School Performance Plan

School Name

O'ROARKE, THOMAS ES

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

8455 O'HARE ROAD
LAS VEGAS, NV 89143, 7027996600

Superintendent/Region Superintendent: Jesus Jara / Grant Hanevold

For Implementation During The Following Years: 2020-2021

The Following MUST Be Completed:

Title I Status:	NA
Designation:	NA
Grade Level Served:	NA
Classification:	5 Star
NCCAT-S:	Review

***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
Tracee Dickey	Kindergarten	Valerie Staples	Teacher
Jessica Nuckoles	Teacher	Tammy Kralick	Teacher
Christina Andres	Teacher	Barbara Gann	Teacher
Jennifer Smith	Parent		

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)	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Statewide Assessments	AMAOs/ELPA Analysis	Achievement Gap Data
Interim Assessments	NA	NA
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.

Overview: Overview of relevant school information including general trend information.
2016-2017 SBAC Math data shows that overall math proficiency was 65.3%, that compares favorably with the district average of 40.2%. Proficiency by grade was 3rd-76.8%, 4th 54.8%, 5th 62%. School math data by ethnicity: Asian 80%, Black 53%, Caucasian 71%, Hispanic 56%, and Multiracial 61%. 27% of IEP students were proficient.

2017-2018 SBAC Math data shows that overall math proficiency was 68.2%, that compares favorably with the district average of 41.6%. Proficiency by grade was 3rd-77%, 4th 63%, 5th 63%. School math data by ethnicity: Asian 90.9%, Black 48.5%, Caucasian 73.1%, Hispanic 62.9%, and Multiracial 66.6%. 34.1% of IEP students were proficient.

2016-2017 SBAC ELA data shows that overall ELA proficiency was 77.5%, that compares favorably with the district average of 47.8%. Proficiency by grade was 3rd-72%, 4th 81%, 5th 75%. School ELA Data by ethnicity: Asian 93%, Black 68%, Caucasian 81%, Hispanic 73%, and Multiracial 74%. 64% of LEP students were proficient and 41% of IEP students were proficient.

2017-2018 SBAC ELA data shows that overall ELA proficiency was 75.5%, that compares favorably with the district average of 49%. Proficiency by grade was 3rd-75%, 4th 67%, 5th 81%. School ELA Data by ethnicity: Asian 100%, Black 60%, Caucasian 73.1%, Hispanic 60%, and Multiracial 78.5%. 46.6% of LEP students were proficient and 31.7% of IEP students were proficient.

2017-2018 SBAC Math data shows that overall ELA MGP of 44% and AGP of 58.7%. School ELA Data by ethnicity: MGP- Black 38%, Caucasian 44%, Hispanic 45%, Multiracial 42%, and IEP 35%. School Data ELA Data by AGP- Black 56.5%, Caucasian 60.2%, Hispanic 58.4%, Multiracial 52.1%, and IEP 30.4%. Student growth in ELA and Math is Typical.

2018-2019 SBAC Math data shows that overall math proficiency was 72.4%, that compares favorably with the district average of 41.8%. Proficiency by grade was 3rd-76%, 4th 73%, 5th 68%. School math data by ethnicity: Asian 90.9%, Black/African American. 45.6%, Caucasian 76.5%, Hispanic/Latino 72.7%, and Multiracial 79.4%. 30.1% of IEP students were proficient.

2018-2019 SBAC ELA data shows that overall ELA proficiency was 76.2%, that compares favorably with the district average of 49.1%. Proficiency by grade was 3rd-71%, 4th 75%, 5th 80%. School ELA Data by ethnicity: Asian 90.0%, Black/African American 47.7%, Caucasian 79.5%, Hispanic/Latino 81.4%, and Multiracial 85.2%. 73.2% of LEP students were proficient and 28.3% of IEP students were proficient.

2018-2019 SBAC ELA data shows that overall ELA MGP of 57% and AGP of 72%. School ELA Data by ethnicity: MGP- Black/African American 53.5%, Caucasian 57%, Hispanic/Latino 57.5%, Multiracial 72.5%, and IEP 38%. School Data ELA Data by AGP- Black/African American 57.1%, Caucasian 75.5%, Hispanic/Latino 75%, Multiracial 70.7%, and IEP 30%. Student growth in ELA is Typical.

2018-2019 SBAC Math data shows that overall Math MGP of 68% and AGP of 68%. School Math Data by ethnicity: MGP- Black/African American 58.5%, Caucasian 71%, Hispanic/Latino 64%,

Multiracial 64.5%, and IEP 49%. School Data Math Data by AGP- Black/African American 35.7%, Caucasian 70%, Hispanic/Latino 72.9%, Multiracial 70.7%, and IEP 30%. Student growth in Math is Typical.

Analysis of Data: Explain how the results of data analysis support the plan. Describe stakeholder input on development of the plan.
We will continue to work on providing challenging activities that push our students to grow academically. As we look at the data, it shows that our students are proficient on the SBAC but they need to continue to show growth.

Positive Statements: Identify a minimum of two specific areas where positive trends occurred. Provide a brief description of successes and how the school's plan will build upon them.
Our math scores went from 68.2% in 2017-2018 to 72.4% on the 2018-2019 SBAC. Our ELA scores went from 75.5% in 2017-2018 to 76.2% on the 2018-2019 SBAC.

Areas of Opportunity: Identify a minimum of two specific areas where negative trends occurred. Provide a brief description of these areas of opportunity and how the plan will address these areas.
Our AGP for Black/African American students was 56.5% on the SBAC 2017-2018 and decreased to Black/African American 35.7%, on the 2018-2019.

The 2017-2018 SBAC showed that 31.7% of IEP students were proficient and went down in 201-8-2019 to 28.3% of IEP students were proficient.

Prioritized Needs
We did a needs assessment during the 2019-2020 school year and identified 3 areas needs. The first area: 1.1 All instructional staff members implement a curriculum that is aligned with state standards. The second area is: 2.1 All instructional staff members use classroom assessments aligned to state content standards. The third area is: 3.7 School leadership ensures that all professional development is focused on improving student achievement.

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 76.2% to 80%% by 2021 as measured by 2021 summative assessment. (Increase growth rates in reading overall and in all subgroups.)

Root Causes:
Classroom observation notes and SBAC results identified inconsistencies in the effective implementation of reading instruction using differentiation to meet the needs of every learner coupled with a lack of increasingly rigorous tasks that challenges students at all achievement levels. Also, there was inconsistency in building reading stamina in students. (NEPF 2.1,2.2,2.3,5.1,5.4)

Measurable Objective 1:
All students will increase the median growth percentile in ELA from 57% to 62% by 2021 as measured by the state assessment (SBAC).

Measurable Objective 2:
All students will increase the adequate growth percentile of students in ELA from 72% to 76% by 2021 as measured by the state assessment (SBAC).

Measurable Objective 3:
The first grade students growth on the MAP ELA Assessment will increase from 23.5 in 2017-2018 to 26 for the 2020-2021 school year.

Measurable Objective 4:
The second grade students growth on the MAP ELA Assessment will increase from 14.5 in 2017-2018 to 20 for the 2020-2021 school year.

Measurable Objective 5:
The third grade students growth on the MAP ELA Assessment will increase from 11.5 in 2017-2018 to 20 for the 2020-2021 school year.

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: 1.1, 2.1, 3.7**	
PD in Differentiated Instruction PD in EL Strategies Increased Instructional Rigor in ELA Grade Level & Cross Grade Level PLC Common Assessments (Formative/Summative) PD in Growth Mindset/Metacognition/Higher Level Questioning	District and School Trainers, Curriculum Engine Paper	Agendas, Lesson Plans, Observation Notes, Assessment Data	Admin/School Personnel-Ongoing PD Completed by May 2021	In Progress

Comments:
PD - Professional Development, PLC - Professional Learning Communities

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: 1.1, 3.7**	
Provide parent nights, parent meetings, and parent conferences to inform parents of reading strategies, instructional rigor, building reading stamina, and achievement data. Science, Reading and Math family nights. Parent Ambassador Blog and FACES invite for parent training. School Organizational Team	Paper, School Staff, Reading Materials SOT Team Members	Agendas, Sign in sheets Minutes (SOT)	Admin. schedule and conduct School Organizational Meetings Admin. checks parent conferences (November 2020), Literacy Night and Week (March 2021) Science/Math Night (January 2021) Monthly SOT Meetings	In Progress

Comments:
SOT-School Organizational Team

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.1	
Teachers will provide targeted small group reading instruction Teachers will improve instructional rigor to meet individual student academic needs Teachers will assist students in building reading stamina RTI will provide reading instruction for identified struggling readers in grade K-5 (EasyCBM) Utilize Lexia Core 5 for Reading Intervention Utilize STAR and MAP Data to improve reading planning and instruction Promote AR	Curriculum Engine, Staff, Leveled Text, Exemplars, Lexia Core 5 EasyCBM MAP STAR Accelerated Reader	Administrative observation notes Lesson Plans, PLC Notes, Assessment Data EasyCBM Data Lexia Data MAP Data STAR Data	Administration pulls Lexia Results (Monthly), Staff Monitors Assessment Results (Monthly) Administration Monitors MAP Data (3 times a year) Administration Monitors EasyCBM Data (Weekly/Monthly)	In Progress

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 (ELA/Math/Science) from 76.2% to 80% in ELA, 72.4% to 76% in Math, and 51.5% to 55% in Science by 2021 as measured by 2021 summative assessment (SBAC). (Increase student proficiency in reading and math with the production of clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.)

Root Causes:
Classroom observation notes and assessment results identified a lack of integration of meaningful writing tasks within all subject areas and students inability to analyze given information to produce clear and coherent writing. (NEPF Standard 2.1, 2.2, 2.3, 3.1, 3.2, 4.3).

Measurable Objective 1:
Increase the percent of 3rd grade students proficient in math from 76% to 82% by 2021 as measured by state assessments. Increase the percent of 4th grade students proficient in math from 73% to 78% by 2021 as measured by state assessments. Increase the percent of 5th grade students proficient in math from 68% to 73% by 2021 as measured by state assessments.

Measurable Objective 2:
Increase the percent of 3rd grade students proficient in reading from 71% to 76% by 2021 as measured by state assessments. Increase the percent of 4th grade students proficient in reading from 75% to 80% by 2021 as measured by state assessments. Increase the percent of 5th grade students proficient in reading from 80% to 85% by 2021 as measured by state assessments.

Measurable Objective 3:
Increase the proficiency rate for first grade students on the MAP ELA Spring 2021 test to 88% proficient from 84% proficient in Spring 2019. Increase the proficiency rate for second grade students on the MAP ELA Spring 2021 test to 85% proficient from 78% proficient in Spring 2019.

Measurable Objective 4:
Increase the proficiency rate for first grade students on the MAP Math Spring 2021 test to 85% proficient from 81% proficient in Spring 2019. Increase the proficiency rate for second grade students on the MAP Math Spring 2021 test to 75% proficient from 65% proficient in Spring 2019.

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: 1.1, 2.1, 3.7	
PD Differentiation in Math(Small Group Instruction) PD Differentiation in Reading(Small Group Instruction) Standardized Common Assessments with rigorous tasks Monthly writing tasks Constructed Responses Training math program (Envisions 2.0)	Admin. to present MAPS (Assessment) Common Assessments Math Company Trainers Envisions 2.0	Agendas, Meeting Minutes, PLC Notes, Lesson Differentiation Observed	Administration/Staff- Provide PD During Staff Meetings, Administration-Lesson Observation (Weekly)	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: 1.1**	
Provide parent conferences and parent nights to inform and train parents on math and reading strategies their students are utilizing that meet the NVACS.	Paper from (General Fund), Math Games (Consumables), Staff to run parent nights and parent conferences, Testing Results (EasyCBM) MAP Test Results	Agendas	Administration-Reading Week and Literacy Night will be in March, Science/Math Night in January, Administration-Parent Conferences will be held in November	In Progress

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.1, 2.1, 3.7	
Teachers will provide differentiated instruction, increase student engagement (Kagan structures) and improve instructional rigor. Teachers will ensure students analyze information and write in each subject area Utilize the math program Envision 2.0	Lesson plans, Observation notes, Teacher Planning Time (PLC) train staff to use Envisions 2.0 (Math Program)	Administrations Observation Notes Lesson Plans PLC Notes, MAP Assessments EasyCBM Assessments Math Program Training	Administration Bi-Weekly, Teachers/Administration Monitor Maps/SBAC Assessments (Sept., Jan., & May) Teachers/Administration Monitor EasyCBM Assessments (Sept., Jan., & May) Utilize Envisions 2.0 (Aug. to May) Staff Training on Math Program-Envisions 2.0 Trainer (August 2020-May 2021)	In Progress

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:

Monitoring Status

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:**	

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:**	

Comments:

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

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	

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)
School Generated Funds	$1,600.00	EasyCBM	Goals 1 and 2
General Funds	$10,000.00	Lexia	Goals 1 and 2
General Funds	$4,500,000.00	Operate School	Goals 1 and 2

Plan for improving the school climate

Goal:
Reduce the percentage of students who feel that bullying is a problem at our school from 16.8% (Agree 10.7%/Strongly Agreed 6.1%) on the 2019 Student Survey to 8% on the 2020 Student Survey.Reduce the percentage of students who feel that students get teased for their clothing or appearance from 21.5% (Agree 18.6%/Strongly Agreed 2.9%)on the 2019 Student Survey to 15% on the 2020 Student Survey.

Action Plan: How will this plan improve the school climate?
Create a school culture where students feel apart of the school and safe from being picked on by other students. The 2019 Climate and Culture survey indicates that we are inconsistent in providing a safe, emotional learning environment for all students. The student surveyed indicated that some students feel that they and other are bullied at times and being teased because of their appearance. We believe we need to strengthen our character education program and increase the frequency of class meeting to address the students concerns. When students miss instruction due to being absent, it has a negative effect on student achievement, classroom environment, and school culture.

Monitoring Plan: How will you track the implementation of this plan?
We will provide professional development in the area of class meetings and how to use the Sanford Harmony program to help students share their thoughts Provide training on Character Traits for the Week and Highlight those traits in class meetings, Friday morning opening (PRIDE), and on the morning news cast Provide Peace Path Training

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 administration will monitor bullying reports to see if they are being reduced compared to the bullying situations reported last school year.

APPENDIX A - Professional Development Plan

1.1
PD in Differentiated Instruction PD in EL Strategies Increased Instructional Rigor in ELA Grade Level & Cross Grade Level PLC Common Assessments (Formative/Summative) PD in Growth Mindset/Metacognition/Higher Level Questioning

Goal 1 Additional PD Action Step (Optional)

2.1
PD Differentiation in Math(Small Group Instruction) PD Differentiation in Reading(Small Group Instruction) Standardized Common Assessments with rigorous tasks Monthly writing tasks Constructed Responses Training math program (Envisions 2.0)

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2
Provide parent nights, parent meetings, and parent conferences to inform parents of reading strategies, instructional rigor, building reading stamina, and achievement data. Science, Reading and Math family nights. Parent Ambassador Blog and FACES invite for parent training. School Organizational Team

Goal 1 Additional Family Engagement Action Step (Optional)

2.2
Provide parent conferences and parent nights to inform and train parents on math and reading strategies their students are utilizing that meet the NVACS.

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 76.2% to 80%% by 2021 as measured by 2021 summative assessment. (Increase growth rates in reading overall and in all subgroups.)

Measurable Objective(s):
- All students will increase the median growth percentile in ELA from 57% to 62% by 2021 as measured by the state assessment (SBAC).
- All students will increase the adequate growth percentile of students in ELA from 72% to 76% by 2021 as measured by the state assessment (SBAC).
- The first grade students growth on the MAP ELA Assessment will increase from 23.5 in 2017-2018 to 26 for the 2020-2021 school year.
- The second grade students growth on the MAP ELA Assessment will increase from 14.5 in 2017-2018 to 20 for the 2020-2021 school year.
- The third grade students growth on the MAP ELA Assessment will increase from 11.5 in 2017-2018 to 20 for the 2020-2021 school year.

Status
N/A

Comments:

1.1 Professional Development: PD - Professional Development, PLC - Professional Learning Communities
1.2 Family Engagement: SOT-School Organizational Team
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year	End-of-Year
1.1	PD in Differentiated Instruction PD in EL Strategies Increased Instructional Rigor in ELA Grade Level & Cross Grade Level PLC Common Assessments (Formative/Summative) PD in Growth Mindset/Metacognition/Higher Level Questioning	
Progress		
Barriers		
Next Steps		
1.2	Provide parent nights, parent meetings, and parent conferences to inform parents of reading strategies, instructional rigor, building reading stamina, and achievement data. Science, Reading and Math family nights. Parent Ambassador Blog and FACES invite for parent training. School Organizational Team	

Progress		
Barriers		
Next Steps		
1.3	Teachers will provide targeted small group reading instruction Teachers will improve instructional rigor to meet individual student academic needs Teachers will assist students in building reading stamina RTI will provide reading instruction for identified struggling readers in grade K-5 (EasyCBM) Utilize Lexia Core 5 for Reading Intervention Utilize STAR and MAP Data to improve reading planning and instruction Promote AR	
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 (ELA/Math/Science) from 76.2% to 80% in ELA, 72.4% to 76% in Math, and 51.5% to 55% in Science by 2021 as measured by 2021 summative assessment (SBAC). (Increase student proficiency in reading and math with the production of clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.)

Measurable Objective(s):
- Increase the percent of 3rd grade students proficient in math from 76% to 82% by 2021 as measured by state assessments. Increase the percent of 4th grade students proficient in math from 73% to 78% by 2021 as measured by state assessments. Increase the percent of 5th grade students proficient in math from 68% to 73% by 2021 as measured by state assessments.
- Increase the percent of 3rd grade students proficient in reading from 71% to 76% by 2021 as measured by state assessments. Increase the percent of 4th grade students proficient in reading from 75% to 80% by 2021 as measured by state assessments. Increase the percent of 5th grade students proficient in reading from 80% to 85% by 2021 as measured by state assessments.
- Increase the proficiency rate for first grade students on the MAP ELA Spring 2021 test to 88% proficient from 84% proficient in Spring 2019. Increase the proficiency rate for second grade students on the MAP ELA Spring 2021 test to 85% proficient from 78% proficient in Spring 2019.
- Increase the proficiency rate for first grade students on the MAP Math Spring 2021 test to 85% proficient from 81% proficient in Spring 2019. Increase the proficiency rate for second grade students on the MAP Math Spring 2021 test to 75% proficient from 65% proficient in Spring 2019.

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	PD Differentiation in Math(Small Group Instruction) PD Differentiation in Reading(Small Group Instruction) Standardized Common Assessments with rigorous tasks Monthly writing tasks Constructed Responses Training math program (Envisions 2.0)	
Progress		
Barriers		

Next Steps		
2.2	Provide parent conferences and parent nights to inform and train parents on math and reading strategies their students are utilizing that meet the NVACS.	
Progress		
Barriers		
Next Steps		
2.3	Teachers will provide differentiated instruction, increase student engagement (Kagan structures) and improve instructional rigor. Teachers will ensure students analyze information and write in each subject area Utilize the math program Envision 2.0	
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

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		