

School Performance Plan

School Name
BEATTY, JOHN R. ES

Address (City, State, Zip Code, Telephone):
8685 HIDDEN PALMS PARKWAY
LAS VEGAS, NV 89123, 7027995700

Superintendent/Region Superintendent: Jesus Jara / Deanna Jaskolski

For Implementation During The Following Years: 2020-2021

The Following MUST Be Completed:

Title I Status:	NA
Designation:	NA
Grade Level Served:	Elementary
Classification:	3 Star
NCCAT-S:	Review

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	<input type="checkbox"/> Use of Core Instructional Materials	<input type="checkbox"/> Scheduling	<input type="checkbox"/> Model School Visits
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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
Jennifer Lepore	Principal	Melissa Pulliam	RBG3 teacher
Monica Papushak	teacher	Lori Reifenheiser	teacher
Rosalyn Cosby	Teacher	Lindsay Kopp	Teacher
Michael Papushak	Teacher	Lisa Anderson	Teacher
Erin McFadden	Teacher	Bethany Johnson	Teacher
Amberli McCoy	Parent	Lisa Eukel	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)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Summative Assessments	Teacher/Administrator Observation Data	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.

Beatty Elementary School (Beatty ES) is a school located in Region 3 of the Clark County School District (CCSD). The student population has changed over a one year time frame. Current enrollment for the 2020-2021 school year is as follows: 32 % Hispanic, 8% Black, 38% White, 7% Asian, 11% Multiracial, 5% Pacific Islander, 8% English Language Learner (ELL), 18.6% students with an Individual Education Plan (IEP), and 100% Free and Reduced Lunch (FRL). Beatty ES has maintained a three-star status for the past three school years as reported on the Nevada School Performance Framework (NSPF).

Positive Statements

Beatty ES continues to increase ELA proficiency. Since the 17-18 school year ELA proficiency has grown by 5%. Beatty ES has earned the full 10 index points in the English Language Proficiency indicator for the past two years, which indicates that we have successfully implemented the strategies teachers have been given during ALCA PD sessions for the the past three years.

Areas of Opportunity

Through data analysis, observations, feedback conferences, the NCCAT-S analysis, and stakeholder input, it was determined that the largest area of opportunity is within the student growth indicator. Beatty ES is within typical growth for ELA, but we would like to improve in this area, as well as having a special emphasis on math. Beatty ES will be focused on ensuring each student receives rigorous instruction and interventions to assist them in meeting their individual academic goals. We noticed a trend of previously non proficient students not meeting their growth target in both ELA and math. In addition, all students in mathematics are not showing adequate growth.

Prioritized Needs

Beatty ES participated in the NCCAT-S in the 18-19 school year. Through this process we identified the following five priority needs to focus on: All instructional staff members implement a curriculum that is aligned with state standards. All instructional staff members routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly. All instructional staff members analyze results from available assessments, including state and local, and use the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency. All instructional staff members use classroom assessments aligned to state content standards. All instructional staff members use progress monitoring, grading, and/or reporting procedures that are standards-based to inform students and parents of student academic progress. These areas of opportunity and prioritized needs will be addressed in our action plan.

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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Increase the percent of non-proficient students meeting Adequate Growth Percentile (AGP) in ELA from 56% to 58% by 2020 as measured by State Summative Assessments and reported on the Nevada School Performance Framework.

Root Causes:

There has been improved but still inconsistent use of strategies to maximize student engagement during instruction. There has been a lack of emphasis placed on the use of higher level, open ended questioning that places instructional demand and learner behaviors on the students. The use of differentiated instruction that targets student specific instructional needs. Teachers have not been using the Literacy Frameworks to help maximize instructional minutes. Lack of unwrapping of content standards to ensure the depth of each is understood and facilitated by the teacher. Lack of time spent on vertical alignment across the grade levels. If the grade level above can share the academic struggles of their students then each grade level below can have a focus for the next school year. Lack of data collection and analysis. Collaboration/Planning time: Student needs have not been matched to Tier 2 and Tier 3 interventions. Progress Monitoring has not accurately matched the interventions.

Measurable Objective 1:

Increase the percent of non-proficient students meeting their projected growth (Percent met projection) in ELA from X% (Fall to Winter) to Y% (Winter to Spring) as measured by MAP Student Growth 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: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.1, 1.4, 1.5	

<p>Teachers will participate in PLCs to collaborate on focusing on data-driven decision making and grade level summative assessments that meet the rigor of the NVACS. Whole-brain instruction will continue to be refined for more consistent implementation. Teachers will analyze their data to determine specific needs of their non-proficient students. They will collaborate with their grade level and continue the implementation of research-based intervention programs to improve instruction for Tier 2 and Tier 3 students. Teachers will receive PD on how to plan for differentiated instruction. All teachers will continue to receive PD from the literacy specialist. CTT will be provided to work with Tier 2 students. The interventionist will work with students across grade levels on essential standards and tier 3. School aides will work with non-proficient students on foundational skills.</p>	<p>Beatty Budget: school aides - \$28,600 Sub money for collaboration on data driven instruction - \$13,100 SB178 Budget: CTT - \$14,300 Interventionist - \$86,108.63</p>	<p>Sign-in sheets/minutes for all collaboration; Lesson plans; administrative observations; NEPF; intervention plans and logs; assessment binder</p>	<p>Aug 2020- May 2021 Administration and classroom teachers; Literacy Specialist/ ALCA SSA; Interventionist Teachers implementing and reflecting on practice, CTTs Interventionist</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
<p>1.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 2.3</p>	
<p>Continue to send school-wide newsletters every month to parents. Curriculum based informational brochure is sent home. Parent notification of at-risk status sent home three times per year. Communication sent to parents about gaps in foundational skills. Classroom teachers will continue to maintain and update their own websites. Family Literacy night with a focus on student achievement. Parent conferences to be held yearly and more often as needed. Principal's Pep Rally to recognize reading goals made by classrooms and individual students. Kindergarten parents attended a mandatory training on Race to Read. SOT meets monthly.</p>	<p>Beatty budget: paper for newsletter \$60; toner for machines \$100 time for development of newsletter office staff to print and prepare for distribution Weebly for websites - \$25 Remind APP-\$1,577.00</p>	<p>Newsletters; classroom websites; Parent Sign in program from Family nights; Monthly names of award winners at Principal's Pep Rally</p>	<p>Aug 2020- May 2021 Staff to develop newsletter, Race to Read trainings; office staff prepares principal pep rally awards; classroom teachers facilitate websites, conferences and family nights, literacy specialist to conduct Beatty Parent Reading workshops</p>	<p>N/A</p>

Comments:

<p>1.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 1.1, 1.4, 1.5, 2.1</p>
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<p>Teachers will implement instruction based on NVACs and analysis of their common grade-level assessments, progress monitoring, MAP and SBAC assessments. Teachers will continue to implement Tier 1 curriculum: Units/Project Based Learning, Reading A-Z Close Reads, Achieve the Core Read Aloud Project, and novel units to improve rigor, allow for differentiation and increase higher-level student discourse during instruction. Teachers will implement a research-based intervention program through an analysis of student data to improve instruction for Tier 2 and Tier 3 students. Three CTTs will be provided to work with Tier 2 students. The interventionist will work with students across grade levels on essential standards and tier 3.</p>	<p>Beatty Budget: Administration walk-throughs and observation/feedback conferences; Grade level & PLC meetings, weekly Literacy Specialist Certified Temporary Tutor to provide Tier 2 instruction \$14,300 Substitutes for collaboration \$13,100 Copy paper for DRA assessments \$60 Personnel to copy DRA assessments ELL- ELL Master Plan SB178 Budget: CTT - \$14,300 Interventionist - \$86,108.63, Generation Genius \$1,000,</p>	<p>Administration observations; lesson plans; CTT schedule; RTI minutes; data from formative assessments data from Data from: SBAC DRA, STAR, CORE, MAP</p>	<p>Aug 2020- May 2021 Admin lesson plan review- monthly; Data assessment analysis after benchmarks; Administration - walkthroughs and conferences ; CTT instructor; Literacy Strategist Interventionist</p>	<p>N/A</p>
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Comments:

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

Comments:

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

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

Increase the percent of students meeting Adequate Growth Percentile (AGP) in Math from 26.8% to 30% by 2021 as measured by State Summative Assessments and reported on the Nevada School Performance Framework.

Root Causes:

There continues to be inconsistent use of Tier 1 instruction that was aligned with the Nevada Academic Content Standards which included rigor, manipulatives and meaningful discourse. There has been inconsistent use of strategies to maximize student engagement during instruction. There has been a lack of emphasis placed on the use of higher level, open ended questioning that places instructional demand and learner behaviors on the students. The use of differentiated instruction that targets student specific instructional needs. Lack of unwrapping of content standards to ensure the depth of each is understood and facilitated by the teacher. Lack of time spent on vertical alignment across the grade levels. If the grade level above can share the academic struggles of their students then each grade level below can have a focus for the next school year. Lack of data collection and analysis. WG/Tier1 Instruction: Student's understanding of content being facilitated. Teachers have not been using the Math Frameworks to help maximize instructional minutes. Teachers were not utilizing the Achieve the Core Coherence Map to develop long range plans. Lack of instruction in the Math Practices in the application of the content standards.

Measurable Objective 1:

Increase the percent of all students meeting their projected growth (Percent met projection) in Math from X% (Fall to Winter) to Y% (Winter to Spring) as measured by MAP Student Growth 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: <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: 1.1, 1.4, 1.5	

Teachers will further develop their practice of Number Talks, Complex Problems and Mathematical Practices to improve teacher efficacy. Mathematical Mindset strategies will continue to be refined for more consistent implementation. Teachers will collaborate with their grade level and continue the implementation of research-based intervention programs to improve instruction for Tier 2 and Tier 3 students. Teachers will receive additional professional development on the Achieve the Core Coherence Map.	Admin, staff and SSA to provide professional development; Time for staff to plan and implement PD; Grade level time Happy Numbers: \$1,500.00	PD sign in sheets; Instructional Rounds; Lesson Plans; Classroom Observations; intervention plans and logs; assessment binder	Aug 2020- May 2021 Admin for analysis of lesson plans; Classroom teacher; inventionist, SSA	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: 2.3	
Family Math and Science nights will take place where all families are invited to participate and will focus on student achievement. Progress reports are sent home every three weeks to inform parents of students' current academic progress. Parents have access to Infinite Campus to check their student's progress on a daily basis. Continue to send school-wide newsletters every month to parents. Curriculum based informational brochure is sent home. Parent notification of MAPS performance and any intervention plans for individual students. Classroom teachers will continue to maintain and update their own websites. Parent conferences to be held yearly and more often as needed. Communication with parents about students basic fact knowledge and gaps. SOT meets monthly.	Family night supplies- \$500 PTA- supplemental as needed Paper to send home progress reports and MAP progress - \$60	Volunteer sign-ins; sign-in for family nights progress reports SOT agenda and sign-ins	Ongoing throughout 2020-2021 school year; Administration; Family night committee to organize Math and Science Night	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.1, 1.2, 1.4, 1.5, 2.1	
Instructional staff will consistently use NVACS, Math Framework and coherence map to plan their instruction by backward mapping from their common assessments through collaboration during PLCs. They will also use a variety of strategies to differentiate their instruction. They will analyze their instruction by looking at data from benchmarking/progress monitoring, common assessments, MAP and SBAC assessments. Students that are identified as At Risk will receive intervention and their data will be reviewed every six weeks. Teachers will continue to implement strategies learned during professional development on Mathematical Mindset, Number Talks, Complex Problems and Mathematical Practices, and Whole Brain Teaching. Interventionist will meet with students to support their understanding of the essential standards.	PLCs grade level planning time admin- observation in classrooms/lesson plans Beatty Strategic Budget - Certified Temporary Tutors to provide Tier 3 instruction - \$14,300 ELL- ELL Master Plan SB178 Budget: CTT - \$28,600 Interventionist - \$86,108.63	Lesson plans showing all instruction linked to grade level standards/Coherence/Math Framework; observation by administration of differentiated instructional practices; common assessments; observation by administration during collaboration, Instructional rounds, minutes from PLCs	Aug 2020- May 2021 Administration- observations/ lesson plan checks Classroom teachers- common assessments and lesson plans/instruction, PLC Meetings, SSA, Interventionist	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:	<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 percent of non-proficient students meeting Adequate Growth Percentile (AGP) in Math from 9.3% to 12% by 2020 as measured by State Summative Assessments and reported on the Nevada School Performance Framework.

Root Causes:

There was inconsistent use of Tier 1 instruction that was aligned with the Nevada Academic Content Standards which included rigor, manipulatives and meaningful discourse. There has been inconsistent use of strategies to maximize student engagement during instruction. There has been a lack of emphasis placed on the use of higher level, open ended questioning that places instructional demand and learner behaviors on the students. The use of differentiated instruction that targets student specific instructional needs. Lack of unwrapping of content standards to ensure the depth of each is understood and facilitated by the teacher. Lack of time spent on vertical alignment across the grade levels. If the grade level above can share the academic struggles of their students then each grade level below can have a focus for the next school year. Lack of data collection and analysis. WG/Tier1 Instruction: Student's understanding of content being facilitated. Frameworks or Achieve the Core Coherence Map to help maximize instructional minutes. Lack of unwrapping of content standards to ensure the depth of each is understood and facilitated by the teacher. Lack of time spent on vertical alignment across the grade levels. If the grade level above can share the academic struggles of their students then each grade level below can have a focus for the next school year. Lack of data collection and analysis. Collaboration/Planning time: Standards Based Small group instruction: Student needs have not been matched to Tier 2 and Tier 3 interventions. Progress Monitoring has not accurately matched the interventions.

Measurable Objective 1:

Increase the percent of all students above the 40th percentile in math from 38% (Fall) to 40% (Winter) and from 40% (Winter) to 43% (Spring) as measured by MAP Growth Assessments. (Grade 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: <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: 1.1, 1.4, 1.5	

Teachers will further develop their practice of Number Talks, Complex Problems and Mathematical Practices to improve teacher efficacy. Mathematical Mindset strategies will continue to be refined for more consistent implementation. Teachers will analyze their data to determine specific needs of their non-proficient students. Teachers will collaborate with their grade level and continue the implementation of research-based intervention programs based on student needs to improve instruction for Tier 2 and Tier 3 students. Teachers will receive additional professional development on how to plan using the Math Framework and Acieve the Core Coherence Map.	Admin, strategist and SSA to provide professional development; Time for staff to plan and implement PD; Grade level time Happy Numbers: \$1,500.00	PD sign in sheets; Instructional Rounds, Lesson Plans, Classroom Observations, assessment binder	Aug 2020- May 2021 Admin for analysis of lesson plans; Classroom teacher	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 2.3	
Progress reports are sent home every three weeks to inform parents of students' current academic progress. Parents have access to Infinite Campus to check their student's progress on a daily basis. Continue to send school-wide newsletters every month to parents. Curriculum based informational brochure is sent home. Parent notification of MAPS performance and any intervention plans for individual students. Classroom teachers will continue to maintain and update their own websites. Communication with parents about students knowledge of basic facts and gaps in instruction. Parent conferences to be held yearly and more often as needed. SOT meets monthly. Parent Math workshop to help support student learning at home.	Family night supplies- \$500 PTA- supplemental as needed Paper to send home progress reports and MAP progress - \$60	Volunteer sign-ins; sign-in for family nights progress reports SOT agenda and sign-ins	Ongoing throughout 2020-2021 school year; Administration; Family night committee to organize Math and Science Night	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.1, 1.4, 1.5, 2.1	
Instructional staff will consistently use NVACS and Acieve the Core Coherence Map to plan their instruction by backward mapping from their common assessments through collaboration during PLCs. They will also use a variety of strategies to differentiate their instruction while following the math framework for their instruction. They will incorporate the math practices into their daily instruction. They will analyze their instruction by looking at data from benchmarking/progress monitoring, common assessments, MAP and SBAC assessments. Students that are identified as At Risk will receive intervention and their data will be reviewed every six weeks. Teachers will continue to implement strategies learned during professional development on Mathematical Mindset, Number Talks, Complex Problems and Mathematical Practices, and Whole Brain Teaching. Interventionist will provided additional instruction on essential standards.	PLCs grade level planning time admin- observation in classrooms/lesson plans Beatty Budget - Certified Temporary Tutors to provide Tier 2 and 3 instruction - \$14,300 ELL- ELL Master Plan SB178 Budget: CTT - \$14,300 Interventionist - \$86,108.63	Lesson plans showing all instruction linked to grade level standards/NEPF; observation by administration of differentiated instructional practices; common assessments; observation by administration during collaboration, Instructional rounds, minutes from PLCs, common assessment binder, student data/assessment binder	Aug 2020- May 2021 Administration- observations/ lesson plan checks Classroom teachers- common assessments and lesson plans/instruction, PLC Meetings , SSA, Interventionist	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)
SB 178	104,000	Interventionist and LexiaCore5	Goals 1, 2 and 3
Strategic Budget	2,729,908.75	staffing, instructional materials including Happy Numbers, Generation Genius, Remind, CTT, Sub days for Collaboration, building operations and supplies.	Goals 1, 2 and 3

Plan for improving the school climate

Goal:

Increase the percent of students who agree with the following statement, "It's easy for me to know the emotions I feel," from 72.4% to 75% as measured by the district wide survey.

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

If students can identify the emotions they are feeling, they can make the best decision on how to react or move forward in a positive way. We have implemented a full time counselor this year. She will do lessons to help students identify their feelings and give them options on how to move forward from feelings like frustration, anger and being left out.

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

The counselor will share her schedule of lessons to classrooms. Monitor the number of students that come to the front office for discipline issues in areas that lessons have occurred.

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

We will evaluate it's rate of success by the results of the 2020-2021 student survey and by the number of students that receive disciplinary action.

APPENDIX A - Professional Development Plan

1.1

Teachers will participate in PLCs to collaborate on focusing on data-driven decision making and grade level summative assessments that meet the rigor of the NVACS. Whole-brain instruction will continue to be refined for more consistent implementation. Teachers will analyze their data to determine specific needs of their non-proficient students. They will collaborate with their grade level and continue the implementation of research-based intervention programs to improve instruction for Tier 2 and Tier 3 students. Teachers will receive PD on how to plan for differentiated instruction. All teachers will continue to receive PD from the literacy specialist. CTT will be provided to work with Tier 2 students. The interventionist will work with students across grade levels on essential standards and tier 3. School aides will work with non-proficient students on foundational skills.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will further develop their practice of Number Talks, Complex Problems and Mathematical Practices to improve teacher efficacy. Mathematical Mindset strategies will continue to be refined for more consistent implementation. Teachers will collaborate with their grade level and continue the implementation of research-based intervention programs to improve instruction for Tier 2 and Tier 3 students. Teachers will receive additional professional development on the Achieve the Core Coherence Map.

Goal 2 Additional PD Action Step (Optional)

3.1

Teachers will further develop their practice of Number Talks, Complex Problems and Mathematical Practices to improve teacher efficacy. Mathematical Mindset strategies will continue to be refined for more consistent implementation. Teachers will analyze their data to determine specific needs of their non-proficient students. Teachers will collaborate with their grade level and continue the implementation of research-based intervention programs based on student needs to improve instruction for Tier 2 and Tier 3 students. Teachers will receive additional professional development on how to plan using the Math Framework and Achieve the Core Coherence Map.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Continue to send school-wide newsletters every month to parents. Curriculum based informational brochure is sent home. Parent notification of at-risk status sent home three times per year. Communication sent to parents about gaps in foundational skills. Classroom teachers will continue to maintain and update their own websites. Family Literacy night with a focus on student achievement. Parent conferences to be held yearly and more often as needed. Principal's Pep Rally to recognize reading goals made by classrooms and individual students. Kindergarten parents attended a mandatory training on Race to Read. SOT meets monthly.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Family Math and Science nights will take place where all families are invited to participate and will focus on student achievement. Progress reports are sent home every three weeks to inform parents of students' current academic progress. Parents have access to Infinite Campus to check their student's progress on a daily basis. Continue to send school-wide newsletters every month to parents. Curriculum based informational brochure is sent home. Parent notification of MAPS performance and any intervention plans for individual students. Classroom teachers will continue to maintain and update their own websites. Parent conferences to be held yearly and more often as needed. Communication with parents about students basic fact knowledge and gaps. SOT meets monthly.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Progress reports are sent home every three weeks to inform parents of students' current academic progress. Parents have access to Infinite Campus to check their student's progress on a daily basis. Continue to send school-wide newsletters every month to parents. Curriculum based informational brochure is sent home. Parent notification of MAPS performance and any intervention plans for individual students. Classroom teachers will continue to maintain and update their own websites. Communication with parents about students knowledge of basic facts and gaps in instruction. Parent conferences to be held yearly and more often as needed. SOT meets monthly. Parent Math workshop to help support student learning at home.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percent of non-proficient students meeting Adequate Growth Percentile (AGP) in ELA from 56% to 58% by 2020 as measured by State Summative Assessments and reported on the Nevada School Performance Framework.

Measurable Objective(s):

- Increase the percent of non-proficient students meeting their projected growth (Percent met projection) in ELA from X% (Fall to Winter) to Y% (Winter to Spring) as measured by MAP Student Growth 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 participate in PLCs to collaborate on focusing on data-driven decision making and grade level summative assessments that meet the rigor of the NVACS. Whole-brain instruction will continue to be refined for more consistent implementation. Teachers will analyze their data to determine specific needs of their non-proficient students. They will collaborate with their grade level and continue the implementation of research-based intervention programs to improve instruction for Tier 2 and Tier 3 students. Teachers will receive PD on how to plan for differentiated instruction. All teachers will continue to receive PD from the literacy specialist. CTT will be provided to work with Tier 2 students. The interventionist will work with students across grade levels on essential standards and tier 3. School aides will work with non-proficient students on foundational skills.	
Progress		N/A
Barriers		
Next Steps		

1.2	Continue to send school-wide newsletters every month to parents. Curriculum based informational brochure is sent home. Parent notification of at-risk status sent home three times per year. Communication sent to parents about gaps in foundational skills. Classroom teachers will continue to maintain and update their own websites. Family Literacy night with a focus on student achievement. Parent conferences to be held yearly and more often as needed. Principal's Pep Rally to recognize reading goals made by classrooms and individual students. Kindergarten parents attended a mandatory training on Race to Read. SOT meets monthly.	N/A
Progress		
Barriers		
Next Steps		
1.3	Teachers will implement instruction based on NVACs and analysis of their common grade-level assessments, progress monitoring, MAP and SBAC assessments. Teachers will continue to implement Tier 1 curriculum: Units/Project Based Learning, Reading A-Z Close Reads, Achieve the Core Read Aloud Project, and novel units to improve rigor, allow for differentiation and increase higher-level student discourse during instruction. Teachers will implement a research-based intervention program through an analysis of student data to improve instruction for Tier 2 and Tier 3 students. Three CTTs will be provided to work with Tier 2 students. The interventionist will work with students across grade levels on essential standards and tier 3.	N/A
Progress		
Barriers		
Next Steps		
1.4	N/A	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of students meeting Adequate Growth Percentile (AGP) in Math from 26.8% to 30% by 2021 as measured by State Summative Assessments and reported on the Nevada School Performance Framework.

Measurable Objective(s):

- Increase the percent of all students meeting their projected growth (Percent met projection) in Math from X% (Fall to Winter) to Y% (Winter to Spring) as measured by MAP Student Growth Summary Report.

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 further develop their practice of Number Talks, Complex Problems and Mathematical Practices to improve teacher efficacy. Mathematical Mindset strategies will continue to be refined for more consistent implementation. Teachers will collaborate with their grade level and continue the implementation of research-based intervention programs to improve instruction for Tier 2 and Tier 3 students. <i>Teachers will receive additional professional development on the Achieve the Core Coherence Map.</i>	
Progress		N/A
Barriers		
Next Steps		
2.2	Family Math and Science nights will take place where all families are invited to participate and will focus on student achievement. Progress reports are sent home every three weeks to inform parents of students' current academic progress. Parents have access to Infinite Campus to check their student's progress on a daily basis. Continue to send school-wide newsletters every month to parents. Curriculum based informational brochure is sent home. Parent notification of MAPS performance and any intervention plans for individual students. Classroom teachers will continue to maintain and update their own websites. Parent conferences to be held yearly and more often as needed. Communication with parents about students basic fact knowledge and gaps. SOT meets monthly.	
		N/A

Progress		
Barriers		
Next Steps		
2.3	Instructional staff will consistently use NVACS, Math Framework and coherence map to plan their instruction by backward mapping from their common assessments through collaboration during PLCs. They will also use a variety of strategies to differentiate their instruction. They will analyze their instruction by looking at data from benchmarking/progress monitoring, common assessments, MAP and SBAC assessments. Students that are identified as At Risk will receive intervention and their data will be reviewed every six weeks. Teachers will continue to implement strategies learned during professional development on Mathematical Mindset, Number Talks, Complex Problems and Mathematical Practices, and Whole Brain Teaching. Interventionist will meet with students to support their understanding of the essential standards.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase the percent of non-proficient students meeting Adequate Growth Percentile (AGP) in Math from 9.3% to 12% by 2020 as measured by State Summative Assessments and reported on the Nevada School Performance Framework.

Measurable Objective(s):

- Increase the percent of all students above the 40th percentile in math from 38% (Fall) to 40% (Winter) and from 40% (Winter) to 43% (Spring) as measured by MAP Growth Assessments. (Grade Report)

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	Teachers will further develop their practice of Number Talks, Complex Problems and Mathematical Practices to improve teacher efficacy. Mathematical Mindset strategies will continue to be refined for more consistent implementation. Teachers will analyze their data to determine specific needs of their non-proficient students. Teachers will collaborate with their grade level and continue the implementation of research-based intervention programs based on student needs to improve instruction for Tier 2 and Tier 3 students. Teachers will receive additional professional development on how to plan using the Math Framework and Acieve the Core Coherence Map.	
Progress		N/A
Barriers		
Next Steps		

3.2	Progress reports are sent home every three weeks to inform parents of students' current academic progress. Parents have access to Infinite Campus to check their student's progress on a daily basis. Continue to send school-wide newsletters every month to parents. Curriculum based informational brochure is sent home. Parent notification of MAPS performance and any intervention plans for individual students. Classroom teachers will continue to maintain and update their own websites. Communication with parents about students knowledge of basic facts and gaps in instruction. Parent conferences to be held yearly and more often as needed. SOT meets monthly. Parent Math workshop to help support student learning at home.	N/A
Progress		
Barriers		
Next Steps		
3.3	Instructional staff will consistently use NVACS and Acieve the Core Coherence Map to plan their instruction by backward mapping from their common assessments through collaboration during PLCs. They will also use a variety of strategies to differentiate their instruction while following the math framework for their instruction. They will incorporate the math practices into their daily instruction. They will analyze their instruction by looking at data from benchmarking/progress monitoring, common assessments, MAP and SBAC assessments. Students that are identified as At Risk will receive intervention and their data will be reviewed every six weeks. Teachers will continue to implement strategies learned during professional development on Mathematical Mindset, Number Talks, Complex Problems and Mathematical Practices, and Whole Brain Teaching. Interventionist will provided additional instruction on essential standards.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		