

School Performance Plan

School Name
Cunningham, Cynthia ES

Address (City, State, Zip Code, Telephone):
4145 Jimmy Durante Blvd
Las Vegas, NV 89122-5431, (702) 799-8780

Superintendent/Assistant Chief: Pat Skorkowsky / Rebecca Kaatz

For Implementation During The Following Years: 2017-2018

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
Rachel Calhoun	Parent	Stasha Lewis	Parent
Haleigh Hernandez	Parent	Shequieta Waite	Parent
LouAnn Ditmeyer	Parent	Tasha Steverson	Parent
Joyce Brooks	Principal	Thomas King	Assistant Principal
JulieAnn Harrison	Literacy Strategist	Violet Joseph	Read by Grade 3 Strategist
Laura Ground	Teacher	Jennifer Montanchez	Teacher

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)**DATA REVIEWED & ANALYZED:**

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	NA	NA
Statewide Assessments	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other: Reading Ranger Data	Other: Reading Ranger Data	Other: Reading Ranger Data
Other:	Other:	Other:

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

To understand our school's needs, we analyze student data from state-wide assessments and the Nevada Performance framework in order to positively impact student achievement. These data points enable us to develop strategies to meet the needs of diverse learners in our school population. Additionally, Reading Ranger data is used to track students' reading level, number of books read, their STAR benchmark assessments, and their engaged time. There are currently (2016-2017 school year) 249 ELL students, 57 of which are proficient or near exit (level 4). There are 59 students who are categorized as level 3 in proficiency. These students are projected to be proficient by the end of 5th grade. These ELL numbers are indicative of what may be projected for the 2017-2018 school year. In addition, there are 46 IEP students (2016-2017). However, this year there were 40.06% of students who were proficient in ELA. In 3rd grade, 40.57% of the students were proficient in ELA. In fourth grade, 34.7% of the students were proficient in ELA. Finally, 44.6% of 5th grade students were proficient in ELA. This trend shows that there needs to be a greater focus in ensuring that our 3-5th grade students are reading proficiently. In order to do so, we have a Read by 3 strategist who will work specifically on our at risk students, and target the specific skills needed for their success. Additionally, there is an RTI committee that meets weekly, by grade level, in order to address any classroom needs concerning RTI students and the process. During the 2016-2017 school year, teachers participated in a book study/PLC on how to successfully integrate RTI in the classroom. Our Math Strategist for the 2017-2018 school year will also support our classroom teachers, along with our school psychologists, on assessing students and supporting teachers on the RTI process. AIMS web will be purchased as an assessment program to monitor and track our student growth and will be used to inform our RTI process.

Our Reading Ranger data shows the percent of students at or above grade level. This information is important as it indicates the discrepancies between each grade level, allowing us to target the grade levels with the largest achievement gaps. During the 2015-2016, 97% of first grade students were at or above grade level. In second grade, 89% of students were at or above grade level; third grade 85% of students were at or above grade level; fourth grade 65% of students were at or above grade level; and fifth grade 49% of students were at or above grade level. As a school, 77% of students were at or above grade level. Evidently, as students move through grade levels, our percentage of students meeting their end of the year targets decreases. Therefore, during the 2016-2017 school year, we will be monitoring graduation rates, engaged time, and most importantly average book level read per grades. In order to address these needs, we will have focused SBCT and PLC meetings.

The following are the 2015-2016 Math SBAC results for our school:

Math, Third grade: 42.72% of students were proficient

Math, Fourth grade: 28% of students were proficient

Math, Fifth grade: 21.82% of students were proficient

This analysis is similar to our Reading Ranger data. There is an overwhelming increase in the achievement gap from third to fifth grade. There needs to be a stronger emphasis in mathematics with the intermediate grades and address any deficits early within the school year. This will be a focus for our PLC meetings.

The following are our reading 2015-2016 SBAC results:

Third: 40.57% of students were proficient
Fourth: 34.65% of students were proficient
Fifth: 44.55% of students were proficient

These trends show that students performed better on reading, as opposed to math. This may be due to our emphasis on our Reading Ranger program. In order to continue to improve this data for the 2017-2018 school year, we will keep a close monitor on our weekly data, and set goals with teachers as well as students. We also believe it important to monitor students' book levels read, as this will assure students are reading at or above grade level. Weekly meetings will be planned, by grade level, to address classroom data.

Through our data analysis within our Performance Zone 7, it has been noted that there is a strong correlation between our STAR Benchmark assessments and SBAC Results. Therefore, our STAR reports are a good indicator to how are students in grades 3-5 will perform on the SBAC. The following are the STAR Winter Benchmarks for Reading for the 2016-2017 school year.

Third: 50% of third graders are at or above reading
Fourth: 45% of fourth graders are at or above reading
Fifth: 34% of fifth graders are at or above reading

As discussed, this trend has occurred for several years and will need to be a priority for our school to develop a plan to address the large gap between third and fifth grade. In order to address this, our school has developed a fourth grade classroom that will be taught by three strategists and one class-size reduction teacher. By using our third grade SBAC results, we will pull all students who were "approaching" the requirements to pass SBAC and place them in one classroom. The strategists will use their area of expertise to teach specific subject areas for this class. The goal is to move more than half of these students who were approaching the requirements on SBAC and towards meeting the standards on the SBAC, and ultimately passing.

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 type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

District Goal: Increase Grade 3 proficiency. School Goal: Increase Grade 4 proficiency rates in reading within the state assessments, as well as Reading Ranger Data in particular the STAR reading. Students need to be engaged a minimum of 45 minutes a day and ultimately reading at a 4.0 or above.

Root Causes:

One root cause for our drop in reading according to the NSPF & state assessment results was the need for more rigorous texts and intervention. This year, we will use Dickey's material in order to decrease the achievement gap. In addition, we will have 3 strategists that will focus on reading groups, teacher support, curriculum planning, and common assessments. We will continue to have regularly scheduled PLCs with strategists present in order to ensure effective planning. Teachers will also be consistently updated on their Reading Ranger data, set yearly goals, as well as biweekly goals in order to progress throughout the year. Professional development will take place to train teachers on close reading using complex texts, as well as text-dependent questions.

Measurable Objective 1:

Increase the percent of 4th grade students proficient in reading from 45% (using the current winter benchmark report for STAR reading as a measure to predict results on their state assessments) to 60% by 2018 as measured by state assessments.

Measurable Objective 2:

All grade levels will attain 60% of students meeting their end of year target by June 2018 as measured by Reading Ranger data. These students will read on grade level and meet their Ranger mission by the end of the year.

Measurable Objective 3:

Increase the reading proficiency of 3rd grade students from 50% (using the current winter benchmark report for STAR reading as a measure to predict the results on their state assessments) to 60% by 2018 as measured by the SBAC.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.4, 2.2, 2.4	

Teachers will receive professional development in Reading Ranger implementation, NEPF, and collaborate in vertical alignment PLC's. Teachers will also engage in book studies focused on teachers' Professional Growth Plan.	Learning Strategists (Title I), Read by 3 Strategist, Reading Ranger and star data, meetings are held weekly after school	Sign in sheets and agendas, surveys, Professional Growth Plan (CUs and certificates) and administration observations.	Monthly; administration and learning strategists	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Parents will receive regular communication of student academic progress through Title I parent meetings, open house, parent training for Reading Rangers, Academic nights, Principal and Pastries, Dads and Donuts, Moms and Muffins, and the school newsletter.	Family engagement supplies (Title I), reading ranger data, teacher extra pay (Title I), FACES, PTO	Parent sign sheets, evaluations, and agendas	Mid and end of year Learning strategists, administration, teachers	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.1, 1.2, 1.4, 2.4	
PLC and Vertical Alignment meetings to address Reading Rangers. Teachers will increase students' independent reading time to build reading stamina and comprehension. Create a classroom of fourth grade students who were approaching the SBAC requirements to pass and place them in one fourth grade cohort The strategists will use their area of expertise to teach specific subject areas for this class. The goal is to move more than half of these students who were approaching the requirements on SBAC and towards meeting the standards on the SBAC, and ultimately passing.	School budget, Title I budget to support Reading instruction, teachers, learning strategists. Reading Ranger books ordered through Title 1, Technology to support Reading Ranger program (Title I), and Kagan Cooperative Learning conference.	Sign in sheets, agendas, Reading Ranger graduations, STAR data and SBAC Interim Assessments.	Three times a year; Administration, Learning Strategists	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
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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:

Tier 1 instruction has inconsistent use of and lack of materials to support math and reading NVACS according to the decrease in math proficiency according to SBAC & NSPF & decreases in Hispanic & multi-race reading proficiency. Increased focus on the Reading Rangers program placed less of an emphasis on rigorous math instruction. Lack of supplemental materials to support math new content standards. Low level of staff development provided to teachers in math curriculum. During the 2017-2018 school year, we will purchase the district approved program Everyday Math for grades K-2. We will implement this program in the lower grades to develop a strong foundation. During the consecutive school year, materials will be purchased for grade K-5.

Measurable Objective 1:

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial sub-group from 28.43 to 18.96 by 2018 as measured by state assessments (data contingent on 2016-2017 SBAC results and will be updated when the test results have been processed).

Measurable Objective 2:

Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial sub-group from 28.22 to 18.82 by 2018 as measured by state assessments (data contingent on 2016-2017 SBAC results and will be updated when the test results have been processed).

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.4, 2.2	
PLC collaboration in horizontal alignment for implementation of Everyday Math. Professional development for common grade level assessments.	Learning Strategists (Title I), teachers, staff development days, Engage NY materials	hcgh6	Monthly: administration and learning strategists	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: 1.4	
Parents will receive regular communication of student academic progress through Title I parent meetings, open house, parent training for Reading Rangers, Academic nights, Principal and Pastries, and the school newsletter.	Family engagement supplies (Title I), DEA benchmark, teacher extra pay (Title I), Community in Schools Wraparound Services	Parent sign sheets and agendas, master calendar	Mid and end of year Learning strategists, administration, teachers	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.1, 1.2, 1.4, 2.4	
PLC focus on pre and post tests (common assessments) to help drive instruction and measure academic growth. Everyday Math will be implemented in classrooms.	Teachers, Learning Strategists (Title I), monthly PLC meetings, Engage NY math materials, Technology (Title I) to support classroom integration and DEA	Sign in sheets, agendas, common assessments, SBAC Interim, and administrative observations	Monthly; Administration, Learning Strategists	N/A

Comments:

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

Comments:

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

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

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

Root Causes:

There is a need for training in the area of cultural competency as evidenced by the District student achievement gap data. Within the 2016-2017 school year, there has been an increase in reported incidents between staff members behaviors and lack of respect towards other staff members. Additionally, there has been an increase in behavior problems within our student population. Therefore, there is a need for teachers to be trained and educated on how to best resolve behavior problems within our specific demographics. Teachers must understand the needs, home lives, and obstacles that many of our students face everyday. Cultural competency is described as having an awareness of one's own identity, while also understanding the differences between other cultures as well as the differences within cultures. As a result, being culturally competent enables teachers to be more sympathetic of our students' beliefs, ideas, and needs, allowing them to tailor their lessons, instruction, and pedagogy based on this understanding.

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2017-2018 school year as measured by sign-in sheets.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
All staff will participate in a professional development session provided by the District's Equity and Diversity Department.	Training materials from E&DD	Sign-in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during one of the planned SBCT evenings.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
				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)
Read by 3	81,000	Funds will be used to pay for our Read by 3 Strategist. This individual will focus on intervention groups for our first, second, and third grade students. They will also provide teachers with professional development during our Site-Based Collaboration Time (SBCT). Finally, our strategist will coordinate FACES (Family and Community Engagement Services) activities at our school in order to increase our parent participation.	Goal 3
Strategic Budget	3,687,471.35	Funds will be used for staffing (administrators, licensed, and support), materials, supplies, programs, field trips, custodial supplies, books, equipment, facility beautification and upkeep, and professional development.	Goals 1, 2 and 3
Title I	248,864	2 learning strategist positions (Math and Reading strategists), substitutes for collaboration, substitutes for professional development, Kagan training, AIMS web, and funds for parent involvement.	Goals 1 and 2
Title III	3,410	Funds will be used to provide tutoring for students K-5 who are not proficient on the WIDA assessment (coded as 1 or 2 on the assessment). It is important for these students to receive additional support in order to show growth and become English proficient. Funds will be used for extra duty pay and prep for tutors.	Goals 1 and 2

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.

During the interview process, prospective teacher candidates are given information regarding the school's demographics, instructional expectations, adopted programs such as Reading Rangers, Engage NY, and Everyday Math. Candidates are asked to describe their knowledge of the particular instructional strategies and programs that are a part of our school to determine how well they will adapt to the school's learning environment. We strive to find teachers who are either TESL or Kagan endorsed or willing to obtain these endorsements.

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.

Our team strives to improve parent involvement through activities in which all families can participate, such as Parent Teacher Academic Team data nights. These evenings are focused on informing parents about AIMS web, STAR Reading/Math, and most importantly providing parents with strategies to help support their child at home. During Open House, parents are provided with information on getting involved in school-wide committees. There is also a Reading Ranger Family Night where families and students can engage in literacy activities and learn about the Reading Ranger program (also share school wide data). All events including flyers that are sent home are translated in Spanish & school communications are available in Spanish. This year, we have added FACES (Family and Community Engagement Services) to our school site. Through this program, we will offer parents an opportunity to learn more about their school, provide input, and learn how to effectively support their child at home. There will be a monthly calendar of events with activities ranging from English classes and read alouds for toddlers. Through FACES, we will increase our parent participation not only in schoolwide events, but overall as volunteers.

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.).

Special Ed Pre-K and State Funded Pre-K: For Pre-K and Kindergarten students, we hold an Open House before school starts. For 5th grade students: The school counselor works with fifth grade students to prepare for transition to middle school by arranging for magnet school presentations and by arranging for students to go to the middle school for an orientation and to get acquainted with the expectations and the facilities.

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

Grade level teachers meet with administration twice a year to determine the benchmark assessments, common grade-level assessments and district level assessments that will be used to monitor student progress towards mastery of the standards for that trimester. Grade-level teams also hold meetings to analyze student assessment data and to determine the instructional strategies or interventions that will be implemented to assist students who are not performing at a proficient level. We have also allocated money to cover substitutes for teacher collaboration time. This will be used for purposeful planning.

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

School administrators & teacher leaders work together to ensure funding sources are coordinated. Funding from the state legislature has provided for full-day kindergarten & CSR in grades 1-3 & Title 1 monies have provided for 2 Learning Strategists to help carry out the action steps of the SPP. All documentation will be stored within a binder for yearly monitoring visits.

APPENDIX A - Professional Development Plan

1.1

Teachers will receive professional development in Reading Ranger implementation, NEPF, and collaborate in vertical alignment PLC's. Teachers will also engage in book studies focused on teachers' Professional Growth Plan.

Goal 1 Additional PD Action Step (Optional)

2.1

PLC collaboration in horizontal alignment for implementation of Everyday Math. Professional development for common grade level assessments.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development session provided by the District's Equity and Diversity Department.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Parents will receive regular communication of student academic progress through Title I parent meetings, open house, parent training for Reading Rangers, Academic nights, Principal and Pastries, Dads and Donuts, Moms and Muffins, and the school newsletter.

Goal 1 Additional Family Engagement Action Step (Optional)

School will coordinate a Reading Ranger Family Night at the beginning of the school year to introduce parents to the Reading Ranger program, share preliminary data on student performance, and allow parents and children to engage in literary activities.

2.2

Parents will receive regular communication of student academic progress through Title I parent meetings, open house, parent training for Reading Rangers, Academic nights, Principal and Pastries, and the school newsletter.

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:

District Goal: Increase Grade 3 proficiency. School Goal: Increase Grade 4 proficiency rates in reading within the state assessments, as well as Reading Ranger Data in particular the STAR reading. Students need to be engaged a minimum of 45 minutes a day and ultimately reading at a 4.0 or above.

Measurable Objective(s):

- Increase the percent of 4th grade students proficient in reading from 45% (using the current winter benchmark report for STAR reading as a measure to predict results on their state assessments) to 60% by 2018 as measured by state assessments.
- All grade levels will attain 60% of students meeting their end of year target by June 2018 as measured by Reading Ranger data. These students will read on grade level and meet their Ranger mission by the end of the year.
- Increase the reading proficiency of 3rd grade students from 50% (using the current winter benchmark report for STAR reading as a measure to predict the results on their state assessments) to 60% by 2018 as measured by the SBAC.

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will receive professional development in Reading Ranger implementation, NEPF, and collaborate in vertical alignment PLC's. Teachers will also engage in book studies focused on teachers' Professional Growth Plan.	N/A
Progress		
Barriers		
Next Steps		

1.2	Parents will receive regular communication of student academic progress through Title I parent meetings, open house, parent training for Reading Rangers, Academic nights, Principal and Pastries, Dads and Donuts, Moms and Muffins, and the school newsletter.	N/A
Progress		
Barriers		
Next Steps		
1.3	PLC and Vertical Alignment meetings to address Reading Rangers. Teachers will increase students' independent reading time to build reading stamina and comprehension. Create a classroom of fourth grade students who were approaching the SBAC requirements to pass and place them in one fourth grade cohort The strategists will use their area of expertise to teach specific subject areas for this class. The goal is to move more than half of these students who were approaching the requirements on SBAC and towards meeting the standards on the SBAC, and ultimately passing.	N/A
Progress		
Barriers		
Next Steps		
1.4		
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 District's highest performing subgroup and lower performing ethnic/racial sub-group from 28.43 to 18.96 by 2018 as measured by state assessments (data contingent on 2016-2017 SBAC results and will be updated when the test results have been processed).
- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial sub-group from 28.22 to 18.82 by 2018 as measured by state assessments (data contingent on 2016-2017 SBAC results and will be updated when the test results have been processed).

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	PLC collaboration in horizontal alignment for implementation of Everyday Math. Professional development for common grade level assessments.	N/A
Progress		
Barriers		
Next Steps		
2.2	Parents will receive regular communication of student academic progress through Title I parent meetings, open house, parent training for Reading Rangers, Academic nights, Principal and Pastries, and the school newsletter.	N/A

Progress		
Barriers		
Next Steps		
2.3	PLC focus on pre and post tests (common assessments) to help drive instruction and measure academic growth. Everyday Math will be implemented in classrooms.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

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

Measurable Objective(s):

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2017-2018 school year as measured by 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 a professional development session provided by the District's Equity and Diversity Department.	
Progress		N/A
Barriers		
Next Steps		
3.2		
Progress		N/A

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