

# School Performance Plan

School Name

Hoggard, Mabel ES

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

950 N Tonopah Dr

Las Vegas, NV 89106-1902, (702) 799-4740

Superintendent/Assistant Chief:

Patrick Skorkowsky / Celese Rayford

For Implementation During The Following Years:

2017-2018

**The Following MUST Be Completed:**

**Title I Status:**

Served

**Designation:**

NA

**Grade Level Served:**

Elementary

**Classification:**

5 Star

**NCCAT-S:**

Initial

**\*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
Nancy Brune	Parent	Tarah Hernandez	Parent
Patricia Wade	Parent	Richard Wilkins	Parent
Stacey Scott-Cherry	Principal	Jeanne Iverson	Assistant Principal
Tenisha Brunetti	Fifth Grade	Victoria Dailey	Librarian
Robin Maglicco	Math Strategist	Judi Robinson	Instructional Assistant

## 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
Interim Assessments	Placement (Proficiency Levels)	Nevada School Performance Framework (NSPF)
Teacher/Administrator Observation Data	NA	NA
Statewide Assessments	NA	NA
NA	NA	NA
NA	NA	NA
Other: NDE Validation Data	Other: AIMSweb Benchmark Data	Other:
Other: STAR Assessment	Other: Moby Max	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 five star school based on the Nevada School Performance Framework. According to the official 2015-2016 NDE Validation Day data, the Hoggard Elementary student population consists of Asian (12.1%), African American (17.1%), White/Caucasian (14.6%), Hispanic/Latino (49.2%), Native American (0.2%), Multi-race (5.7%), Pacific Islander (1.1%), FRL (69%), IEP (5.7%), and LEP (31%) with a total of 439 students.

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. Classroom observations and conversations with teachers last year revealed that our school would greatly benefit from utilizing a universal screener that would help us measure and track reading comprehension levels of students throughout the year. Classroom observations and conversations with teachers this year revealed that we would benefit from a school wide math program used in all grade levels to help close some of our achievement gaps among some of our lower performing students in math. As a result of these conversations, our school utilized the STAR assessment as a reading screener to track growth in reading comprehension. We will continue to use the STAR assessment to track reading comprehension progress and growth, and the AIMS Web assessment to monitor progress and growth in reading fluency. We will also continue to use the AIMS Web assessment as a common assessment in math to monitor progress and growth of computation skills, as well as understanding of concepts and applications in math. At this time, we will also work toward allocating our financial resources to ensure that all grade levels are aligned in consistently implementing a Common Core Standards based program in math across all grade levels. Our school wide math program would be consistently used during math instruction in all grade levels to improve our overall proficiency levels. At this time, we are not using the same math program across all grade levels in our school.

Teachers administered the STAR Assessment in reading to students in September 2016, and again in December 2016 to grades 1 - 5 to track and measure the growth of reading comprehension skills for our students. As measured by the STAR assessment, the reading comprehension skills among our students grew from 67% to 72% in grades 3 - 5 from September 2016 to December 2016.

Teachers administered the AIMS Web Oral Reading Fluency Assessment to students in grades 2 - 5 in September 2016, and again in January 2017 to track and measure the growth of oral reading fluency for our students. As measured by the AIMS Web Oral Reading Fluency assessment, ORF skills among our students in grades 2 - 5 slightly dipped from 83% to 82% from September 2016 to January 2017.

Teachers administered the AIMS Web Math Computation assessment to students in grades 1 - 5 in September 2016, and again in January 2017 to track and measure the growth of mathematical computation skills for our students. As measured by the AIMS Web Math Computation Assessment, computation skills among students in grades 1 - 5 slightly dipped from 80% to 79% from September 2016 to January 2017.

Teachers administered the AIMS Web Concepts and Applications Assessment to students in grades 2 - 5 in September 2016, and again in January 2017 to track and measure the growth of mathematical concepts and applications skills for our students. As measured by the AIMS Web Math Concepts and Applications Assessment, student math skills in this area grew from 73% to 78% from September 2016 to January 2017.

Our Kindergarten teachers assess students' identification of letters and letter sounds every month. By January of 2017, 86% of all kindergarten students mastered identifying letters and letter

sounds.

Our 2016 SBAC student assessment data revealed that 60% of our students were proficient in math and 69% of our students were proficient in reading.

Our first goal is to ensure that all students are on track to read and comprehend text on grade level by the end of third grade and beyond. Our second goal is to ensure that all students are proficient in the area of math by the end of the year in their respective grade level. Our goals and action steps will focus on ensuring that we have steps in place to track and monitor reading comprehension and math proficiency levels for students to ensure that all students demonstrate growth and increased achievement levels.

## 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:

Increase proficiency rates in reading.

### Root Causes:

Last year was the first full year of our implementation of the STAR reading assessment to assess reading comprehension. In addition, in previous years we utilized the Acuity Assessment in grades k - 2, but we did not utilize this assessment tool in grades 3 - 5. Last year was the first year our students participated in the STAR assessment, and the other mandated assessment in reading, Acuity, was not used. There was no district assessment used in grades K - 5 to measure reading progress and growth through a district wide measure. Our school relied solely on school wide assessment tools to measure our growth throughout the year. This lack of consistency with our reading assessments may have effected our ability to accurately track students' progress, and to set stronger, and more effective, reading goals with students on a school wide level.

### Measurable Objective 1:

By the end of the 2017 -2018 school year, 80% or more of students in grades 1 - 5 will demonstrate the ability to comprehend text at their respective grade levels by the end of May as measured by the STAR Assessment in Reading.

### Measurable Objective 2:

By the end of the 2017 - 2018 school year, 75% or more of our kindergarten students will demonstrate mastery of letter identification and letter sounds by the end of the year.

### Measurable Objective 3:

By the end of the 2017 - 2018 school year, X% or more students in grades 3 - 5 will demonstrate grade level proficiency in the area of reading as measured by the SBAC Assessment.

### Measurable Objective 4:

By the end of the 2017 - 2018 school year, 85% or more students in grades 1 - 5 will demonstrate fluency in oral reading as measured by the AIMS Web Oral Reading Fluency Assessment.

### Measurable Objective 5:

By the end of the 2017 - 2018 school year, 80% or more students in grades 3 - 5 will demonstrate proficiency in reading comprehension skills as measured by the AIMS Web Maze 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 will be provided to teachers in the area of reading during scheduled SBCT meetings. Members of the Read by Grade Three team, and the ELL Success Advocate, will provide professional development sessions to teachers 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 Kagan structures, anchor charts, data tracking, goal setting, and independent reading tasks. Teachers will use data from the AIMS Web and STAR assessments three times a year to ensure that students are showing growth in the area of reading comprehension throughout the year. Teachers in grades K - 2 will utilize Flying Start to Literacy materials during small group instruction. The Lexia Reading intervention program will be used with struggling students in reading during their time in our reading interventions lab.	People Needed - Literacy Specialist, CTT, Grade Level Teachers, Administration Funding Source - General Budget Materials - AIMS Web, STAR Reading Assessment, Lexia, Flying Start to Literacy Materials Time - Assessments will be administered three times a year	Lesson Plans showing evidence of incorporating the components within the Literacy Framework with students during reading instruction. AIMS Web and STAR 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 topics.	AIMS Web and STAR Assessment Data collected in September, December and May by grade level teachers and administration. Lesson plans will be analyzed to ensure the Literacy Framework components are being taught to students.	N/A
--	--	---	--	-----

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Parent training in kindergarten will be available on-site on various reading strategies to focus on increasing reading comprehension skills. 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. Progress Reports will be sent home every three weeks to inform parents about 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.	People Needed - Literacy Specialist, CTT, SOT Members, Teachers Funding Source - Title I for parental involvement Materials - Supplies for kindergarten parent workshops (Make it and Take it) Time - Duration of the 2017-2018 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 - Monthly	N/A

Comments:

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

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 a consistent Standards Based program, such as Common Core Coach from Triumph Learning, across all grade levels. Parents of students who are performing below grade level in reading, as measured by our school wide assessments of AIMS Web and STAR, 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 during scheduled SBCT or during STPT meetings to discuss their student data results. For the 2017 - 2018 school year, we will administer the district mandated MAPS assessment to students in grades K - 2 and the Interventions Assessment to students in grades 3 - 5 to measure and monitor student growth in the area of reading.	People Needed - Literacy Specialist, CTT, Grade Level Teachers, Administration Funding Source - General Budget Materials - AIMS Web, STAR Reading Assessment, Lexia, Flying Start to Literacy Materials Time - Duration of the 2017-2018 school year	Lesson plans, list of supplemental materials used in reading, assessment reports from AIMS, and STAR, STPT minutes, list of students who received the Read by Grade Three letter	Position Responsible - Administration, Teachers, Literacy Specialist Timeline - Throughout the year	N/A
--	--	--	---	-----

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:

Increase proficiency rates in math

### Root Causes:

One of the screeners that we used in math, Moby Max, may not have provided our teachers with the level of specific information that may have revealed the specific deficit areas our students have in math. This information may have helped our teachers make more informed decisions on how to improve proficiency levels in math for our students. In addition, the math interim assessments our teachers in grades 3 - 5 used to prepare students for the SBAC assessment last year was not made available until later in the school year. Also, our teachers received no feedback on how the students performed on this Interim math practice test. This information may have helped teachers make more informed decisions on how to improve their instruction to close the gaps in student learning. In addition, at this time our school does not use any consistent math program across all grade levels. The use of a school wide math program may greatly benefit our students who are showing deficits in their math proficiency levels.

### Measurable Objective 1:

By the end of the 2017 - 2018 school year, 80% of students in grades 1 - 5 will demonstrate proficiency in math computation as measured by the AIMS Web Math Assessment.

### Measurable Objective 2:

By the end of the 2017 - 2018 school year, 75% of students in grades 1 - 5 will demonstrate proficiency in mathematical concepts and applications as measured by the AIMS Web Math Assessment.

### Measurable Objective 3:

By the end of the 2017 - 2018 school year, X% of students in grades 3 - 5 will demonstrate proficiency in math as measured by the SBAC 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 SBCT or STPT meetings to discuss their math data from AIMS Web and best practices to improve student learning and achievement. Professional development on math topics, such as, interactive math notebooks, will be provided during SBCT meetings. We will utilize a consistent Common Core standards based math program in all grade levels to achieve continuity in student learning.	People Needed - Math strategist, Administration, Grade level teachers Materials - School wide Common Core standards Based math program, AIMS Web Time - scheduled SBCT meetings Funding Source - General Budget	The math strategist 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.	Math strategist 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
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>  <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
Monthly parent meetings with our School Organization Team and Parent Advisory Committee 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 - Math strategist, 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 Parent Advisory Committee Meetings will take place. Monthly School Organization Team Meetings will take place. Administration will be responsible for maintaining evidence from the monthly meetings.	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year:</b>  <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
The common assessment in math that will be administered comes from Aimsweb. The math strategist and classroom teachers will be responsible for administering this common assessments three times a year. For the 2017 - 2018 school year, we will administer the district mandated MAPS assessment to students in grades K - 2 and the Interventions Assessment to students in grades 3 - 5 to measure and monitor student growth in the area of math.	People Needed - Math strategist, classroom teachers, administration Materials Needed - Reports from AIMS Web, the MAP assessment, and the Interventions 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 SBCT meetings. Notes from these meetings will be collected.	N/A

Comments:

<b>2.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
-----------------------------	-------------------------------------	----------------------------



				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 checked="" type="checkbox"/> Other
--	---	---	---	---	---

### Priority Need/Goal 3:

We need professional development on improved strategies to teach English Language Learners at our school.

### Root Causes:

There is an achievement gap between our English Language Learner students and our highest performing subgroup of students.

### Measurable Objective 1:

Teachers will participate in multiple and varied professional development sessions on ELL strategies during the 2017 - 2018 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
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
All staff will participate in a professional development session provided by the District's English Language Learner Department.	People - ELL Success Advocate Materials - Training materials from ELL Department Funding Source - ELL funds Time - Duration of the 2017 - 2018 school year	Sign- in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during scheduled SBCT days.	N/A

Comments:

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

				N/A
--	--	--	--	-----

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		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)
Strategic Budget	\$3,045,570.31	These funds were used to staff our school with teachers, support staff members, two administrators, and general supplies.	Goals 1, 2 and 3
Title I Budget	\$55,650,00	These funds were used to provide our school with hours for a CTT(Certified Temporary Teacher) and to fund half a position for one of my learning strategists.	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, and once the observation is completed, a final decision is made. 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 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.**

Parents are highly encouraged to volunteer a minimum of four hours per school year. They assist teachers in the classroom, attend field trips, help maintain the school gardens and animal lab, and present during Career Week. Parent trainings are offered to kindergarten parents on reading strategies that can be done at home. Trainings and correspondence are conducted in English and Spanish. Additionally, we have a Parent Center with resources for literacy and math. 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.).**

Our counselor conducts a tour of our campus with pre-school students at a neighboring school. Additionally, our counselor conducts middle school transition lessons with fifth graders. Assemblies are scheduled for parents and students about the magnet middle school opportunities.

### **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 universal screeners, STAR and AIMS-Web, 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, G-Made is a diagnostic tool for grades 1-5. 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**

Title I funds are used to pay 50% of our Literacy Specialist's salary and some hours for our Certified Temporary Tutor (CTT).

## APPENDIX A - Professional Development Plan

### 1.1

Professional development will be provided to teachers in the area of reading during scheduled SBCT meetings. Members of the Read by Grade Three team, and the ELL Success Advocate, will provide professional development sessions to teachers 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 Kagan structures, anchor charts, data tracking, goal setting, and independent reading tasks. Teachers will use data from the AIMS Web and STAR assessments three times a year to ensure that students are showing growth in the area of reading comprehension throughout the year. Teachers in grades K - 2 will utilize Flying Start to Literacy materials during small group instruction. The Lexia Reading intervention program will be used with struggling students in reading during their time in our reading interventions lab.

### Goal 1 Additional PD Action Step (Optional)

### 2.1

Teachers will meet during scheduled SBCT or STPT meetings to discuss their math data from AIMS Web and best practices to improve student learning and achievement. Professional development on math topics, such as, interactive math notebooks, will be provided during SBCT meetings. We will utilize a consistent Common Core standards based math program in all grade levels to achieve continuity in student learning.

### Goal 2 Additional PD Action Step (Optional)

### 3.1

All staff will participate in a professional development session provided by the District's English Language Learner Department.

### Goal 3 Additional PD Action Step (Optional)

## APPENDIX B - Family Engagement Plan

### 1.2

Parent training in kindergarten will be available on-site on various reading strategies to focus on increasing reading comprehension skills. 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. Progress Reports will be sent home every three weeks to inform parents about 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.

#### Goal 1 Additional Family Engagement Action Step (Optional)

### 2.2

Monthly parent meetings with our School Organization Team and Parent Advisory Committee 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:**

Increase proficiency rates in reading.

**Measurable Objective(s):**

- By the end of the 2017 -2018 school year, 80% or more of students in grades 1 - 5 will demonstrate the ability to comprehend text at their respective grade levels by the end of May as measured by the STAR Assessment in Reading.
- By the end of the 2017 - 2018 school year, 75% or more of our kindergarten students will demonstrate mastery of letter identification and letter sounds by the end of the year.
- By the end of the 2017 - 2018 school year, X% or more students in grades 3 - 5 will demonstrate grade level proficiency in the area of reading as measured by the SBAC Assessment.
- By the end of the 2017 - 2018 school year, 85% or more students in grades 1 - 5 will demonstrate fluency in oral reading as measured by the AIMS Web Oral Reading Fluency Assessment.
- By the end of the 2017 - 2018 school year, 80% or more students in grades 3 - 5 will demonstrate proficiency in reading comprehension skills as measured by the AIMS Web Maze 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 will be provided to teachers in the area of reading during scheduled SBCT meetings. Members of the Read by Grade Three team, and the ELL Success Advocate, will provide professional development sessions to teachers 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 Kagan structures, anchor charts, data tracking, goal setting, and independent reading tasks. Teachers will use data from the AIMS Web and STAR assessments three times a year to ensure that students are showing growth in the area of reading comprehension throughout the year. Teachers in grades K - 2 will utilize Flying Start to Literacy materials during small group instruction. The Lexia Reading intervention program will be used with struggling students in reading during their time in our reading interventions lab.	N/A
Progress		
Barriers		



Next Steps		
1.2	Parent training in kindergarten will be available on-site on various reading strategies to focus on increasing reading comprehension skills. 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. Progress Reports will be sent home every three weeks to inform parents about 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.	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 a consistent Standards Based program, such as Common Core Coach from Triumph Learning, across all grade levels. Parents of students who are performing below grade level in reading, as measured by our school wide assessments of AIMS Web and STAR, 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 during scheduled SBCT or during STPT meetings to discuss their student data results. For the 2017 - 2018 school year, we will administer the district mandated MAPS assessment to students in grades K - 2 and the Interventions Assessment to students in grades 3 - 5 to measure and monitor student growth in the area of reading.	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 proficiency rates in math

**Measurable Objective(s):**

- By the end of the 2017 - 2018 school year, 80% of students in grades 1 - 5 will demonstrate proficiency in math computation as measured by the AIMS Web Math Assessment.
- By the end of the 2017 - 2018 school year, 75% of students in grades 1 - 5 will demonstrate proficiency in mathematical concepts and applications as measured by the AIMS Web Math Assessment.
- By the end of the 2017 - 2018 school year, X% of students in grades 3 - 5 will demonstrate proficiency in math as measured by the SBAC 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 SBCT or STPT meetings to discuss their math data from AIMS Web and best practices to improve student learning and achievement. Professional development on math topics, such as, interactive math notebooks, will be provided during SBCT meetings. We will utilize a consistent Common Core standards based math program in all grade levels to achieve continuity in student learning.	N/A
Progress		
Barriers		
Next Steps		
2.2	Monthly parent meetings with our School Organization Team and Parent Advisory Committee 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.	N/A

Progress		
Barriers		
Next Steps		
2.3	The common assessment in math that will be administered comes from Aimsweb. The math strategist and classroom teachers will be responsible for administering this common assessments three times a year. For the 2017 - 2018 school year, we will administer the district mandated MAPS assessment to students in grades K - 2 and the Interventions Assessment to students in grades 3 - 5 to measure and monitor student growth in the area of math.	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:**

We need professional development on improved strategies to teach English Language Learners at our school.

**Measurable Objective(s):**

- Teachers will participate in multiple and varied professional development sessions on ELL strategies during the 2017 - 2018 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	All staff will participate in a professional development session provided by the District's English Language Learner Department.	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		