

# School Performance Plan

School Name  
Christensen, M J ES

Address (City, State, Zip Code, Telephone):  
9001 Mariner Cove Dr  
Las Vegas, NV 89117-2474, (702) 799-4390

Superintendent/Assistant Chief: Pat Skorkowsky / Karen West

For Implementation During The Following Years: 2016-2017

**The Following MUST Be Completed:**

**Title I Status:** Served

**Designation:** NA

**Grade Level Served:** Elementary

**Classification:** 3 Star

**NCCAT-S:** Not Required

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

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

Name of Member	Position	Name of Member	Position
Alan Haber	Parent	Angela Jacobs	Principal
Melissa Baumunk	Assistant Principal	Donna Ramirez	Kindergarten Teacher
Karen Collins	First Grade Teacher	Lyudmila Podovich	Second Grade Teacher
Brandi Ditmars	Third Grade Teacher	Laura Chappell	Fourth Grade Teacher
Wendy Chamberlain	Fifth Grade Teacher	Maggie Fisher	Special Education Teacher
Carrie Farrimond	PE Teacher	Traci Stallings	Counselor

## 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	Achievement Gap Data	Achievement Gap Data
Interim Assessments	NA	NA
Family Engagement Data	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.

Based on SBAC data, 69.74% of fifth grade students were proficient in reading.

Based on SBAC data, the Asian subgroup was 91.67% proficient in reading and the Caucasian subgroup was 68.87% proficient in reading while only 56.25% of the African American subgroup was proficient in reading and only 52.78% of the multiracial subgroup was proficient in reading.

Based on SBAC data, only 17.39% of IEP students were proficient in reading and only 39.29% of LEP students were proficient in reading.

Based on SBAC data, 48.76% of third, fourth, and fifth grade students were proficient in math with only 43.42% of fifth grade students proficient.

Based on SBAC data, the Pacific Islander subgroup was 66.67% proficient in math and the Caucasian subgroup was 55.66% proficient in reading while only 31.25% of African American students, 44.12% of Hispanic students, and 44.44% of multiracial students were proficient in math.

Based on SBAC data, only 8.7% of IEP students were proficient in math and only 21.43% of LEP students were proficient in math.

Based on Acuity Assessment data, 94% of kindergarten students, 65% of first grade students, and 92% of second grade students achieved a level 3 or 4 in reading.

Based on Acuity Assessment data, 91% of kindergarten students, 84% of first grade students, and 77% of second grade students achieved a level 3 or 4 in math.

Based upon the Districtwide Survey, 88% of parents responded agree or strongly agree to questions regarding family engagement.

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

<b>Based on the CNA, identify all that apply:</b>	<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
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**Priority Need/Goal 1:**

Increase Grade 3 proficiency rates in reading.

**Root Causes:**

Consistent instruction involving students in writing about their reading as well as incorporating lengthy informational text passages was not provided across all grade levels and across the school setting. This negatively impacted students' stamina to read and understand longer, more challenging passages as well as their ability to cite evidence and respond in writing.

**Measurable Objective 1:**

Increase the percent of third grade students proficient in reading from 63 to 67 by 2017 as measured by state assessments.

**Measurable Objective 2:**

Increase the percent of minority students proficient in reading with African American subgroup increasing from 56.25 to 60 and multiracial subgroup from 52.78 to 57 by 2017 as measured by state assessments.

**Measurable Objective 3:**

Increase the percent of IEP students proficient in reading from 17.39 to 21 by 2017 as measured by state assessments.

**Measurable Objective 4:**

Increase the percent of LEP students proficient in reading from 39.29 to 43 by 2017 as measured by state assessments.

<b>Monitoring Status</b>
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
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	

We will provide differentiated professional development appropriate for each grade level on research based literacy instruction.	Great Habits, Great Readers books, Rigorous Reading, Academic Conversations, Text Dependent Questions books purchased with Title I funds, Making the Most of Small Groups provided by IDPL, SBCT, PLC times weekly, PLC days funded through strategic budget and Title I, professional development day funded by Read by Grade 3 grant, prep buy out funded by Read by Grade 3 grant; half-time learning strategist funded by Read by Grade 3 grant, Read by Grade 3 teacher leaders	Agendas, PowerPoints, sign-in sheets, lesson plans, classroom observations, post-observation conferences, PLC notes	Agendas, PowerPoints, sign-in sheets—after every training—Melissa Baumunk; Lesson plans, observations, post-observation conferences—monthly—Melissa Baumunk, Angela Jacobs; prep buy out logs—weekly—Ashley Baker, Wendy Chamberlain; PLC notes—weekly—Angela Jacobs	N/A
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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>	
Differentiated parent training opportunities and resources offered in person, through school newsletter, and online.	Teachers, support staff, Family and Community Engagement staff, learning strategist, volunteers, extra duty pay for teachers to provide parent trainings after school funded by Title I, computers, paper for flyers and handouts	Agendas, PowerPoints, sign-in sheets, handouts, flyers, school newsletter, ParentLink messages, website, surveys, evaluations	Agendas, PowerPoints, handouts, sign-in sheets, evaluations—after every training—Melissa Baumunk; surveys—September 2016, October 2016, November 2016, December 2016, and after second semester grade level parent events—Melissa Baumunk	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Consistently provide targeted standards based instruction incorporating science and social studies along with an integration of writing, according to student needs and focused on foundational skills as well as their application to strengthen comprehension as evidenced through on-going formative and summative assessments.	Professional development, half-time learning strategist funded by Read by Grade 3 grant, common preparation time for PLCs, substitutes for collaboration paid with strategic budget and Title I funds, leveled books, DRA kits, informational texts	Lesson plans, classroom observations, post-observation conferences, AIMSweb data (R-CBM, NWF, LNF, LSF), DRA, SBAC Interim data, PLC notes, and common assessment data	Lesson plans, classroom observations, post-observation conferences—monthly—Melissa Baumunk and Angela Jacobs; AIMSweb data—Sept. 2016, Jan. 2017, May 2017—Melissa Baumunk; DRA data—quarterly—Angela Jacobs; PLC notes and common assessment data—weekly—Angela Jacobs	N/A

Comments:

<b>1.4 Other (Optional)</b>	<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>
	Yes	

<p>Teachers will incorporate Kagan Cooperative Learning Structures into Tier I instruction to increase meaning-making, discourse, and metacognition of grade level standards.</p>	<p>Teachers, administration, Kagan books, Kagan binders, review of structures during staff meetings, trainings, and professional development, SBCT</p>	<p>Agendas, PowerPoints, sign-in sheets, lesson plans, classroom observations, post-observation conferences, PLC notes</p>	<p>Agendas, PowerPoints, sign-in sheets—after every meeting and training—Melissa Baumunk; Lesson plans, observations, post-observation conferences—monthly—Melissa Baumunk, Angela Jacobs; PLC notes—weekly—Angela Jacobs</p>	<p>N/A</p>
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Comments:

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

<b>Based on the CNA, identify all that apply:</b>	<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
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**Priority Need/Goal 2:**

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

**Root Causes:**

In math, the Standards for Mathematical Practice as well as the incorporation of the concrete and semi-concrete stages of instruction were not emphasized in planning and instruction, which negatively impacted students' understanding of concepts and procedures. In reading, consistent instruction involving students in writing about their reading as well as incorporating lengthy informational text passages was not provided across all grade levels and across the school setting. This negatively impacted students' stamina to read and understand longer, more challenging passages as well as their ability to cite evidence and respond in writing.

**Measurable Objective 1:**

Reduce the math proficiency gap between the highest performing supergroup (Pacific Islander and Caucasian) and lower performing ethnic/racial supergroup (African American, Hispanic, Multiracial) from 21.71 to 17 by 2017 as measured by state assessments.

**Measurable Objective 2:**

Reduce the reading proficiency gap between the highest performing supergroup (Asian and Caucasian) and lower performing ethnic/racial supergroup (African American, Hispanic, Multiracial) from 22.36 to 18 by 2017 as measured by state assessments.

**Measurable Objective 3:**

Reduce the math proficiency gap between IEP students and non IEP students from 44.27 to 39 by 2017 as measured by state assessments.

**Measurable Objective 4:**

Reduce the math proficiency gap between LEP and non LEP students from 30.91 to 25 by 2017 as measured by state assessments.

<b>Monitoring Status</b>
N/A

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

<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b> <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
We will provide professional development on understanding and incorporating the Standards of Mathematical Practice into instruction to strengthen students' understanding of mathematical concepts and procedures.	Number Talks books, Putting the Practices Into Action books, Intentional Talks books, ST Math funded through the strategic budget, additional professional development for new staff and/or returning staff, common prep time for PLCs, SBCT, support from IDPL	Agendas, PowerPoints, sign-in sheets, lesson plans, classroom observations, post-observation conferences, PLC notes	Agendas, PowerPoints, sign-in sheets—after every training—Melissa Baumunk; Lesson plans, observations, post-observation conferences—monthly—Melissa Baumunk, Angela Jacobs; PLC notes—weekly—Angela Jacobs	N/A

Comments:

<b>Action Step</b>	<b>Resources and Amount Needed</b>	<b>List Artifacts/Evidence</b>	<b>Timeline and Position Responsible</b>	<b>Monitoring Status</b>
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Differentiated parent training opportunities and resources in mathematics instruction, including Number Talks, NVACS, and Standards of Mathematical Practice offered in person, through the school newsletter, and online.	Teachers, support staff, Family and Community Engagement Services staff, extra duty pay for teachers to provide parent training funded by Title I, computers	Agendas, PowerPoints, sign-in sheets, handouts, flyers, school newsletters, ParentLink messages, website, surveys, evaluations	Agendas, PowerPoints, handouts, sign-in sheets, evaluations—after every training—Melissa Baumunk; surveys—September 2016, October 2016, November 2016, December 2016, and after second semester parent events—Melissa Baumunk	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	
Consistently provide targeted standards based instruction focusing on the Standards of Mathematical Practice, incorporating Number Talks into daily lessons, and integrating the concrete and semi-concrete stages of instruction prior to moving to the abstract stage in order to strengthen students' understanding of mathematical concepts and procedures as evidenced through on-going formative assessments.	Professional development, peer observation of strategies, common preparation time and PLCs, substitutes for collaboration paid with strategic budget and Title I funds, Number Talks books, Putting the Practices Into Action books, Intentional Talks books, ST Math funded through the strategic budget	AIMSweb data (M-Comp, TEN), SBAC Interim data, lesson plans, classroom observations, post-observation conferences, PLC notes, and common assessment data	Lesson plans, observations, post-observation conferences—monthly—Melissa Baumunk, Angela Jacobs; AIMSweb data—Sept. 2016, Feb. 2017, May 2017—Melissa Baumunk; SBAC Interim data—after each assessment; PLC notes—weekly—Angela Jacobs	N/A

Comments:

<b>2.4 Other (Optional)</b>	<b>Continuation From Last Year:</b> <b>Yes</b>	<b>NCCAT-S Indicators:</b>
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<p>Teachers will incorporate Kagan Cooperative Learning Structures into Tier I instruction to increase meaning-making, discourse, and metacognition of grade level standards.</p>	<p>Teachers, administration, Kagan books, Kagan binders, review of structures during staff meetings, trainings, and professional development</p>	<p>Agendas, PowerPoints, sign-in sheets, lesson plans, classroom observations, post-observation conferences, PLC notes</p>	<p>Agendas, PowerPoints, sign-in sheets—after every meeting and training—Melissa Baumunk; Lesson plans, observations, post-observation conferences—monthly—Melissa Baumunk, Angela Jacobs; PLC notes—weekly—Angela Jacobs</p>	<p>N/A</p>
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Comments:

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

<b>Based on the CNA, identify all that apply:</b>	<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
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**Priority Need/Goal 3:**

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

**Root Causes:**

Inconsistencies in student and family engagement negatively impacted student achievement in reading and math. Staff lacked knowledge of effective strategies to engage reluctant families. Staff also demonstrated inconsistencies with implementing engagement strategies with diverse students.

**Measurable Objective 1:**

By June 2017, all staff will participate in cultural competency/diversity professional development as measured by agendas and sign-in sheets.

<b>Monitoring Status</b>
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
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
All staff will participate in professional development in Cultural Responsiveness to ensure achievement for all students on measures of performance including those that move beyond academics and to increase student and family engagement in order to close the achievement gap and ensure that all families feel welcome at our school.	Equity and Diversity staff, Equity and Diversity liaison, SBCT; Cultural Competency training embedded in school-based professional development	Agendas, PowerPoints, sign-in sheets	Professional development during SBCT-- CCSD Equity and Diversity department and Equity and Diversity Liaison; sign-in sheets, agendas--for all trainings--Melissa Baumunk	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:

<b>3.3 Curriculum/Instruction/Assessment (Optional)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
		N/A

Comments:

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

Comments:

## COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I Funds	2,400	Substitutes for collaboration	Goals 1 and 2
Title I Funds	462	Extra duty pay for teachers to provide parent trainings	Goals 1, 2 and 3
Title I Funds	8,700	Extra duty pay for teachers to collaborate and develop long-range plans	Goals 1 and 2
School Budget	400	Four substitute days to hold Compelling Conversations regarding students' DRA levels	Goals 1 and 2
School Budget	500	Putting the Practices Into Action books	Goal 2
Title I Total	46,200	Substitute release for collaboration, extra duty pay, and parent training extra duty pay.	Goals 1 and 2
ELL Funds	2,376	After school tutoring for non-proficient ELL students	Goals 1 and 2
Read by Grade 3 Grant	72,049	Half-time strategist, teacher leader prep buy out, DRA kits, after school tutoring for non-proficient students, substitutes for professional development	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.**

Teacher candidates must be highly qualified. All teachers have common planning time for grade level PLC meetings. Professional development and support is provided on PLCs, the framework for literacy instruction, Kagan Cooperative Learning, researched-based math and literacy instruction, technology, and how to use data to inform instruction.

### **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.**

Parent engagement events are held twice a year by each grade level. ECSE and KIDS programs offer monthly parent trainings. Parent trainings are provided based upon feedback and suggestions from the parents. Parent communication is sent home in both English and Spanish when possible. ParentLink messages and school newsletters are used to strengthen the home-school connection. Monthly progress reports are sent home to communicate students' academic progress. Infinite Campus is used to communicate students' academic and behavioral progress. Parent conferences are held to share student progress toward mastery of NVACs and current learning status based on AIMSweb and DRA assessments. During parent conferences, parents are provided with strategies to support student learning at home.

### **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.).**

Parent meetings are held to help pre-K students transition to kindergarten. The Early Childhood Special Education and KIDS teachers collaborate with kindergarten teachers. Kindergarten promotion is celebrated at end of the year. Parents registering for kindergarten receive a ready for kindergarten handout. Our feeder middle school meets with students to pre-register them. We collaborate with the middle school to help our students transition and identify students for the Summer Bridge program.

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

Teachers use assessment data to plan for and differentiate instruction in order to meet the needs of all students while implementing Nevada Academic Content Standards. Teachers create and use grade level common formative and summative assessments. They also use AIMSweb, Interim SBAC, DRA, and writing data.

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

Title I funds are used to provide professional resources, strengthen collaboration, and increase parental involvement. Read by Grade 3 funds are utilized to support teachers and students. Donations are used to support the schoolwide attendance incentive.

## APPENDIX A - Professional Development Plan

### 1.1

We will provide differentiated professional development appropriate for each grade level on research based literacy instruction.

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

### 2.1

We will provide professional development on understanding and incorporating the Standards of Mathematical Practice into instruction to strengthen students' understanding of mathematical concepts and procedures.

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

### 3.1

All staff will participate in professional development in Cultural Responsiveness to ensure achievement for all students on measures of performance including those that move beyond academics and to increase student and family engagement in order to close the achievement gap and ensure that all families feel welcome at our school.

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

## APPENDIX B - Family Engagement Plan

### 1.2

Differentiated parent training opportunities and resources offered in person, through school newsletter, and online.

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

### 2.2

Differentiated parent training opportunities and resources in mathematics instruction, including Number Talks, NVACS, and Standards of Mathematical Practice offered in person, through the school newsletter, and online.

#### 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 Grade 3 proficiency rates in reading.

**Measurable Objective(s):**

- Increase the percent of third grade students proficient in reading from 63 to 67 by 2017 as measured by state assessments.
- Increase the percent of minority students proficient in reading with African American subgroup increasing from 56.25 to 60 and multiracial subgroup from 52.78 to 57 by 2017 as measured by state assessments.
- Increase the percent of IEP students proficient in reading from 17.39 to 21 by 2017 as measured by state assessments.
- Increase the percent of LEP students proficient in reading from 39.29 to 43 by 2017 as measured by state assessments.

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	We will provide differentiated professional development appropriate for each grade level on research based literacy instruction.	
Progress		
Barriers		
Next Steps		
1.2	Differentiated parent training opportunities and resources offered in person, through school newsletter, and online.	

Progress		
Barriers		
Next Steps		
1.3	Consistently provide targeted standards based instruction incorporating science and social studies along with an integration of writing, according to student needs and focused on foundational skills as well as their application to strengthen comprehension as evidenced through on-going formative and summative assessments.	
Progress		
Barriers		
Next Steps		
1.4	Teachers will incorporate Kagan Cooperative Learning Structures into Tier I instruction to increase meaning-making, discourse, and metacognition of grade level standards.	
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

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

**Measurable Objective(s):**

- Reduce the math proficiency gap between the highest performing supergroup (Pacific Islander and Caucasian) and lower performing ethnic/racial supergroup (African American, Hispanic, Multiracial) from 21.71 to 17 by 2017 as measured by state assessments.
- Reduce the reading proficiency gap between the highest performing supergroup (Asian and Caucasian) and lower performing ethnic/racial supergroup (African American, Hispanic, Multiracial) from 22.36 to 18 by 2017 as measured by state assessments.
- Reduce the math proficiency gap between IEP students and non IEP students from 44.27 to 39 by 2017 as measured by state assessments.
- Reduce the math proficiency gap between LEP and non LEP students from 30.91 to 25 by 2017 as measured by state assessments.

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	We will provide professional development on understanding and incorporating the Standards of Mathematical Practice into instruction to strengthen students' understanding of mathematical concepts and procedures.	
Progress		
Barriers		
Next Steps		
2.2	Differentiated parent training opportunities and resources in mathematics instruction, including Number Talks, NVACS, and Standards of Mathematical Practice offered in person, through the school newsletter, and online.	

Progress		
Barriers		
Next Steps		
2.3	Consistently provide targeted standards based instruction focusing on the Standards of Mathematical Practice, incorporating Number Talks into daily lessons, and integrating the concrete and semi-concrete stages of instruction prior to moving to the abstract stage in order to strengthen students' understanding of mathematical concepts and procedures as evidenced through on-going formative assessments.	
Progress		
Barriers		
Next Steps		
2.4	Teachers will incorporate Kagan Cooperative Learning Structures into Tier I instruction to increase meaning-making, discourse, and metacognition of grade level standards.	
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

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

**Measurable Objective(s):**

- By June 2017, all staff will participate in cultural competency/diversity professional development as measured by agendas and sign-in sheets.

Status
N/A

**Comments:**

**3.1 Professional Development:**

**3.2 Family Engagement:**

**3.3 Curriculum/Instruction/Assessment:**

**3.4 Other:**

	Mid-Year	End-of-Year
3.1	All staff will participate in professional development in Cultural Responsiveness to ensure achievement for all students on measures of performance including those that move beyond academics and to increase student and family engagement in order to close the achievement gap and ensure that all families feel welcome at our school.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		