Tier 2 instruction to meet the needs of all students. Teacher will participate in weekly PLC meetings to discus effective teaching strategies and implement those strategies within the classroom. Teachers will develop and deliver common formative assessments. Teachers will continue incorporating ELL structures and strategies in their daily instruction. I-Ready will used by grades K-5 for daily instruction and intervention.	People: Admin, teachers, strategist Time: Sub-release days, PLC, SBCT, after school collaboration Materials: Technology, Instructional Software, Instructional Materials, Curriculum Engine, Common Assessments, MAP, data analysis form Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	lesson plans, admin observation notes, PLC notes and data analysis form	Aug 2019- May 2020 administration, strategist and teachers 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 2:

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:**	**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)
Title III	$11,946.00	Imagine learning and tutoring	Goals 1 and 2
Read by 3	$86,108.63	Strategist salary	Goals 1 and 2
SB 178	$302,400	Counselor, 2 behavior strategist and i-Ready	Goals 1 and 2
Strategic Budget	$4,028,701.14	SEIF - extra 2 days, general supplies and salaries	Goals 1 and 2
Title I and set aside	$352,350	strategist, 2 CSR teachers, Title I instructional aide, prep-buy out, CTT, extra- duty pay, Data Insight Partners, AR/STAR, substitutes and parent refreshments	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.
It is imperative that Bailey ES administration works closely with HR and we speak with them on a regular basis in search of top rated candidates for positions. We have been able to hire outstanding candidates this way. Our staff also are very proactive in recruiting top rated candidates, whether it is people they know or people that are their student teachers or outstanding substitute teachers.

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.
We have many parent engagement activities including, academic nights and parent trainings. We have several staff members who speak a variety of languages to help with parent translations. Parents can access information about grades and attendance through the Infinite Campus Parent Portal. A school website is provided to keep parents aware of upcoming events and school information.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).
Our school counselor includes parent and students informational sessions on magnet school opportunities and she works with weekly lessons toward the end of the school year with fifth graders to help them prepare for the change to middle school. The counselor and administration also works closely with the middle school counselors to coordinate the registration of our students. For preschool transition, we hold parent information meeting to incoming kindergartners.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
At Bailey Elementary School we have a multi-tiered decision making and discussion arena for our assessments and our analysis of assessments. Our Leadership Team (LIT) has a member from each grade level, and a parent member, to make decisions on the site assessments used as well as to analyze the overall school picture on district and state assessments for school goals. The Leadership team then shares this data with the teacher members of the School Organizational Team. Those teachers then present their decisions and suggestions to the School Organizational Team. We also have weekly grade level meetings/PLCs to choose and analyze assessments by grade level as well as weekly RTI meetings to discuss struggling students.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts
Our use of our federal Title 1 money is highly effective and goes directly into personnel, instructional materials, technology, teacher professional development and activities to benefit our students. We also use our state funding directly for instructional supplies which benefit students the most. With our local funds, which include school generated funds, donations, and local services, we coordinate the use of the funds and resources, such as weekend food back packs, to serve our students and our community in a way which facilitates student success.

Plan for improving the school climate

Goal:
Increase the percent of students who respond "agree or strongly agree" to the following statement, "I like my school" from 85.9% to 90% by December 2020 as measured by the districtwide survey. Reduce the percent of chronically absent students from 18.1 % to 15% by 2020 as measured by Infinite Campus and reported on the Nevada School Performance Framework.

Action Plan: How will this plan improve the school climate?
Bailey ES use the following activities to promote a positive climate for students: PBIS strategies, family engagement activities, Spread the Word Nevada, after school sports program, soccer, basketball and flag football. Attendance check ins, phone calls for chronically absent, incentives for students who are at-risk of being chronically absent.

Monitoring Plan: How will you track the implementation of this plan?
Parent sign ins and flyers will be collected for family nights and flyers for sports schedules. Datalab and data insight partners will be used to track chronic absenteeism.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?
Bailey ES will determine effectiveness through the districtwide survey.

APPENDIX A - Professional Development Plan

1.1
Teachers will engage in professional development on school-wide data analysis protocols. Teachers will receive instruction on how to collaboratively develop common assessments and analyze the data in a PLC meeting in order to inform instruction. Teachers will learn to use i-Ready to guide Tier 1 and Tier 2 instruction. Teachers will continue to engage in professional development with an emphasis on academic discourse and student engagement strategies. Mentor teacher will work with teachers on how to break down standards so they understand the rigor of the standard.

Goal 1 Additional PD Action Step (Optional)

2.1
Teachers will engage in professional development on school-wide data analysis protocols. Teachers will receive instruction on how to collaboratively develop common formative assessments and analyze the data in a PLC meeting in order to inform instruction. Teachers will also be trained to use i-Ready to guide Tier 1 and Tier 2 instruction. Teachers will continue to engage in professional learning with an emphasis on academic discourse and student engagement. Mentor teacher will work with teachers on how to break down standards so they understand the rigor of the standard.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2
Staff will facilitate parent workshops on I-Ready, so that parents will learn to understand their child's I-Ready results and be given I-Ready resources that they can implement at home to support learning. Communicate with parents through website and social media and work with Data Insight Partners to provide parent friendly data reports. Monthly Spread the Word Nevada meeting and trainings with families. Monthly SOT meetings. Family academic and cultural night are held to engage parents and students.

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

2.2
Staff will facilitate parent workshops on I-Ready, so that parents will learn to understand their child's I-Ready results and be given I-Ready resources that they can implement at home to support learning. Communicate with parents through website and social media and work with Data Insight Partners to provide parent friendly data reports. Monthly Spread the Word Nevada meeting and trainings with families. Monthly SOT meetings. Family academic and cultural night are held to engage parents and students.

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:
All students will increase proficiency in ELA from 42.2% to 49.1% by 2020 as measured by state summative assessments. (This goal has been calculated to meet the NDE target by 2022)

Measurable Objective(s):
- 3rd grade students will increase proficiency in ELA from 11% as measured by the fall I-Ready diagnostic to 50% by May 2020 as measured by the spring i-Ready diagnostic.
- 4th grade students will increase proficiency in ELA from 12% as measured by the fall I-Ready diagnostic to 50% by May 2020 as measured by the spring i-Ready diagnostic.
- 5th grade students will increase proficiency in ELA from 7% as measured by the fall I-Ready diagnostic to 50% by May 2020 as measured by the spring i-Ready diagnostic.
- Increase the percent of all students above the 60th percentile in ELA from 28% (Fall) to 38% (Winter) and from 38% (Winter) to 50% (Spring) by 2020 as measured by MAP formative assessments.

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 professional development on school-wide data analysis protocols. Teachers will receive instruction on how to collaboratively develop common assessments and analyze the data in a PLC meeting in order to inform instruction. Teachers will learn to use i-Ready to guide Tier 1 and Tier 2 instruction. Teachers will continue to engage in professional development with an emphasis on academic discourse and student engagement strategies. Mentor teacher will work with teachers on how to break down standards so they understand the rigor of the standard.	
Progress		
Barriers		
Next Steps		

1.2	Staff will facilitate parent workshops on I-Ready, so that parents will learn to understand their child's I-Ready results and be given I-Ready resources that they can implement at home to support learning. Communicate with parents through website and social media and work with Data Insight Partners to provide parent friendly data reports. Monthly Spread the Word Nevada meeting and trainings with families. Monthly SOT meetings. Family academic and cultural night are held to engage parents and students.	
Progress		
Barriers		
Next Steps		
1.3	Teachers will collaboratively use data to plan Tier 1 and Tier 2 instruction to meet the needs of all students. Teacher will participate in weekly PLC meetings to discus effective teaching strategies and implement those strategies within the classroom. They will also design and deliver common assessments to guide their analysis of progress towards the NVACs. Teachers will continue incorporating ELL structures and strategies in their daily instruction. I-Ready will used by grades K-5 for daily instruction and intervention. CTT will provide intervention for students in grades 1-5.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
All students will increase proficiency in math from 34.2% to 41.4% by 2020 as measured by state summative assessments. (This goal has been calculated to meet the NDE target by 2022)

Measurable Objective(s):
- 3rd grade students will increase proficiency in math from 1% as measured by the fall I-Ready diagnostic to 41% by May 2020 as measured by the spring i-Ready diagnostic.
- 4th grade students will increase proficiency in math from 5% as measured by the fall I-Ready diagnostic to 41% by May 2020 as measured by the spring i-Ready diagnostic.
- 5th grade students will increase proficiency in math from 0% as measured by the fall I-Ready diagnostic to 41% by May 2020 as measured by the spring i-Ready diagnostic.
- Increase the percent of all students above the 60th percentile in math from 22.1% (Fall) to 32% (Winter) and from 32% (Winter) to 42% (Spring) by 2020 as measured by MAP formative assessments.

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 engage in professional development on school-wide data analysis protocols. Teachers will receive instruction on how to collaboratively develop common formative assessments and analyze the data in a PLC meeting in order to inform instruction. Teachers will also be trained to use i-Ready to guide Tier 1 and Tier 2 instruction. Teachers will continue to engage in professional learning with an emphasis on academic discourse and student engagement. Mentor teacher will work with teachers on how to break down standards so they understand the rigor of the standard.	
Progress		
Barriers		
Next Steps		

2.2	Staff will facilitate parent workshops on I-Ready, so that parents will learn to understand their child's I-Ready results and be given I-Ready resources that they can implement at home to support learning. Communicate with parents through website and social media and work with Data Insight Partners to provide parent friendly data reports. Monthly Spread the Word Nevada meeting and trainings with families. Monthly SOT meetings. Family academic and cultural night are held to engage parents and students.	
Progress		
Barriers		
Next Steps		
2.3	Teachers will collaboratively use data to plan Tier 1 and Tier 2 instruction to meet the needs of all students. Teacher will participate in weekly PLC meetings to discus effective teaching strategies and implement those strategies within the classroom. Teachers will develop and deliver common formative assessments. Teachers will continue incorporating ELL structures and strategies in their daily instruction. I-Ready will used by grades K-5 for daily instruction and intervention.	
Progress		
Barriers		
Next Steps		
2.4		
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				
Progress				
Barriers				
Next Steps				
3.2				
Progress				
Barriers				

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