

School Performance Plan

School Name
COX, DAVID ES

Address (City, State, Zip Code, Telephone):
280 CLARK DRIVE
HENDERSON, NV 89074, 7027995730

Superintendent/Region Superintendent: Jesus Jara / Deanna Jasolski

For Implementation During The Following Years: 2021-2022

The Following MUST Be Completed:

Title I Status:	NA
Designation:	NA
Grade Level Served:	Elementary
Classification:	2 Star
NCCAT-S:	Review

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	<input checked="" type="checkbox"/> Use of Core Instructional Materials	<input checked="" type="checkbox"/> Scheduling	<input checked="" 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
Stephanie Pandullo	Parent	Christopher Huff	Parent
Leslie Burton	Parent	Kimberley Ernst	Teacher
Jamie Hannah	Teacher	James Orth	Teacher
Randi Myers	Self-Contained Chair	Tara Imboden	Principal
Jennilyn Kirkpatrick	Read by Grade 3 Strategist	Jessica Deihl	Counselor
Andrea Heinlen	Assistant Principal		

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	AMAOs/ELPA Analysis	Individualized Education Programs (IEP)
Summative Assessments	NA	NA
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	NA	NA
Stakeholder Survey Information	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: David Cox Elementary School (D. Cox ES) is located in Region 3 of the Clark County School District (CCSD). The student population has remained consistent over the last several years. Enrollment for the 2020-2021 school year was as follows: 39.9% Caucasian, 30.5% Hispanic, 12.2% Multiracial, 9.6% Black, 5.6% Asian, 7.44% English Language Learner (ELL), 14.52% students with an Individual Education Plan (IEP), and 100% Free and Reduced Lunch (FRL). D. Cox ES has received a Two Star status for the 2020-2021 school year as reported on the Nevada School Performance Framework (NSPF).

Positive Statements: Through community and district/state funding support leadership was able to provide full program support in math and reading to provide consistent materials and teaching content throughout grades 1-5. During the 2020-2021 school year David Cox Elementary average attendance rate was 98% and since 2020 our Daily Chronic Absenteeism has decreased from 10% in 2020 to 4% in 2021. This can be attributed to weekly student check-ins completed by each classroom teacher, weekly communication to parents and students from our full-time school counselor, and strategic intervention completed by the counselor for students demonstrating excessive absences.

Areas of Opportunity: When analyzing our data with stakeholders we see the biggest area of opportunity in math, specifically in the student growth and closing opportunity gaps indicators. This area of opportunity will be addressed throughout our action steps.

Prioritized Needs: D. Cox ES participated in the NCCAT-S in the 2020-2021 school year (for staff and 2019-2020 for both students and staff). Through this process we identified the following priority needs to focus on: All instructional staff members use instructional materials that meet the identified needs of all students; All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance. CISA also demonstrated a need to improve professional culture amongst staff. Due to the school closure during COVID19, state-wide assessments and spring MAPS assessments were not administered for 2020 and the MAPS science test was not available for our students in Fall or Winter of 2020. The Winter MAPS scores showed a slight decrease in students meeting their target scores in both reading and math; 50% of students met their target scores and performed above the 61st percentile in math (a decrease of 9% from Fall) and 58% of students met their target scores and performed above the 61st percentile in reading (a decrease of 8%).

Positive Statements:

For the data collected from the SBAC assessments in 2018-2019: One positive trend can be seen in the increase of the percent of students meeting Adequate Growth Percentile (AGP) on the ELA SBAC. D. Cox ES has shown growth in this area by increasing from 54.4% in 17-18 to 57.6% in 18-19. The successes in this area can be attributed to Imagine Learning for all kids and Achieve 3000 for ELPA, incorporated writing based performance tasks

across all content areas, K-5 MAP implementation. For the Fall 2020-2021 MAPS assessments 59% of our students met their target scores and performed above the 61st percentile in math, 66% percent of our students met their target scores and performed above the 61st percentile.

Areas of Opportunity:

When analyzing our data with stakeholders we see the biggest area of opportunity in math and continued in reading, specifically in the student growth and closing opportunity gaps indicators. This area of opportunity will be addressed throughout our action steps.

Prioritized Needs:

D. Cox ES participated in the NCCAT-S/CISA in the 20-21 school year. Through this process we identified the following priority needs to focus on: All instructional staff members use instructional materials that meet the identified needs of all students (to include the state adopted materials); All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance; School leadership focuses the entire school community on school improvement with increased professional development and data collaboration amongst all staff members; School leadership ensures that all professional development is focused on improving student achievement.

Through the needs assessment conversation and analysis of data, D. Cox ES determined the needs previously identified during the full needs assessment conducted during the 2020-2021 school year still exist. Continuation of the vision/goals aligned with A-net's professional recommendation of aligning program materials to state standards and rigorous instructional lessons in both reading and math. Action steps will remain the same as data suggests some improvements are beginning to emerge, and more time is needed to fully resolve the priority need(s). (Persevere)

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:

All students will increase proficiency in ELA from X% to Y% and in math from X% to Y% by May 2022 as measured by the state summative assessment.

Root Causes:

Students within subgroups are not provided exposure and rigorous instruction within the grade level content, are accessing targeted intervention groups or special education classes during the core instructional blocks of the school day. Continual analysis of reading and math intervention groups did not consistently take place and consistent analysis of student performance data did not take place with fidelity. School prior to 2020 did not have consistent (currently adopted) materials to teach the NVACS in order to target deficiencies and plan for instruction. The school had just fully adopted the reading program to implement in grades 1-5 and continued to receive training in newly purchased math program. Incoming students mid-year did not have the academic foundational skills when compared to the existing students thus creating a academic gap resulting in teachers taking away from pacing of curriculum to provide remediation groups in order to close the academic gaps.

Measurable Objective 1:

Increase the percent of all students above the 60th percentile in ELA from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2022 as measured by MAP formative assessments.

Measurable Objective 2:

Increase the percent of all students above the 60th percentile in math from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2022 as measured by MAP formative assessments.

Measurable Objective 3:

Increase the percent of ASF eligible students meeting or exceeding growth projections in ELA from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Monitoring Status

In Progress

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: 1.7, 13.2, 3.7	

Provide continual support materials to parents on assisting students at home. Conduct a learning fair specifically targeting ELA and Math sessions, provide access to our in-school technology programs at home. A parent data night will be held where the teachers break down classroom data with the parents. An additional set of parent teacher conferences are also held in September.	Internet resources and programs for use at home (STAR, AR - SB178), Informational print on providing extra instruction at home with the NVACS. Technology support, PTA supported parent instructional days, Read by Grade 3 Team conducting Parent Literacy Nights.Prodigy, Reflex, MAP (CCSD).	Learning Letters, newsletter resources, technology sites for differentiated learning on website, PSTAPT beyond the annual mandate, progress reports, updates on infinite campus, data sharing from classroom and school to home.	August 2021-May 2022. Administration, teachers, counselor. Data Fair in Winter of 2021, weekly newsletters, parents participating in PTA instructional workshops, and Read by Grade 3 Parent Literacy Nights.	In Progress
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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: 3.2	
Provide continual support materials to parents on assisting students at home. Conduct a learning fair specifically targeting ELA and Math sessions, provide access to our in-school technology programs at home. A parent data night will be held where the teachers break down classroom data with the parents. An additional set of parent teacher conferences are also held in September.	Internet resources and programs for use at home (STAR, AR-PTA funding), Informational print on providing extra instruction at home with the NVACS. Computer loan support, PTA supported. read by Grade 3 Team conducting Parent Literacy Nights. Technology and Math Nights for family engagement.	Letters about Math and ELA understanding, PSTAPT throughout the year (more than mandated by CCSD), take home leveled readers and internet resources, updating of grades on infinite campus including data sharing in newsletters.	August 2021-May 2022. Grade Level Team, CORE Team for planning Learning Fair, Administration presenting at PTA meetings, Read by Grade 3 Team, monthly grade level meetings with administration to ensure that grades are being updated and parent communication is taking place.	In Progress

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.7, 2.4, 3.2, 3.7	
Teachers utilize Envisions 2.0 math program. The program is supplemented when necessary to ensure tier I instruction is aligned to NVACS. Student Learning Goals (SLG) are focused on math performance tasks based on the grade level area of need and will be formally evaluated 3x a year. Reach for Reading curriculum is being purchased utilizing multiple funding sources. As a result this curriculum will be implemented in classrooms at different times throughout the year. All students utilize the independent reading incentive program, Accelerated Reader (AR), and Imagine Learning. Tier I instruction is also supplemented using a variety of programs including: Lexia (K-3), Prodigy, Reflex, MAP Accelerator, Aleks (4-5). A schoolwide writing prompt 2x a year to assess writing.	Scheduled intervention blocks, technology software, instructional planning including collaboration between special education and general education teachers. AR (SB178), Imagine Learning (Title III), Prodigy, Reflex, MAP Accelerator (CCSD), Aleks (Henderson Education Grant), Achieve 3000 (Title III), Lexia (PTA funded).	MAP assessments, NVACS weekly exams/quizzes, SBCT minutes, benchmarking of targeted progress goals, monthly Leadership Team meetings.	August 2021-May 2022. Administration, Grade Level Team, Read by Grade 3 Strategist, Specialists conducting intervention, tutoring groups.	In Progress

Comments:

<p style="text-align: center;">1.4 Other (Optional)</p>		<p style="text-align: center;">Continuation From Last Year: No</p>	<p style="text-align: center;">NCCAT-S Indicators: 1.7, 13.2, 3.7</p>	
<p>Students eligible to participate in the intervention will be determined using MAP data as well as current comprehension and math proficiency data. These students will be referred to the ASF Teacher by their general education teachers. Students will receive small group instruction provided by an ASF Teacher. Instruction will be focused on completing text-based reading/math assignments. Students will conference with the teachers frequently using a rubric to give them specific and timely feedback explaining how they are and can continue to progress their writing. Teacher/Student feedback will also be scheduled regularly so students can apply skills they are learning in an evaluative manner. ASF Teacher will utilize intervention programs and progress monitoring to track month student achievement data.</p>	<p>3-5 Intervention Strategist Teacher (ASF), MAP (District Funded), Canvas (District Funded)</p>	<p>Lesson plans, progress monitoring data, assignments, rubric, schedule and observations of teacher/peer conferencing, monthly assessments, MAP assessment data</p>	<p>ASF teacher will be responsible for frequently providing feedback and scheduling peer conferencing opportunities, meeting with administration. ASF teacher will also assess students on a monthly basis using a rubric to determine progress and continued eligibility in the intervention. ASF teacher will update the ASF student monitoring plan monthly with progress monitoring information as well as inputting MAP benchmark data when available. Administration will be responsible for the collection of lesson plans and classroom observations.</p>	<p>N/A</p>

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 all students meeting Adequate Growth Percentile (AGP) in ELA from X% to Y% and in math from X% to Y% by Spring 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Root Causes:

Students within the targeted subgroups (high achieving, IEP, and ELL) are not provided specific interventions within ELA and math. Continual analysis of ELA and math intervention/progress within the stated populations did not consistently take place within the grades which included technology integration within the CORE curriculum. There were not consistent analysis of student progress, data, nor school-wide interim assessment programs. Materials and resources were not differentiated to increase rigor to all students and grade levels relied too heavily on textbook content to teach the NVACS. Students with IEP's are not receiving enough exposure to grade level content.

Measurable Objective 1:

Increase the percent of K-5 students meeting or exceeding the established growth target from X% (Winter) to Y% (Spring) by 2022 as measured by the MAP ELA Growth Assessment.

Measurable Objective 2:

Increase the percent of K-5 students meeting or exceeding the established growth target from X% (Winter) to Y% (Spring) by 2022 as measured by the MAP Math Growth Assessment.

Measurable Objective 3:

Increase the percent of ASF eligible students meeting or exceeding growth projections in ELA and Math from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Monitoring Status

In Progress

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: 1.7, 3.2, 3.7	

All staff will receive updated training on school-wide diagnostic assessments to target instruction for the identified objectives. PD will also be provided on how to analyze MAP data, use it to inform instruction, and set student goals.	Read by Grade Three Strategist to provide early literacy interventions in grades K-2, community volunteers to provide tutoring to both primary and intermediate students, block scheduling for targeted interventions by classroom and resource room teachers. PTA and ELL funding for technology software programs related to both literacy and math. AIMSWeb (Henderson education grant), MAP (CCSD)	Literacy Leveled Readers, AIMSweb, MAPS assessments, school-wide fact practice integrated into weekly instruction, progress monitoring plans, attendance rosters for intervention blocks. Student learning goals/professional practice goals to be reviewed throughout the school year.	August 2021-May 2022, weekly RTI meetings, monthly grade level meetings with administration, semester collaboration days. Administration, Read by Grade 3 Team, Leadership Team, and GATE teacher are persons responsible.	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: 3.2	
Provide continual support materials to parents on assisting students at home. Conduct a learning fair specifically targeting ELA and Math sessions, provide access to our in-school technology programs at home. A parent data night will be held where the teachers break down classroom data with the parents. An additional set of parent teacher conferences are also held in September.	Internet resources and programs for use at home (STAR, AR, Math Facts in a Flash - PTA funding Aleks, Prodigy, Kahn, Reflex, Lexia), Informational print on providing extra instruction at home with the NVACS. Literacy support, PTA supported parent instructional days, Read by Grade 3 Team conducting Parent Literacy Nights. Technology and Math Nights for family engagement.	Letters about Math and ELA understanding, PSTAPT throughout the year (more than mandated by CCSD), take-home leveled readers and internet resources, updating of grades on infinite campus including data sharing in newsletters.	August 2021-May 2022. Leadership Team, CORE Team for planning Learning Fair, Administration presenting at PTA meetings, Read by Grade 3 Team, monthly grade level meetings with administration to ensure that grades are being updated and parent communication is taking place.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.7, 2.4, 3.2, 3.7	
Students within target subgroups receive ELA instruction during intervention blocks, differentiated instruction (targeting all students scoring at or below 50th percentile as measured in the EasyCBM diagnostic and the 40th percentile as measured by MAP assessment), continual data analysis of weekly progress monitoring scores. Students participate in an intervention block daily known as power half hour. This intervention time addresses student needs in both math and ELA throughout the school year. Student groups are formed based on the results of benchmark and progress monitoring data. Teachers monitor student progress throughout the intervention using AIMSWeb, MAP and teacher made quizzes. Additional interventions are provided throughout the day. The RBG3 strategist pulls K-3 students for reading intervention throughout each school day. 4 CTTs pull students from all grades K-5 to provide further intervention. The GATE teacher pulls targeted 2nd grade students for enrichment for 20 mins at the end of the day. Every 6 weeks teachers meet with students to discuss individual student goals and their progress toward those goals. A tracking sheet is turned into administration after these goal setting discussions take place.	Scheduled intervention blocks, technology software, instructional planning including collaboration between special education and general education teachers, AIMSWeb (Henderson education grant), MAP (CCSD)	Interim assessments in all grades, EasyCBM assessments, NVACS weekly close readings, SBCT minutes, benchmarking of targeted progress goals, monthly Leadership Team meetings.	August 2021-May 2022. Administration, Leadership Team, Read by Grade 3 Strategist, Specialists conducting interventions.	In Progress

Comments:

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators: 1.7, 13.2, 3.7	
<p>Students eligible to participate in the intervention will be determined using MAP data as well as current comprehension and math proficiency data. These students will be referred to the ASF Teacher by their general education teachers. Students will receive small group instruction provided by an ASF Teacher. Instruction will be focused on completing text-based reading/math assignments. Students will conference with the teachers frequently using a rubric to give them specific and timely feedback explaining how they are and can continue to progress their writing. Teacher/Student feedback will also be scheduled regularly so students can apply skills they are learning in an evaluative manner. ASF Teacher will utilize intervention programs and progress monitoring to track month student achievement data.</p>	<p>3-5 Intervention Strategist Teacher (ASF), MAP (District Funded), Canvas (District Funded)</p>	<p>Lesson plans, progress monitoring data, assignments, rubric, schedule and observations of teacher/peer conferencing, monthly assessments, MAP assessment data</p>	<p>ASF teacher will be responsible for frequently providing feedback and scheduling peer conferencing opportunities, meeting with administration. ASF teacher will also assess students on a monthly basis using a rubric to determine progress and continued eligibility in the intervention. ASF teacher will update the ASF student monitoring plan monthly with progress monitoring information as well as inputting MAP benchmark data when available. Administration will be responsible for the collection of lesson plans and classroom observations.</p>	<p>N/A</p>

Comments:

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

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

Root Causes:

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <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:	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

				N/A
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Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
State Funding	89000.00	Read by Grade 3 Learning Strategist	Goals 1 and 2
District School Budget CSR	152213.38	Additional supplies, services, leveled readers, technology, FOSS, daily operations, textbooks.	Goals 1 and 2
Henderson Education Funding	15000.00	Leveled Readers, Mystery Science Software, Teacher Laptops/projectors, Additional Hour for IA in IEP rooms.	Goals 1 and 2
PTA Funding	10000.00	Accelerated Reader, STAR, Reflex, Prodigy, EasyCBM	Goals 1 and 2
District School Budget	356584.35	Support Staff Positions	Goals 1 and 2
District School Budget	1584331.56	Licensed Staff Positions	Goals 1 and 2
District School Budget	272683.84	Administrative Positions	Goals 1 and 2
Academic Support Funding through State	89,000.00	3-5 Intervention Strategist	Goals 1 and 2
Academic Funding Support	28,000.00	Lexia, Accelerated Reader/Math Facts in a Flash Software, EasyCBM Licenses.	Goals 1 and 2

Plan for improving the school climate

Goal:

Increase the percent of students who agree with the following statement, "It's easy for me to focus on finishing tasks even if they are hard for me," from X% to Y% as measured by the district wide survey.

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

Our school counselor will conduct lessons monthly on perseverance in every classroom. A follow up lesson will be provided by classroom teachers. The follow up lessons will also be organized by the counselor and provided to teachers. Teachers will also conduct goal setting discussions with students every 6 weeks to reflect on progress, and edit or revise student goals.

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

Counselor calendar/lesson plans and teacher lesson plans, admin will conduct targeted observations to view teacher/counselor lessons.

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

District wide survey, counselor assessment

APPENDIX A - Professional Development Plan

1.1

Provide continual support materials to parents on assisting students at home. Conduct a learning fair specifically targeting ELA and Math sessions, provide access to our in-school technology programs at home. A parent data night will be held where the teachers break down classroom data with the parents. An additional set of parent teacher conferences are also held in September.

Goal 1 Additional PD Action Step (Optional)

2.1

All staff will receive updated training on school-wide diagnostic assessments to target instruction for the identified objectives. PD will also be provided on how to analyze MAP data, use it to inform instruction, and set student goals.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Provide continual support materials to parents on assisting students at home. Conduct a learning fair specifically targeting ELA and Math sessions, provide access to our in-school technology programs at home. A parent data night will be held where the teachers break down classroom data with the parents. An additional set of parent teacher conferences are also held in September.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Provide continual support materials to parents on assisting students at home. Conduct a learning fair specifically targeting ELA and Math sessions, provide access to our in-school technology programs at home. A parent data night will be held where the teachers break down classroom data with the parents. An additional set of parent teacher conferences are also held in September.

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 X% to Y% and in math from X% to Y% by May 2022 as measured by the state summative assessment.

Measurable Objective(s):

- Increase the percent of all students above the 60th percentile in ELA from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2022 as measured by MAP formative assessments.
- Increase the percent of all students above the 60th percentile in math from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2022 as measured by MAP formative assessments.
- Increase the percent of ASF eligible students meeting or exceeding growth projections in ELA from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Status

In Progress

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Provide continual support materials to parents on assisting students at home. Conduct a learning fair specifically targeting ELA and Math sessions, provide access to our in-school technology programs at home. A parent data night will be held where the teachers break down classroom data with the parents. An additional set of parent teacher conferences are also held in September.	In Progress
Progress		
Barriers		
Next Steps		
1.2	Provide continual support materials to parents on assisting students at home. Conduct a learning fair specifically targeting ELA and Math sessions, provide access to our in-school technology programs at home. A parent data night will be held where the teachers break down classroom data with the parents. An additional set of parent teacher conferences are also held in September.	In Progress
Progress		

Barriers		
Next Steps		
1.3	Teachers utilize Envisions 2.0 math program. The program is supplemented when necessary to ensure tier I instruction is aligned to NVACS. Student Learning Goals (SLG) are focused on math performance tasks based on the grade level area of need and will be formally evaluated 3x a year. Reach for Reading curriculum is being purchased utilizing multiple funding sources. As a result this curriculum will be implemented in classrooms at different times throughout the year. All students utilize the independent reading incentive program, Accelerated Reader (AR), and Imagine Learning. Tier I instruction is also supplemented using a variety of programs including: Lexia (K-3), Prodigy, Reflex, MAP Accelerator, Aleks (4-5). A schoolwide writing prompt 2x a year to assess writing.	In Progress
Progress		
Barriers		
Next Steps		
1.4	Students eligible to participate in the intervention will be determined using MAP data as well as current comprehension and math proficiency data. These students will be referred to the ASF Teacher by their general education teachers. Students will receive small group instruction provided by an ASF Teacher. Instruction will be focused on completing text-based reading/math assignments. Students will conference with the teachers frequently using a rubric to give them specific and timely feedback explaining how they are and can continue to progress their writing. Teacher/Student feedback will also be scheduled regularly so students can apply skills they are learning in an evaluative manner. ASF Teacher will utilize intervention programs and progress monitoring to track month student achievement data.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of all students meeting Adequate Growth Percentile (AGP) in ELA from X% to Y% and in math from X% to Y% by Spring 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective(s):

- Increase the percent of K-5 students meeting or exceeding the established growth target from X% (Winter) to Y% (Spring) by 2022 as measured by the MAP ELA Growth Assessment.
- Increase the percent of K-5 students meeting or exceeding the established growth target from X% (Winter) to Y% (Spring) by 2022 as measured by the MAP Math Growth Assessment.
- Increase the percent of ASF eligible students meeting or exceeding growth projections in ELA and Math from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Status
In Progress

Comments:

2.1 Professional Development:

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	All staff will receive updated training on school-wide diagnostic assessments to target instruction for the identified objectives. PD will also be provided on how to analyze MAP data, use it to inform instruction, and set student goals.	In Progress
Progress		
Barriers		
Next Steps		
2.2	Provide continual support materials to parents on assisting students at home. Conduct a learning fair specifically targeting ELA and Math sessions, provide access to our in-school technology programs at home. A parent data night will be held where the teachers break down classroom data with the parents. An additional set of parent teacher conferences are also held in September.	In Progress

Progress		
Barriers		
Next Steps		
2.3	Students within target subgroups receive ELA instruction during intervention blocks, differentiated instruction (targeting all students scoring at or below 50th percentile as measured in the EasyCBM diagnostic and the 40th percentile as measured by MAP assessment), continual data analysis of weekly progress monitoring scores. Students participate in an intervention block daily known as power half hour. This intervention time addresses student needs in both math and ELA throughout the school year. Student groups are formed based on the results of benchmark and progress monitoring data. Teachers monitor student progress throughout the intervention using AIMSweb, MAP and teacher made quizzes. Additional interventions are provided throughout the day. The RBG3 strategist pulls K-3 students for reading intervention throughout each school day. 4 CTTs pull students from all grades K-5 to provide further intervention. The GATE teacher pulls targeted 2nd grade students for enrichment for 20 mins at the end of the day. Every 6 weeks teachers meet with students to discuss individual student goals and their progress toward those goals. A tracking sheet is turned into administration after these goal setting discussions take place.	In Progress
Progress		
Barriers		
Next Steps		
2.4	Students eligible to participate in the intervention will be determined using MAP data as well as current comprehension and math proficiency data. These students will be referred to the ASF Teacher by their general education teachers. Students will receive small group instruction provided by an ASF Teacher. Instruction will be focused on completing text-based reading/math assignments. Students will conference with the teachers frequently using a rubric to give them specific and timely feedback explaining how they are and can continue to progress their writing. Teacher/Student feedback will also be scheduled regularly so students can apply skills they are learning in an evaluative manner. ASF Teacher will utilize intervention programs and progress monitoring to track month student achievement data.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status
N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1		In Progress
Progress		
Barriers		
Next Steps		
3.2		In Progress
Progress		
Barriers		

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