

School Performance Plan

School Name

HOGGARD, MABEL ES

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

950 NORTH TONOPAH DRIVE

LAS VEGAS, NV 89106, 7027994740

Superintendent/Region
Superintendent:

Jesus Jara / Dustin Mancl

For Implementation During The Following Years:

2020-2021

The Following MUST Be Completed:

Title I Status:

Served

Designation:

TSI

Grade Level Served:

Elementary

Classification:

4 Star

NCCAT-S:

Review

***1 and 2 Star Schools Only:**Please ensure that the following
documents will be available upon request☐

Use of Core Instructional Materials

☐

Scheduling

☐

Model School Visits

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

Name of Member	Position	Name of Member	Position
Christine Keyes	Parent	Tenisha Brunetti	Parent
Evelyn Leyva	Parent	Debra Huckins	Assistant Principal
Da Vonna Coleman	Custodian	Stacey Scott-Cherry	Principal
Kimberly Law	Learning Strategist	Robin Maglicco	Learning Strategist

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	Placement (Proficiency Levels)	Nevada School Performance Framework (NSPF)
NA	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

Hoggard Elementary School is ranked a four star school based on the Nevada School Performance Framework.

During virtual learning that began in March of 2020, our teachers have not been able to collect reliable assessment data that reflects the true performance levels of our students in all grade levels. However, our teachers did administer the MAP and iReady Assessment in Reading and Math to over 90% of all students. During virtual learning from the beginning of the 2020-2021 school year, the technology needs of all students have been met. All students in need were provided with a Chromebook and/or a hotspot device to enable them to fully and actively participate in Virtual Learning. Our attendance rate during virtual learning has been consistently over 90% as measured by district reports.

Analysis of Data from 2020 - 2021

MAP Reading Assessment for Grades K - 5 - Average of 80%

MAP Math Assessment for Grades K - 5 - Average of 76%

iReady Reading Diagnostic for Grades K - 5 - Average of 85%

iReady Math Diagnostic for Grades K - 5 - Average of 82%

Analysis of Data from 2019 - 2020

SBAC Data

ELA 16-17 17-18 18-19

Overall Proficiency Results 72.58% 69.39% 62.75%

Grade 3 64.47% 51.39% 57.53%

Grade 4 74.7% 70.93% 60.47%

Grade 5 77.5% 82.76% 69.32%

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

Hoggard's overall proficiency in ELA decreased by 6.64% in the 2018-2019 school year.

Math 16-17 17-18 18-19

Overall Proficiency Results 56.85% 52.24% 53.44%

Grade 3 53.33% 47.22% 56.16%

Grade 4 64.29% 53.49% 53.49%

Grade 5 52.81% 55.17% 51.14%

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

Hoggard's overall proficiency in Math increased by 1.2% in 2018-2019 school year.

While our school outperforms the zone, district, and state in standardized tests in reading, math, and science, our goal is to continue to demonstrate increased proficiency in the areas of reading and math. Our 2018 - 2019 SBAC data revealed that 62% of students were proficient in English Language Arts; a 7% decrease from the previous year, and 53% of students were proficient in Math; a 1% increase from the previous year. Classroom observations and conversations with teachers revealed that our students would benefit from making a change in how we group students to receive instruction in math. In previous years, students were grouped for math instruction based on their performance on math assessment screeners, such as iReady or GMade. These leveled groups included, high average, low, average, and advanced. We noticed that the students who were instructed in the low math group made very little progress in their math skills over time. This year students will receive Tier I math and reading instruction in their homeroom classrooms. We will support math instruction with two math strategists.

One math strategist will provide 15 minutes of daily targeted interventions through pull out support for identified students. The other math strategist will service identified students with accelerated needs in math. Our reading strategist will work with identified students to provide targeted interventions in our reading lab.

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
--	---	---	---	---	--------------------------------

Priority Need/Goal 1:

We will increase proficiency in the area of Reading. By the end of the 2020 - 2021 school year, students in grades 3 - 5 will demonstrate an increase in reading proficiency from 62% to 65% or more as measured by the SBAC Assessment.

Root Causes:

Due to the school closure at the end of the 2019-2020 school year, students did not receive instruction in the traditional classroom setting. Virtual instruction continued during the start of the 2020 - 2021 school year. This disruption in student learning, along with the technical issues and digital divide, created more disparities and obstacles to educational success for students. These challenges, along with not administering our Spring assessments hindered our ability to acquire accurate student data on student growth at the end of the school year. We will use our funds to provide a learning strategist and a Certified Temporary Tutor to provide targeted support for our struggling readers during virtual learning. We will administer the iReady and MAP assessment at the beginning of the 2020-2021 school year to determine a baseline level of student achievement levels in Reading.

Measurable Objective 1:

By the end of the 2020 - 2021 school year, we will increase proficiency from 62% to 65% in grades 3 - 5 in the area of Reading as measured by the SBAC Assessment.

Measurable Objective 2:

By the end of the 2020 - 2021 school year, we will increase proficiency from 80% to 82% in grades K - 5 in the area of Reading as measured by the MAP Assessment.

Measurable Objective 3:

By the end of the 2020-2021 school year, we will increase proficiency from 85% to 87% in the area of Reading as measured by the iReady Assessment.

Monitoring Status

N/A

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

Professional development at the beginning of the school year will be provided to teachers in the area of reading and ELL strategies. Professional Development in reading will also be provided during scheduled staff meetings. Our Read by Grade Three strategist, and our ELL Success Advocate will provide professional development sessions to teachers during Staff Development Days at the beginning of the year on various reading topics required by the district, along with ELL strategies designed to improve student learning. Teachers will consistently implement the components within the Literacy Framework during reading instruction to increase reading comprehension skills. Teachers will provide strong Tier I instruction in reading, that will include the Components of an Effective Lesson, along with the use of engagement structures, anchor charts, data tracking, goal setting, and independent reading tasks. Teachers will use data from the MAP assessments three times a year to ensure that students are showing growth in the area of reading comprehension throughout the year. Teachers in all grade levels will utilize supplemental materials during small group instruction. The Lexia Reading intervention program will be used with struggling students in reading.	People Needed - Literacy Specialist, CTT, Grade Level Teachers, Administration Funding Source - General Budget Materials - Ready Reading and supplemental reading materials	Lesson Plans showing evidence of incorporating the components within the Literacy Framework with students during reading instruction. MAP Assessment data will be collected three times throughout the year. Sign in sheets will be collected from the Read By Grade Three team, and the ELL Success Advocate after every Professional Development session on Read By Grade Three and ELL topics.	People Needed - Literacy Specialist, CTT, Grade Level Teachers, Administration	N/A
--	--	---	--	-----

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Parent members of our School Organization Team will review reading assessment data on a regular basis to help the school make informed decisions regarding reading supports and materials. Parents will be encouraged to review progress reports to understand their child's progress in reading. Teachers also meet with parents during Parent, Student, Teacher Academic Planning Time, and throughout the year as needed or requested. Teachers will meet virtually with the parents of all students who will receive a Read by Grade Three letter in grades K - 5. Our teachers and Read by Grade Three learning strategist will provide parents with realistic suggestions and resources to help support their child in reading. This parental support is designed to enable our parents to help their child(ren) improve their academic progress in the area of reading	People Needed - Literacy Specialist, CTT, SOT Members, Teachers Funding Source - Title I for parental involvement Time - Duration of the 2020-2021 school year	Flyers, training agendas, sign-in sheets, evaluation forms, school and CCSD survey data, and School Organization Team meeting notes and agendas, will be used to address needs and concerns of families.	Position Responsible - Administration, Teachers, SOT Members Timeline for SOT Meetings - Monthly Timeline for Parent Trainings - Sessions offered by Public Education Foundation - 3 Week training	N/A

Comments:

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

Teachers will incorporate the components from the Literacy Framework within their reading instruction with students to increase reading comprehension skills. Teachers will provide rigorous Tier I instruction to students during their reading block, using consistent Standards Based materials across all grade levels. Parents of students who are performing below grade level in reading, as measured by the MAP Assessment, will receive written notification of their child's deficits in reading through the Read by Grade Three letter. In addition, students performing below grade level in reading will also have access to the Lexia reading intervention program during their time everyday in the reading lab. Teachers will meet, virtually or in person, during scheduled Professional Development or during STPT meetings to discuss their student data results.	People Needed - Literacy Specialist, CTT, Grade Level Teachers, Administration Funding Source - General Budget Materials - Ready Reading, Supplemental Reading Materials Time - Duration of the 2020-2021 school year	Lesson plans, list of supplemental materials used in reading, assessment reports, STPT minutes, list of students who received the Read by Grade Three letter	Position Responsible - Administration, Teachers, Literacy Specialist Timeline - Throughout the year	In Progress
--	---	--	---	-------------

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	<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
--	---	---	---	---	--------------------------------

Priority Need/Goal 2:

We will increase proficiency rates in math. By the end of the 2020 - 2021 school year, we will increase proficiency from 53% to 55% in grades 3 - 5 in the area of Math as measured by the SBAC Assessment.

Root Causes:

Due to the school closure at the end of the 2019-2020 school year, students did not receive instruction in the traditional classroom setting. Virtual instruction continued during the start of the 2020 - 2021 school year. This disruption in student learning, along with the technical issues and digital divide, created more disparities and obstacles to educational success for students. These challenges, along with not administering our Spring assessments hindered our ability to acquire accurate student data on student growth at the end of the school year. We will use our funds to provide two learning strategists to support Math instruction during virtual learning. We will administer the iReady and MAP assessment at the beginning of the 2020-2021 school year to determine a baseline level of student achievement levels in Math.

Measurable Objective 1:

By the end of the 2020 - 2021 school year, we will increase proficiency from 53% to 55% in grades 3 - 5 in the area of Math as measured by the SBAC Assessment.

Measurable Objective 2:

By the end of the 2020 - 2021 school year, we will increase proficiency from 63% to 65% in grades K - 5 in the area of Math as measured by the MAP Assessment.

Measurable Objective 3:

By the end of the 2020-2021 school year, we will increase proficiency from 82% - 85% in grades K - 5 in the area of Math as measured by the iReady Diagnostic Assessment.

Monitoring Status

N/A

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

Teachers will meet during scheduled Professional Development and STPT meetings to discuss their math data from the MAP, and other common assessments to improve student learning and achievement. Professional development on math topics, such as, interactive math notebooks, will be provided during Staff Development meetings. We will utilize a consistent Common Core standards based math program in all grade levels to achieve continuity in student learning. We will use two learning strategists in the area of math to work directly with students and teachers throughout the year. These strategists will analyze data with teachers during Professional Development and SBCT meetings throughout the year. This information will help drive our Professional Development needs in math throughout the year.	People Needed - Two Math strategists, Administration, Grade level teachers Materials - Ready Math Time - scheduled STPT and Professional Development meetings Funding Source - General Budget	The math strategists will create and maintain a spreadsheet with student scores from the beginning of the year math assessment. Teacher notes from STPT meetings will also be maintained to verify that math data from common assessments has been analyzed.	Two Math strategists and classroom teachers will administer the common assessments three times a year.	N/A
--	---	--	--	-----

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Monthly virtual parent meetings with our School Organization Team will take place where parents will have opportunities to learn information and strategies for improving student achievement in the area of reading and/or math.	People Needed - Two Math strategists, classroom teachers, and administration Materials - Paper, binders, etc Time - Monthly Funding Source - General Budget	Meeting agendas and sign in sheets will be collected as evidence of these monthly meetings.	Monthly School Organization Team Meetings will take place. Administration will be responsible for maintaining evidence from the monthly meetings.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
The common assessments in math that will be administered will be the MAP and iReady Assessments. The math strategist and classroom teachers will be responsible for administering these common assessments three times a year.	People Needed - Two Math strategists, classroom teachers, administration Materials - Reports from the MAP assessment Time - Schoolwide assessments will be administered three times a year Funding Source - General Budget	A spreadsheet with student results will be maintained as evidence that the common math assessment has been administered. School wide AIMS Web math reports will also be maintained by administration.	Math strategist, classroom teachers and administration will ensure that the assessments are administered three times a year. The results will be discussed during grade level STPT or Professional Development meetings. Notes from these meetings will be collected.	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
---	---	---	---	---	--------------------------------

Priority Need/Goal 3:

We will increase the percentage of students demonstrating proficiency in the area of science from 24% to 27% as measured by the SBAC Assessment.

Root Causes:

Due to the school closure at the end of the 2019-2020 school year, students did not receive instruction in the traditional classroom setting. Virtual instruction continued during the start of the 2020 - 2021 school year. This disruption in student learning, along with the technical issues and digital divide, created more disparities and obstacles to educational success for students. These challenges, along with not administering our Spring assessments hindered our ability to acquire accurate student data on student growth at the end of the school year.

Measurable Objective 1:

We will increase our proficiency level from 24% to 27% in the area of Science as measured by the SBAC Assessment.

Measurable Objective 2:

Teachers will provide science instruction to students every week during the 2020-2021 school year.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Classroom teachers will provide instruction to students every week in the area of science.	People - Classroom Teachers Materials - FOSS and other science materials Funding Source - General and Magnet Budget Time - Duration of the 2020 - 2021 school year	Teacher classroom observation data, lesson plans	The principal is responsible for ensuring this action step takes place through lesson plan checklists and classroom observations.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
-------------	-----------------------------	-------------------------	-----------------------------------	-------------------

3.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Read by Grade Three	\$89,000.00	These funds were used to provide a full time reading strategist for our school. This strategist will provide professional development to our teachers, and reading services to our most struggling students	Goals 1, 2 and 3
Magnet Budget	\$256,517.43	These funds will be used to provide our school with one learning strategist and one theme coordinator. These employees work directly with students everyday to support our SPP goals. These funds will also be used to support the Prime 6 plan of providing students with 23 additional minutes of instruction everyday.	Goals 1, 2 and 3
Title I	\$95,760.00	These funds will be used to partially fund a learning strategist to support math instruction for our school. These funds will also be used to provide a CTT for our school to work with our Read By Grade Three strategist o support Reading.	Goals 1, 2 and 3
Strategic Budget	\$3,479,766.51	These funds will be used to fully staff our school with administrators and licensed and support staff members. We will also be able to provide students with instructional materials with these funds.	Goals 1, 2 and 3
Title III	\$7,722.00	These funds will be used to provide a CTT for our school to support ELL students.	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.

As a Title I school, we are required by law to hire Highly Qualified teachers. Teachers are involved in the hiring process, when applicable, as part of the interview process, and to provide input regarding the perspective candidate. Administration seeks permission first to observe the perspective teacher teaching a lesson in their current school, and once the observation is completed, a final decision is made about hiring the candidate. We look for candidates that have solid content knowledge and are willing to continue to learn and grow professionally.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Parents are highly encouraged to be aware of all school related activities at our school. Virtual Parent trainings will be offered to parents through the Public Education Foundation on strategies to improve learning outcomes during Virtual Learning. Trainings and correspondence are conducted in English and Spanish. We provided opportunities for parents to serve on our School Organization Team. We adhere to the requirements for holding monthly meetings with the School Organization Team.

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.).

In the past, our counselor has conducted a tour of our campus with pre-school students at a neighboring school. Our counselor will conduct Virtual middle school transition lessons with fifth graders.

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

Students in grades 1-5 are assessed in reading with the MAP Assessment, three times a year (fall, winter, spring). Based on the reading data, students are identified for further diagnostic testing to measure phonemic awareness, phonics skills, vocabulary, and fluency. In math, iReady is a diagnostic tool used to provide targeted interventions for students to close their learning gaps. Students identified for Tier 2/3 reading/math interventions are referred to the RTI team and progress monitored weekly.

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

Read By Grade Three funds are used to pay 100% of our Learning Specialist's salary. Title I funds are used to provide some hours for our Certified Temporary Tutor (CTT), as well as other learning materials. These two positions are directly aligned with supporting our literacy efforts with Read by Three, along with the Reading goals and objectives outlined in our School Performance Plan.

Plan for improving the school climate

Goal:

We will work with students and families to maintain high engagement, attendance and participation during Virtual Learning. Our goal for our average daily attendance is to meet or exceed 95% everyday.

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

This year we have implemented a Student WellnessTeam. This team meets once a month to discuss strategies to help teachers improve behavior outcomes with specific students demonstrating chronic behavior problems. Some of these strategies include individualized behavior plans, mentoring opportunities, and check in and out systems. This team will develop systems of communication to ensure that Strong Tier I behavior systems school wide have been established. We will use the Code of Conduct established by CCSD as our guide as we work toward improving success outcomes for students with behavior concerns.

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

During every monthly meeting we will analyze student attendance, as well as the number of student wellness checks conducted on chronically absent students.

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 analyze our average daily attendance rate at the end of this school year. We will analyze this percentage on a monthly basis during every Student Wellness Committee Meeting. We will be able to determine if our goal of maintaining a 95% average daily attendance target has been met.

APPENDIX A - Professional Development Plan

1.1

Professional development at the beginning of the school year will be provided to teachers in the area of reading and ELL strategies. Professional Development in reading will also be provided during scheduled staff meetings. Our Read by Grade Three strategist, and our ELL Success Advocate will provide professional development sessions to teachers during Staff Development Days at the beginning of the year on various reading topics required by the district, along with ELL strategies designed to improve student learning. Teachers will consistently implement the components within the Literacy Framework during reading instruction to increase reading comprehension skills. Teachers will provide strong Tier I instruction in reading, that will include the Components of an Effective Lesson, along with the use of engagement structures, anchor charts, data tracking, goal setting, and independent reading tasks. Teachers will use data from the MAP assessments three times a year to ensure that students are showing growth in the area of reading comprehension throughout the year. Teachers in all grade levels will utilize supplemental materials during small group instruction. The Lexia Reading intervention program will be used with struggling students in reading.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will meet during scheduled Professional Development and STPT meetings to discuss their math data from the MAP, and other common assessments to improve student learning and achievement. Professional development on math topics, such as, interactive math notebooks, will be provided during Staff Development meetings. We will utilize a consistent Common Core standards based math program in all grade levels to achieve continuity in student learning. We will use two learning strategists in the area of math to work directly with students and teachers throughout the year. These strategists will analyze data with teachers during Professional Development and SBCT meetings throughout the year. This information will help drive our Professional Development needs in math throughout the year.

Goal 2 Additional PD Action Step (Optional)

3.1

Classroom teachers will provide instruction to students every week in the area of science.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Parent members of our School Organization Team will review reading assessment data on a regular basis to help the school make informed decisions regarding reading supports and materials. Parents will be encouraged to review progress reports to understand their child's progress in reading. Teachers also meet with parents during Parent, Student, Teacher Academic Planning Time, and throughout the year as needed or requested. Teachers will meet virtually with the parents of all students who will receive a Read by Grade Three letter in grades K - 5. Our teachers and Read by Grade Three learning strategist will provide parents with realistic suggestions and resources to help support their child in reading. This parental support is designed to enable our parents to help their child(ren) improve their academic progress in the area of reading

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Monthly virtual parent meetings with our School Organization Team will take place where parents will have opportunities to learn information and strategies for improving student achievement in the area of reading and/or math.

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:

We will increase proficiency in the area of Reading. By the end of the 2020 - 2021 school year, students in grades 3 - 5 will demonstrate an increase in reading proficiency from 62% to 65% or more as measured by the SBAC Assessment.

Measurable Objective(s):

- By the end of the 2020 - 2021 school year, we will increase proficiency from 62% to 65% in grades 3 - 5 in the area of Reading as measured by the SBAC Assessment.
- By the end of the 2020 - 2021 school year, we will increase proficiency from 80% to 82% in grades K - 5 in the area of Reading as measured by the MAP Assessment.
- By the end of the 2020-2021 school year, we will increase proficiency from 85% to 87% in the area of Reading as measured by the iReady Assessment.

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	Professional development at the beginning of the school year will be provided to teachers in the area of reading and ELL strategies. Professional Development in reading will also be provided during scheduled staff meetings. Our Read by Grade Three strategist, and our ELL Success Advocate will provide professional development sessions to teachers during Staff Development Days at the beginning of the year on various reading topics required by the district, along with ELL strategies designed to improve student learning. Teachers will consistently implement the components within the Literacy Framework during reading instruction to increase reading comprehension skills. Teachers will provide strong Tier I instruction in reading, that will include the Components of an Effective Lesson, along with the use of engagement structures, anchor charts, data tracking, goal setting, and independent reading tasks. Teachers will use data from the MAP assessments three times a year to ensure that students are showing growth in the area of reading comprehension throughout the year. Teachers in all grade levels will utilize supplemental materials during small group instruction. The Lexia Reading intervention program will be used with struggling students in reading.	N/A
Progress		
Barriers		

Next Steps		
1.2	Parent members of our School Organization Team will review reading assessment data on a regular basis to help the school make informed decisions regarding reading supports and materials. Parents will be encouraged to review progress reports to understand their child's progress in reading. Teachers also meet with parents during Parent, Student, Teacher Academic Planning Time, and throughout the year as needed or requested. Teachers will meet virtually with the parents of all students who will receive a Read by Grade Three letter in grades K - 5. Our teachers and Read by Grade Three learning strategist will provide parents with realistic suggestions and resources to help support their child in reading. This parental support is designed to enable our parents to help their child(ren) improve their academic progress in the <u>area of reading</u>	N/A
Progress		
Barriers		
Next Steps		
1.3	Teachers will incorporate the components from the Literacy Framework within their reading instruction with students to increase reading comprehension skills. Teachers will provide rigorous Tier I instruction to students during their reading block, using consistent Standards Based materials across all grade levels. Parents of students who are performing below grade level in reading, as measured by the MAP Assessment, will receive written notification of their child's deficits in reading through the Read by Grade Three letter. In addition, students performing below grade level in reading will also have access to the Lexia reading intervention program during their time everyday in the reading lab. Teachers will meet, virtually or in person, during scheduled Professional Development or during STPT meetings to discuss their <u>student data results</u> .	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:

We will increase proficiency rates in math. By the end of the 2020 - 2021 school year, we will increase proficiency from 53% to 55% in grades 3 - 5 in the area of Math as measured by the SBAC Assessment.

Measurable Objective(s):

- By the end of the 2020 - 2021 school year, we will increase proficiency from 53% to 55% in grades 3 - 5 in the area of Math as measured by the SBAC Assessment.
- By the end of the 2020 - 2021 school year, we will increase proficiency from 63% to 65% in grades K - 5 in the area of Math as measured by the MAP Assessment.
- By the end of the 2020-2021 school year, we will increase proficiency from 82% - 85% in grades K - 5 in the area of Math as measured by the iReady Diagnostic Assessment.

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 meet during scheduled Professional Development and STPT meetings to discuss their math data from the MAP, and other common assessments to improve student learning and achievement. Professional development on math topics, such as, interactive math notebooks, will be provided during Staff Development meetings. We will utilize a consistent Common Core standards based math program in all grade levels to achieve continuity in student learning. We will use two learning strategists in the area of math to work directly with students and teachers throughout the year. These strategists will analyze data with teachers during Professional Development and SBCT meetings throughout the year. This information will help drive our Professional Development needs in math throughout the year.	
Progress		
Barriers		
Next Steps		

2.2	Monthly virtual parent meetings with our School Organization Team will take place where parents will have opportunities to learn information and strategies for improving student achievement in the area of reading and/or math.	
Progress		
Barriers		
Next Steps		
2.3	The common assessments in math that will be administered will be the MAP and iReady Assessments. The math strategist and classroom teachers will be responsible for administering these common assessments three times a year.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

We will increase the percentage of students demonstrating proficiency in the area of science from 24% to 27% as measured by the SBAC Assessment.

Measurable Objective(s):

- We will increase our proficiency level from 24% to 27% in the area of Science as measured by the SBAC Assessment.
- Teachers will provide science instruction to students every week during the 2020-2021 school year.

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	Classroom teachers will provide instruction to students every week in the area of science.	N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		

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