

School Performance Plan

School Name
Wengert, Cyril ES

Address (City, State, Zip Code, Telephone):
2001 Winterwood Blvd
Las Vegas, NV 89142-1841, (702) 799-8600

Superintendent/Assistant Chief: Pat Skorkowsky / Rebecca Kaatz

For Implementation During The Following Years: 2017-2018

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 3 Star

NCCAT-S: Not Required

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Sarah Gonzalez	Parent	Priscilla Caballero	Parent
Ana Olvera	Parent	Kimberly Swoboda	Principal
Natalie Newcombe	5th grade	Shawntel Davis	2nd grade teacher
Erica Conti	Strategist	Yasmin Golbadi	3rd grade teacher
Anthony White	4th grade teacher	Renee Dobson	ECSE Teacher
Grisel Sierra	Kindergarten Teacher	Debbie Huckins	Resource Teacher
Kelly Petersen	1st grade Teacher	Allan Kralick	Strategist

Julie Borchers-Zambas	Assistant Principal		
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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
Statewide Assessments	NA	Individualized Education Programs (IEP)
Formative Assessments Practice	NA	Service Delivery Models
Teacher/Administrator Observation Data	NA	Achievement Gap Data
Stakeholder Survey Information	NA	Special Education Procedures - Whole School
Coordination of Services for FRL, ELL, IEP students	NA	Special Ed Staffing and Professional Development
Other: School-based Reading Assessment Data	Other: WIDA data	Other: Summative Data
Other:	Other: Summative Data	Other:

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

Wengert ES addressed needs by analyzing summative and school-wide data to receive a more comprehensive picture of the school's performance. The leadership team analyzed SBAC data and the data reported:

ELA- Overall Level 1 16.11%, Level 2 30.20%, Level 3 26.07%, Level 4 27.62%. The District proficiency rate was 48% and Wengert reported 48.9% proficient. The higher proficiency in ELA is attributed to the Reading Ranger program and the tracking of data with the use of student goal setting. 4th and 5th grade proficiency reported above the District percentage proficient. The team noticed there is an achievement gap between the proficiency of 3rd graders (37%) as opposed to the proficiency of the 3rd grade District (46%) and was also not in line with the 4th (53%) and 5th (57%) graders of Wengert. The team also analyzed the Literacy Plans for 1st-3rd grade and found that between 97-99% of students require a Literacy Plan and are not on grade level and the action steps will address meeting the needs of these students to meet the aggressive measurable objectives written for the school.

MATH- Overall Level 1 37.50%, Level 2 32.86%, Level 3 18.57%, Level 4 11.07%. The District proficiency rate was 37.9% and Wengert proficiency reported 29.64%. However, 4th and 5th grades reported similar percentages of proficiency with the District. The team discerned through the data that the students are not performing at the level of rigor required to be proficient on the SBAC.

Wengert used the I-Ready formative assessment to track 5th grade math proficiency throughout the year. The data reported that students showed growth in the Tier I (On Level) range from 28% to 55%, but it is concerning that only 29.13% of 5th graders were proficient on the SBAC. I-Ready moved students through tiers, but the school recognizes that students may not be applying the skills to the summative test.

15-16 WIDA data reported that 66.5% of 2nd-5th EL students who made at least one years worth of growth and 33.5% made less than 1 years growth.

According to the Reading Ranger data, the school achieved the measurable objective of increasing the percentage of students graduating one time in the 15-16 school year. 92% of students attained this goal, therefore the school is going to increase the objective to 100% of students graduating at least one time. The school analyzed STAR data to find that 51% of 3rd-5th grade students came in at "Entering Grade Level Expectation" which met the goal of 50%.

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 Grade 3 proficiency rates in reading.

Root Causes:

As indicated by the 37% of 3rd grade students non-proficient on the SBAC, it is found that: *Inconsistent delivery among grade level teachers of rigorous Tier I instruction aligned with NVACS and vertical alignment collaboration inconsistent *Lack of understanding and agreement of the level of rigor to meet the standards *Assignments and assessments inconsistently meet the rigor needed for proficiency on the summative test/pre-post assessments *Lack of shared knowledge and understanding on how to apply best practices of successful PLCs that ensure high levels of learning for all students

Measurable Objective 1:

Increase the percent of 3rd-5th grade students proficient in reading from: 3rd 37.62% to 47%; 4th 53% to 63%; and 5th 57% to 67% by 2017 as measured by SBAC.

Measurable Objective 2:

Decrease the percentage of students in grades 1st-3rd who are required to have a Literacy Plan, specifically 1st grade 83% to 40%; 2nd grade 58% to 30%; 3rd grade 68% to 35% between Fall 2016 and Spring 2017 as measured by CCSD datalab.

Measurable Objective 3:

Increase the percentage of students meeting end of year target from 41% to 65% from Spring 2016 to Spring 2017 as measured by Reading Rangers School Summary report.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: 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:	

<p>Teachers will collaborate (CMPASS, CFA, PLC, Data Analysis, Long Range Planning) in August to prepare for the school year. Continue to develop PLC structures to unwrap standards/academic vocabulary, discuss expectations for rigor and proficiency, Vertical alignment, and aligning formative and summative questioning formats/assessments to the depth and rigor to NVACS. Reading Rangers/WIPR/RRU professional development and release time for learning walks, lesson planning collaboration, technology assistance will be provided. NEPF professional development during staff meetings and post observation conferences. Build a consistent Tier 1 program for Phonics/Phonemic Awareness K-2 and Word Hunters for Tier 1 3rd- 5th grade. Establish Tier II 3rd-5th grade Phonics/Phonemic Awareness intervention.</p>	<p>Strategist (Title I), Learning Strategist (Read by 3), substitutes for professional development (Title I), extra duty pay (Title I)</p>	<p>PLC Agendas/minutes, Learning Walk data, Reading Ranger Data, SBAC data, IReady K-5 Reading data, Benchmark and Progress Monitoring Data</p>	<p>Aug 2017; Summer Collaboration; Administration Sept-June 2018; PD, Peer walks; Strategist, Administration Sept- May 2017-18; Pre-/post observations; Administration Weekly; PLC; Administration</p>	<p>N/A</p>
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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:	
<p>Facilitate and coordinate parents' academic opportunities; Parent Engagement Nights; Parent Institute Events; Reading Rangers Open House; Parent Involvement Days; Parent Reading Ranger Certification; Reading Ranger Goal Documents sent home; School Newsletter; School Website.</p>	<p>Title I funds for Parent Engagement Nights and Parent Institute events; Parent Involvement Days; School newsletter; school website, Teachers, Administrators, Strategists, and school-based committees. FACES implements a parent institute on campus.</p>	<p>Master Calendar; Parent Engagement Nights agendas and sign in sheets; Parent Institute event agendas and sign in sheets; Reading Ranger Parent Certification documents; parent surveys/evaluations; Parent Involvement Days agendas and sign in sheets; newsletter; Parent Teacher Conference sign-in sheets, and Website.</p>	<p>Parent Engagement Nights-teachers /administrators --3x's per year Parent Institute events-School strategists, counselor, and admin--third Friday of every month Parent Involvement Days -Teachers--Sept.-June 2016-2017 Eat & Read events-teachers/literacy team --Oct.-May 2016-2017 Bi-Monthly school newsletter-teachers, administrators and strategists</p>	<p>N/A</p>

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
<p>All grade level teachers will collaborate to create high quality lesson plans, embedding the NEPF standards throughout and consistent use of academic vocabulary to deliver effective Tier I instruction, formative assessments, integrate technology, and high level performance based activities. Develop expertise in the WIPR Reading Block. Achieve WIPR Certification for at least 8 teachers this year. Will meet Level 5 expectation by the end of the year and be working on Implementation Levels 6 and 7. CTT will work with Tier II & III students in reading intervention.</p>	<p>Learning Strategist (Title I), Learning Strategist (Read by 3), CTT (Title I), Common Formative Assessment book</p>	<p>PLC Agendas and Minutes; Learning Walk Data; Long Range Plans; Reading Rangers Graduation Data; Anchor Charts; Pre- and Post-Observation Conferences; Common Summative Assessments; SBAC Scores; School and Classroom Data Walls</p>	<p>Weekly; PLC; Administration Sept-May 2016-17; pre-/post observation conferences; Administration October, February, May; iReady K-5 Reading Benchmark Scores; Administration 3x a year; AIMS web Benchmark; Strategist</p>	<p>N/A</p>

Comments:

1.4 Other (Optional)	Continuation From Last Year: No	NCCAT-S Indicators:
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<p>In June 2017, provide STEM Academy for ELL students who did not make at least one year's growth on WIDA.</p>	<p>\$4,600 from Title III funds.</p>	<p>WIDA results</p>	<p>2016-2017 WIDA Winter Data; Administration</p>	<p>N/A</p>
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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:

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

Root Causes:

The ELA data did not report a large subgroup achievement gap and the supports in place as indicated by the discrepancy in math between subgroups *PLC lacking math unwrapping/understanding of math standards *Lack of supports/incentives for math instruction *Inconsistent delivery of Tier I instruction of math standards *Lack of self monitoring/goal setting in math instruction

Measurable Objective 1:

Reduce the math proficiency gap between the highest performing subgroup and lower performing ethnic/racial supergroup from 42.88 to 28.59 by 2017 as measured by state assessments.

Measurable Objective 2:

Reduce the reading proficiency gap between the highest performing subgroup and lower performing ethnic/racial supergroup from 56.54 to 53.54 by 2017 as measured by state assessments.

Measurable Objective 3:

Increase the percent of 3rd-5th grade students proficient in math from: 3rd 28% to 38%; 4th 33% to 40%; and 5th 29% to 39% by 2017 as measured by SBAC.

Monitoring Status
N/A

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

Develop PLC structures to unwrap standards/academic vocabulary, discuss expectations for rigor and proficiency, Vertical alignment (ELA and math), and aligning formative and summative questioning formats/assessments to the depth and rigor to NVACS. Reading Rangers/WIPR/RRU/math professional development and release time for learning walks, lesson planning collaboration, technology assistance will be provided. Math professional development to ensure standards based instruction, specifically: addressing a math framework, unwrapping NVACs, instructional strategies, math academic vocabulary, student discourse, and the 8 Mathematical Practices.	Learning Strategist (Title I), Learning Strategist (Read by 3), and Math Planning Team (STEAM); substitutes for professional development (Title I), SBCT, math manipulatives, Van de Walle's Teaching Student-Centered Mathematics books, copy paper.	PLC Agendas/minutes, grade level long range plans, teacher lesson plans, Learning Walk data, Reading Ranger Data, iReady K-5 Reading Benchmark/iReady 5th grade Math Scores, Benchmark and Progress Monitoring Data; peer observations, SBAC scores	September/Feb/May; IReady benchmark testing; Administration, Strategists, Teachers Sept-May 2017-2018; Reading Ranger data; Strategists Weekly; PLC; Administration SBAC Summative Assessment 2018	N/A
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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:	
Facilitate and coordinate parents' academic opportunities; Parent Engagement Nights; STEAM night, Parent Institute Events; Reading Rangers Open House; Parent Involvement Days; School Newsletter; School Website.	Title I funds for Parent Engagement Nights and Parent Institute events; Parent Involvement Days; School newsletter; school website, Teachers, Administrators, Strategists, and school-based committees.	Parent Engagement Nights agendas and sign in sheets; Parent Institute event agendas and sign in sheets; Parent Involvement Days agendas and sign in sheets; Parent Surveys; Parent Evaluations of events; newsletter; and Website.	Parent Engagement Nights-teachers /administrators--Sept. - May 2017-2018; Parent institute-School strategists and admin--third Friday of every month; Parent Involvement Days -Teachers--Sept. - May 2017-2018; Bi-Monthly school newsletter-teachers, administrators and strategists	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
		Yes		
All grade level teachers will collaborate to create high quality lesson plans, including the consistent use of academic vocabulary to deliver effective Tier I instruction, formative assessments, integrate technology cross-curricular, and high level performance based activities. In math, teachers will utilize math strategies and instruction/student work will align to mathematical practices. Teachers will incorporate a consistent, Common Core aligned math curriculum across campus.	Strategist (Title I); Learning Strategist (Read by 3), STEAM Committee; Classroom Teachers; AR/STAR Renewal (Title I); math manipulatives; after school collaboration (Title 1 funds); Van de Walle's Teaching Student-Centered Mathematics books, paper, and a CTT (Title 1 funds); basic fact fluency program (ex. Rocket Math)	Learning Walks; Classroom Observation Data; iReady K-5 Reading Benchmark Scores; iReady 5th grade Math Benchmark Scores; SBAC scores; WIDA scores; Imagine Learning data, and peer observations,	Weekly; PLC; Administration Sept-May 2017-2018; pre-/post observation conferences; Administration October, February, May; iReady K-5 Reading Benchmark Scores; Administration 3x a year; Benchmark; Strategist SBAC summative assessment 2018 WIDA 2018	N/A

Comments:

2.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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Licensed teachers to provide a Summer Academy for students using the WIDA levels 1-4.	Summer Academy Extra duty pay (Title III) \$4600	STAR assessment pre-/post data, attendance data, WIDA data	Summer Academy 8/2017; Strategist, Administration	N/A
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Comments:

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

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

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

Root Causes:

There is a need for training in the area of cultural competency as evidenced by the District student achievement gap data.

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
1. Pathlore training modules in cultural competency. 2. SBCT for Growth Mindset, Kelso's Choices and Positive Behavior Supports, and promoting family engagement. 3. Specialists will present strategies to staff during SBCT for independent learning, motivation, collaboration, promoting higher level thinking, and developing empathy.	Training materials from E&DD	Sign-in sheets, Teacher observation data	The principal, counselor, and teachers are responsible for ensuring this action step takes place during 2016-17 school year.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
1. Monthly Parent Institutes with FACES and school staff on topics of school safety, eliminating bullying, social-emotional competency, and developing growth mindsets. 2. Family Days/Nights, Reading Rangers parent kick-off in fall and the mid year assembly for Reading Rangers. 3. Reading Rangers Parent Certification Classes	1. FACES and School Counselor - Funding - no cost 2. Literacy, STEAM, and Culture & Climate Committee - no cost 3. Reading Rangers Parent Certification Team - Title 1 Family Engagement Budget \$1982.00	1. Parent Institute Schedule and Agendas 2. Family Day/Night Agendas 3. Reading Rangers Parent Certification Sign Ins	1. School Counselor 2. Specific Committees listed in resources 3. Title 1 Learning Strategist, Principal, Parent Certification Team	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)	Continuation From Last Year:	NCCAT-S Indicators:		
1. Refining and Improving Positive Behavior Supports on campus. Establish an RTI Behavior Team on campus. 2. Guidance Lessons on Growth Mindset and Sanford Harmony to develop communication, cooperation, connection, embracing diversity, and resolving conflict.	1. Culture & Climate Team, Stacey Sly, Administration - funding substitutes funded by school and Title 1 2. School Counselor and K-5 Teachers	1. Referral and student discipline data 2. Growth Mindset and Sanford Harmony Lesson Plans	1. August/September - Establish Team and Tier I Behavior Plan 2. October - Establish Tier II Behavior Plan 3. SBCT - Provide training to staff on proactive teaching strategies to explicitly teach positive behavior.	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 1	\$192,850	Supporting all students with academic achievement.	Goal 1
General Budget	\$2,925,467.45	Growth and Achievement	Goals 1, 2 and 3

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

During the interview process, the principal sends out a School Spotlight to highlight the school's performance, extracurricular activities, highlights, and family engagement opportunities. The administrative staff recruits candidates that have the ability to work in teams to achieve school goals. Administration creates a culture of trust and open communication in which teachers feel comfortable. Teachers also assist in the recruiting process by reaching out to possible candidates who share the common values and vision of the school.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

A Parent Leadership Team has been created to provide input to school-wide decisions. A school newsletter goes out frequently throughout the school year to inform families of events and school information. Training nights and Parents, Pastries, and the Principal events happen throughout the school year. Parents are invited to join students in the classrooms where teachers model strategies to improve reading, writing and math.

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.).

Early childhood teachers include early childhood students as typical peers in the special education classrooms. Incoming kindergarten students participate in all content areas. Incoming Kindergarten students attend a Kindergarten Boot Camp prior to the beginning of the year. 5th grade students participate in a 6th grade orientation at the feeder middle schools to learn about behavior and academic expectations.

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

Teachers are allocated weekly PLC using a PDCA model approach to analyze school/district assessment data to identify students specific needs in alignment with expectations. Teachers collaborate to create common grade level assessments in reading and math. Teachers receive training on effective assessment training tools, such as iReady, WIDA, AIMSweb, and STAR. Effective methods of implementation and effective teaching learning strategies. School based data strategist assists teachers with data analysis and improvement plans.

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

Title I allocation was used to hire 1 strategist to work primarily with students. Title I allocation and ELL grant budgets provide tutoring for struggling students outside the allocated school hours. Tier I instruction trainings are planned to increase teachers' expertise and ability in teaching all core subjects. General budget and Title I allocations was used to purchase student computers and AR software to effectively address target goals identified in the SPP.

APPENDIX A - Professional Development Plan

1.1

Teachers will collaborate (CMPASS, CFA, PLC, Data Analysis, Long Range Planning) in August to prepare for the school year. Continue to develop PLC structures to unwrap standards/academic vocabulary, discuss expectations for rigor and proficiency, Vertical alignment, and aligning formative and summative questioning formats/assessments to the depth and rigor to NVACS. Reading Rangers/WIPR/RRU professional development and release time for learning walks, lesson planning collaboration, technology assistance will be provided. NEPF professional development during staff meetings and post observation conferences. Build a consistent Tier 1 program for Phonics/Phonemic Awareness K-2 and Word Hunters for Tier 1 3rd- 5th grade. Establish Tier II 3rd-5th grade Phonics/Phonemic Awareness intervention.

Goal 1 Additional PD Action Step (Optional)

2.1

Develop PLC structures to unwrap standards/academic vocabulary, discuss expectations for rigor and proficiency, Vertical alignment (ELA and math), and aligning formative and summative questioning formats/assessments to the depth and rigor to NVACS. Reading Rangers/WIPR/RRU/math professional development and release time for learning walks, lesson planning collaboration, technology assistance will be provided. Math professional development to ensure standards based instruction, specifically: addressing a math framework, unwrapping NVACs, instructional strategies, math academic vocabulary, student discourse, and the 8 Mathematical Practices.

Goal 2 Additional PD Action Step (Optional)

3.1

1. Pathlore training modules in cultural competency. 2. SBCT for Growth Mindset, Kelso's Choices and Positive Behavior Supports, and promoting family engagement. 3. Specialists will present strategies to staff during SBCT for independent learning, motivation, collaboration, promoting higher level thinking, and developing empathy.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Facilitate and coordinate parents' academic opportunities; Parent Engagement Nights; Parent Institute Events; Reading Rangers Open House; Parent Involvement Days; Parent Reading Ranger Certification; Reading Ranger Goal Documents sent home; School Newsletter; School Website.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Facilitate and coordinate parents' academic opportunities; Parent Engagement Nights; STEAM night, Parent Institute Events; Reading Rangers Open House; Parent Involvement Days; School Newsletter; School Website.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

1. Monthly Parent Institutes with FACES and school staff on topics of school safety, eliminating bullying, social-emotional competency, and developing growth mindsets. 2. Family Days/Nights, Reading Rangers parent kick-off in fall and the mid year assembly for Reading Rangers. 3. Reading Rangers Parent Certification Classes

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Measurable Objective(s):

- Increase the percent of 3rd-5th grade students proficient in reading from: 3rd 37.62% to 47%; 4th 53% to 63%; and 5th 57% to 67% by 2017 as measured by SBAC.
- Decrease the percentage of students in grades 1st-3rd who are required to have a Literacy Plan, specifically 1st grade 83% to 40%; 2nd grade 58% to 30%; 3rd grade 68% to 35% between Fall 2016 and Spring 2017 as measured by CCSD datalab.
- Increase the percentage of students meeting end of year target from 41% to 65% from Spring 2016 to Spring 2017 as measured by Reading Rangers School Summary report.

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 collaborate (CMPASS, CFA, PLC, Data Analysis, Long Range Planning) in August to prepare for the school year. Continue to develop PLC structures to unwrap standards/academic vocabulary, discuss expectations for rigor and proficiency, Vertical alignment, and aligning formative and summative questioning formats/assessments to the depth and rigor to NVACS. Reading Rangers/WIPR/RRU professional development and release time for learning walks, lesson planning collaboration, technology assistance will be provided. NEPF professional development during staff meetings and post observation conferences. Build a consistent Tier 1 program for Phonics/Phonemic Awareness K-2 and Word Hunters for Tier 1 3rd- 5th grade. Establish Tier II 3rd-5th grade Phonics/Phonemic Awareness intervention.	
Progress		
Barriers		
Next Steps		
1.2	Facilitate and coordinate parents' academic opportunities; Parent Engagement Nights; Parent Institute Events; Reading Rangers Open House; Parent Involvement Days; Parent Reading Ranger Certification; Reading Ranger Goal Documents sent home; School Newsletter; School Website.	

Progress		
Barriers		
Next Steps		
1.3	All grade level teachers will collaborate to create high quality lesson plans, embedding the NEPF standards throughout and consistent use of academic vocabulary to deliver effective Tier I instruction, formative assessments, integrate technology, and high level performance based activities. Develop expertise in the WIPR Reading Block. Achieve WIPR Certification for at least 8 teachers this year. Will meet Level 5 expectation by the end of the year and be working on Implementation Levels 6 and 7. CTT will work with Tier II & III students in reading intervention.	N/A
Progress		
Barriers		
Next Steps		
1.4	In June 2017, provide STEM Academy for ELL students who did not make at least one year's growth on WIDA.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

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

Measurable Objective(s):

- Reduce the math proficiency gap between the highest performing subgroup and lower performing ethnic/racial supergroup from 42.88 to 28.59 by 2017 as measured by state assessments.
- Reduce the reading proficiency gap between the highest performing subgroup and lower performing ethnic/racial supergroup from 56.54 to 53.54 by 2017 as measured by state assessments.
- Increase the percent of 3rd-5th grade students proficient in math from: 3rd 28% to 38%; 4th 33% to 40%; and 5th 29% to 39% by 2017 as measured by SBAC.

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	Develop PLC structures to unwrap standards/academic vocabulary, discuss expectations for rigor and proficiency, Vertical alignment (ELA and math), and aligning formative and summative questioning formats/assessments to the depth and rigor to NVACS. Reading Rangers/WIPR/RRU/math professional development and release time for learning walks, lesson planning collaboration, technology assistance will be provided. Math professional development to ensure standards based instruction, specifically: addressing a math framework, unwrapping NVACs, instructional strategies, math academic vocabulary, student discourse, and the 8 Mathematical Practices.	N/A
Progress		
Barriers		
Next Steps		
2.2	Facilitate and coordinate parents' academic opportunities; Parent Engagement Nights; STEAM night, Parent Institute Events; Reading Rangers Open House; Parent Involvement Days; School Newsletter; School Website.	N/A

Progress		
Barriers		
Next Steps		
2.3	All grade level teachers will collaborate to create high quality lesson plans, including the consistent use of academic vocabulary to deliver effective Tier I instruction, formative assessments, integrate technology cross-curricular, and high level performance based activities. In math, teachers will utilize math strategies and instruction/student work will align to mathematical practices. Teachers will incorporate a consistent. Common Core aligned math curriculum across campus.	N/A
Progress		
Barriers		
Next Steps		
2.4	Licensed teachers to provide a Summer Academy for students using the WIDA levels 1-4.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

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

Measurable Objective(s):

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

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	1. Pathlore training modules in cultural competency. 2. SBCT for Growth Mindset, Kelso's Choices and Positive Behavior Supports, and promoting family engagement. 3. Specialists will present strategies to staff during SBCT for independent learning, motivation, collaboration, promoting higher level thinking, and developing empathy.	
Progress		N/A
Barriers		
Next Steps		
3.2	1. Monthly Parent Institutes with FACES and school staff on topics of school safety, eliminating bullying, social-emotional competency, and developing growth mindsets. 2. Family Days/Nights, Reading Rangers parent kick-off in fall and the mid year assembly for Reading Rangers. 3. Reading Rangers Parent Certification Classes	
Progress		N/A

Barriers		
Next Steps		
3.3	1. Refining and Improving Positive Behavior Supports on campus. Establish an RTI Behavior Team on campus. 2. Guidance Lessons on Growth Mindset and Sanford Harmony to develop communication, cooperation, connection, embracing diversity, and resolving conflict.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		