

School Performance Plan

School Name
Cunningham, Cynthia ES

Address (City, State, Zip Code, Telephone):
4145 Jimmy Durante Blvd
Las Vegas, NV 89122-5431, 7027998780

Superintendent/Assistant Chief: Jesus Jara / Rebecca Kaatz

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status: Served

Designation: CSI

Grade Level Served: Elementary

Classification: 1 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
Richard Brown	Parent	Michelle Vaughn	Parent
Mariela Ascencio	Parent	Vi'Ance Easter	Parent
Dr. Joyce Brooks	Principal	JulieAnn Harrison	Learning Strategist
Danielle Rayos	Read by Grade 3 Strategist	Jessica Alanano	Assistant Principal
Chris Mitchell	Teacher	Brenda Dallas	Teacher
Dr. Jennifer Montanchez	Strategist	Katheryn Beasley	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
Statewide Assessments	NA	NA
Interim Assessments	NA	NA
Formative Assessments Practice	NA	NA
Summative Assessments	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, including MAP, AIMS, STAR Reading and Math, and the Nevada School 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 and develop intervention groups in order to focus on our Tier 2 and 3 instruction. In particular, Reading Ranger data is used to track students' reading level, the number of books read, their STAR benchmark assessments, and their engaged time.

Cunningham ES services 811 students. The ethnicity breakdown is as follows: 6.78% Asian/Pacific Islander, 21.95% Black, 13.93% Caucasian, 46.12% Hispanic, 7.40% Multiracial, .74% Native American, 3.08% Native Hawaiian or other Pacific Islander. The school supports 14.67% IEP students and 9.36% LEP students. Demographic information pulled from Current Enrollment Visualization in Datalab on 3/23/18

During the 2018-2019 school year, our staff development will focus on improving our Tier I instruction to meet the needs of our ELL students, including improving student discourse and academic language. As a main focus, we will use the Ready and iReady program as part of our ELA curriculum. To support our Tier 2 and 3 small group instruction, we will incorporate Daily 5 and CAFE as a classroom structure.

SBAC Data: ELA 15-16 16-17 17-18
 Overall Proficiency Results 39.94% 31.94% 26.39%
 Grade 3 40.57% 27.35% 20.84%
 Grade 4 34.65% 32.46% 33.33%
 Grade 5 44.55% 36.54% 24.53%

15-16 16-17 17-18
 Asian or Pacific Islander 58.83% 53.34% 45.8%
 Black 34.78% 11.11% 17.8%
 Caucasian 35.56% 40.81% 28.5%
 Hispanic 40.51% 31.51% 26.7%
 Multiracial 36.66% 34.62% 33.2%
 Native American 0.00% 0.00% 0.00%
 Native Hawaiian or Pacific Islander 0.00% 44.44% 0.00%

Our SBAC data from 2016-2017 shows that 31.94% of our 3rd-5th grade students were proficient on the ELA assessment. This percentage dropped to 26.39% during the 17-18 school year. Similarly, in 17-18 23.85% of students showed proficiency in math, which is a decrease from the previous year's percentage of 32.53%. This trend shows that there needs to be a greater focus on ensuring that our 3-5th grade students are reading proficiently. In order to do so, we have created three intervention labs to target kindergarten through fifth grade. These intervention labs will use the iReady program to monitor student progress. These students were selected based on their SBAC and AIMS web scores and are students who fall below the 10th percentile. These intervention labs will focus on targeted skills and use iReady to support instruction. Additionally, teachers in grades 3 through 5 met to analyze their MAP data, specifically looking at the individual student growth report and their SBAC projection score. Teachers placed their students in quadrants, according to their projected map score. Next, teachers took the percentage of students that are projected to pass with a score of 3 or 4 and developed an end of the year goal/target. Teachers were asked to choose 6 students who are near or approaching grade level and have a projected SBAC score of 2. Teachers will be expected to monitor these 6 students and develop individual plans assessing these student's needs. Administration, as well as the leadership team, will monitor the strategies teachers use to support these students and ensure that small groups are effectively in place. We also believe it is important to monitor students' book levels read (Reading Ranger data), as this will assure students are reading at or above grade level. Weekly meetings will be planned, by grade level, to address classroom data.

Math 15-16 16-17 17-18

Overall Proficiency Results 30.9% 32.53% 23.85%

Grade 3 43.33% 35.04% 27.09%

Grade 4 28.71% 36.84% 25.72%

Grade 5 21.82% 25% 19.05%

15-16 16-17 17-18

Asian or Pacific Islander 44.12% 53.33% 50%

Black 15.22% 11.11% 9%

Caucasian 33.33% 43.76% 22.8%

Hispanic 29.3% 29.7% 26%

Multiracial 39.28% 46.15% 28.5%

Native American 100% 50% 0%

Native Hawaiian or other Pacific Islander 66.67% 44.44% 0%

Our subgroup population percentages indicate that there is a continual decrease in the performance of every subgroup. This parallels our behavior incident report- there has been an increase in behavior incidents among our Black and Hispanic population. In order to address this, Goal #3 will focus on cultural competency training so that teachers have adequate training focusing on strategies to improve our instruction and better support the needs of our diverse students. Ultimately, as our student's classroom behavior improves, teacher's instruction will also improve as students will spend less time in the office and more time in the classroom receiving instruction.

There needs to be a stronger emphasis in mathematics with the intermediate grades and address any deficits early in the school year. This will be a focus for our PLC meetings. Everyday Math has been purchased for grades 1-5- teachers are expected to use this program with fidelity, and supplement as needed. AIMS web has been purchased as an assessment program to monitor and track our student growth and will be used to inform our RTI process. As an additional data source, all first through fifth-grade students will participate in the MAP assessment during the 2018-2019 school year. With the aforementioned structures in place, we hope to improve our standards-based instruction and ultimately improve our overall school performance.

MAP SCORES 18-19

Fall ELA

Kindergarten: At Risk- 44% Proficient- 56%

First Grade: At Risk- 59% Proficient- 41%

Second Grade: At Risk- 55% Proficient- 45%

Third Grade: At Risk- 35% Proficient- 65%

Fourth Grade: At Risk- 49% Proficient- 51%

Fifth Grade: At Risk- 52% Proficient- 8%

This trend shows that there is an increase in the number of students at risk throughout the grade levels. In other words, as students move towards the intermediate grades, the percentage of students at risk increase, with the exception of third grade. This may be due to the fact that the cognitive demand and rigor increases with each grade level. In order to address this, it is important for all grade levels, especially the primary grades, to teach with sufficient rigor, including complex texts and DOK 3 and 4 questions as part of their daily lessons. This will help prepare our primary students for the demands of the intermediate grades. By purchasing Ready, a curriculum that strongly focuses on close reading, complex texts, and high level text-dependent questions, our school can close this achievement gap between primary and intermediate grades.

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:

Students in grades 3-5 will increase proficiency in ELA from 26.3% to 35.5% by 2019 as measured by state summative assessments. (This goal is calculated to reach the NDE target by 2022.)

Root Causes:

The root cause is a lack of consistent and effective Tier I instruction.

Measurable Objective 1:

Increase the percent of students in third grade performing at or above grade level in reading from 22% (Fall) to 35% (Winter) and from 35% (Winter) to 50% (Spring) as measured by i-Ready formative assessments.

Measurable Objective 2:

Increase the percent of students in fourth grade performing at or above grade level in reading from 22% (Fall) to 35% (Winter) and from 35% (Winter) to 50% (Spring) as measured by i-Ready formative assessments.

Measurable Objective 3:

Increase the percent of students in fifth grade performing at or above grade level in reading from 10% (Fall) to 25% (Winter) and from 25% (Winter) to 40% (Spring) as measured by i-Ready formative assessments.

Monitoring Status
On Task

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: No	NCCAT-S Indicators:	
Teachers will receive training on the Ready and iReady program. Teachers will participate in professional development for common grade-level assessments based on standards.	Resources needed will include iReady and Ready materials purchased through Title I.	Sign in sheets for professional development, including agendas. We will also use interim assessment results and administration observations.	Monthly data analysis led by grade level chair and monitored by strategists and administration.	On Task

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:	NCCAT-S Indicators:	
Our school will host two Pizza and Progress Nights during the winter and spring quarter. During this time, administration will discuss our overall school performance and our school's goals. Teachers will be required to conduct 100% of their parent-teacher conferences, whether in-person or over the phone. Additionally, teachers will have data sheets ready for parents during these meetings so that parents are aware of their child's level and academic standing, as well as their end of the year target.	Resources needed will be data to show school's progress. All teachers will participate in these events, as well as strategists to support teachers.	Parents will sign in at all family events and fill out an evaluation form as well.	These events will occur throughout the year, as well as other forms of communication to keep parents updated on their child's progress and growth. Teachers will be responsible for this communication. Administration will monitor this communication.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
Teachers will design and deliver standards-based instruction. Teachers will have weekly PLC meetings to discuss students' growth and academic achievement. Teachers will implement an intervention block and pull from to address deficiencies and gaps students may have.	Resources needed are the three interventionists, iReady, and chrome books for student access.	Intervention teachers will display weekly and monthly data of their student's progress towards goals. This data will be displayed in charts for students to see and maintain. Administration will meet with the interventionists by-monthly to discuss student progress.	This will occur consistently throughout the 18-19 school year and will be monitored by administration and the leadership team.	On Task

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 type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Students in grades 3-5 will increase proficiency in Math from 23.8% to 31.8% by 2019 as measured by state summative assessments. (This goal is calculated to reach the NDE target by 2022.)

Root Causes:

Teachers did not consistently deliver grade-level, standards-based instruction at the appropriate level of rigor to ensure that students mastered the learning targets..

Measurable Objective 1:

Increase the percent of students in third grade performing at or above grade level in math from 10% (Fall) to 25% (Winter) and from 25% (Winter) to 40% (Spring) as measured by i-Ready formative assessments.

Measurable Objective 2:

Increase the percent of students in fourth grade performing at or above grade level in math from 19% (Fall) to 30% (Winter) and from 30% (Winter) to 45% (Spring) as measured by i-Ready formative assessments.

Measurable Objective 3:

Increase the percent of students in fifth grade performing at or above grade level in math from 9% (Fall) to 25% (Winter) and from 25% (Winter) to 40% (Spring) as measured by i-Ready formative assessments.

Monitoring Status
On Task

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: 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:	NCCAT-S Indicators:	
Professional development will focus on the eight mathematical practices and number talks.	Learning Strategists, and administrators will support this process.	Ready and iReady will provide monthly data reports for all students.	This will be monitored throughout the school year. Specific dates will be provided for benchmarking students. Administrators will be responsible for making sure these action steps are taking place and implemented daily.	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:	NCCAT-S Indicators:	
Our school will hold two Pizza and Progress nights during the 2018-2019 school year. These will be held in the Winter and Spring quarter so that teachers can inform parents about their child's growth. During these events, teachers will also provide parents with resources to use at home to support their child's academic development and growth. Specific data pertaining to their child will also be shared with parents and goals will be set.	The resources needed will be extra-duty pay provided by Title I, Strategists to support data monitoring and any meetings necessary.	We will have parent sign-in sheets, agendas, and evaluations to assure these steps have occurred. There will also be messages posted through our school's Facebook page and website for specific announcements.	This will occur twice throughout the year. All teachers will be responsible for attending our school's data night.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:		
Teachers will consistently deliver standards-based, grade level instruction at the appropriate level of rigor to ensure mastery of the learning targets. Teachers in grades 3-5 will choose 6 Success Students to monitor during the year. These students are those projected to score a 2 on the SBAC according to the MAP assessment. Teachers will closely monitor these students throughout the year, provide small group instruction, and in some cases additional work in order to move these student's projections from a 2 to a 3. Teachers will use PLC time to analyze data and develop a strategic plan for the 6 Success Students.	Teachers will use iReady to support student growth. Everyday Math will support the development of standards-based instruction Strategists will support intervention blocks across grade levels and provide resources to teachers as needed.	Evidence of progress will be the data provided by our interim assessments, MAP, and AIMS. Additionally, agendas and sign-in sheets will be used to verify teachers' participation.	Students will be benchmarked as given by the various assessments throughout the year. Teachers will be responsible for progress monitoring their students, developing their small groups based on the needs of the students, and assessing them throughout the year. Administrators will make observations and expect all teachers to be in compliance with intervention, small group instruction.	On Task

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:

The data indicate a large over-representation of African-American and Hispanic students in referrals to the office for Minor Behavior Incidents (MBI). The number of behavior referrals to the office exceeded 500 incidents for the 2017-18 school year.

Root Causes:

One root cause for the large number of MBIs has been a lack of a consistent schoolwide approach for behavior management. Faculty and staff need additional professional development in cultural competency.

Measurable Objective 1:

Decrease the number of MBIs by 50% by the end of the 2018-19 school year as compared to the 2017-18 school year.

Monitoring Status

On Task

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: No	NCCAT-S Indicators:	
Teachers will receive on-going, intensive professional development on the Positive Behavior Intervention and Support (PBIS) model. Teachers will also receive professional development on cultural competency. Teacher leaders will begin learning the strategies of the Ron Clark Academy to further build school culture.	Weekly professional development on PBIS; PBIS coach; Identification of core values. Specific Site-Based Collaboration Time (SBCT) sessions will be focused on cultural competency. Funding from Title I will be used to support initial teacher professional development on the Ron Clark Academy initiative. A variety of incentives for engaging students and staff in these initiatives.	Sign in sheets and agendas, surveys, and administrator's observations of Being the 3 in the classroom. Class dojo will be used to monitor the Ron Clark's House points. Houses with the most points will receive a House Party at the end of the month.	All teachers, staff members, strategists, and administrators will support PBIS and the House System consistently and on a daily basis.	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: No	NCCAT-S Indicators:	
Parents will receive regular communication of student behaviors through Title I parent meetings, open house, Pizza and Progress Nights, Principal and Pastries, and the school newsletter. Parents will also receive at home materials to support their children, specifically understanding strategies to reinforce positive behavior at home.	Family engagement supplies and FACES support. Two Pizza and Progress Nights throughout the year will be held- teachers will share both academic information, as well as behavior and attendance reports.	Parent sign in sheets, evaluations, and agendas.	Mid and end of year, Learning strategists, administration, and teachers.	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 II: Inquiry Process & Action Plan Design- Priority Need/Interventions

Based on the CNA, identify all that apply:

Root Causes:

Monitoring Status

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
4.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

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

Comments:

4.3 Curriculum/Instruction/Assessment (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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Comments:

4.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	

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	280,800	Title I budget will be used to purchase the iReady and Ready program, three strategists who will support instruction and coach teachers throughout the year, substitute release days for teachers to plan and participate in vertical planning, and instructional materials for Daily 5 and Cafe book study.	Goals 1, 2 and 3
Title I-PISA	2,808	The Title I PISA budget will be used for license extra duty pay, as well as to purchase materials for parents to support close reading and text dependent questions at home. We will use the remaining funds to purchase paper.	Goals 1, 2 and 3
SB178	363,043	These funds will be used to develop three intervention labs for grades K-5. All three labs will focus on reading and math intervention. Students attending are those that fall under the 10th percentile. Additional materials purchased included chrome books and charging cart, iReady, Saxon Phonics, Everyday Math, MAP Growth Assessment, and headphones to support online curriculum. These programs will support the intervention instruction and be used to monitor student growth.	Goals 1 and 2
Read by Grade 3	81,000	These funds will be used to pay for our Read by Grade 3 Strategist. This individual will focus on intervention groups for our kindergarten and first grade classes. This individual will implement and lead a Foundations Lab for these grade levels to close the achievement gap and learning deficits among students. They will also coordinate FACES (Family and Community Engagement Services) activities at our school in order to increase our parent participation.	Goals 1, 2 and 3
Title III	10,602	Funds will be used to provide tutoring for students K-5 who are not proficient. 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, and initiatives. Candidates are asked to describe their knowledge of the particular instructional strategies and programs that are part of our program 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. We also look for candidates who are family with Reading Rangers and the instructional strategies associated with this program.

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 Family Literacy Night, Science Fair Night, Pizza and Progress Night, Principals and Pastries, as well as non academic related activities such as the school's carnivals, movie night, and bingo/game night. During Open House, parents are provided with information on getting involved in school-wide committees. Teachers hold annual progress nights for parents to learn more about the school's academic programs and their child's progress towards mastery. All events are translated in Spanish and school communications are available in Spanish. This year, we will continue our partnership with 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 school wide events, but overall as volunteers. Our Family Science Fair Night is one of our biggest events at our school. This event is particularly important because it is a way to showcase student's hard work during their science fair. Students are also commended on their excellence in science. It is one of the ways in which our school promotes the importance of STEAM within our students.

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.).

At Cunningham, we have a Special Ed Pre-K and state funded Pre-K program. For our Pre-K and kindergarten students, we hold an Open House before school starts. Our Pre-K programs are specifically designed to prepare students to transition to kindergarten by providing them with the necessary academic and social foundations to be successful. For our 5th grade students, the school counselor works with fifth graders to prepare their transition to middle school by arranging magnet school presentations and by arranging for students to go to the middle school for an orientation. This will allow them to become acquainted with the expectations and 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 monthly STPT 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.

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

School administrators and teacher leaders work together to ensure funding sources are coordinated. Funding from the state legislature has provided for full-day kindergarten and CSR in grades 1-3. Title I funds have provided for three 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 training on the Ready and iReady program. Teachers will participate in professional development for common grade-level assessments based on standards.

Goal 1 Additional PD Action Step (Optional)

Teachers will receive professional development in Reading Rangers implementation, NEPF, and collaborate in vertical alignment PLC's. Teachers will also engage in book studies focused on teachers' professional growth plan. We will also have professional development focused on Ready and iReady materials. Finally, all teachers will receive training and engage in a book study for the Daily 5 and CAFE structures.

2.1

Professional development will focus on the eight mathematical practices and number talks.

Goal 2 Additional PD Action Step (Optional)

3.1

Teachers will receive on-going, intensive professional development on the Positive Behavior Intervention and Support (PBIS) model. Teachers will also receive professional development on cultural competency. Teacher leaders will begin learning the strategies of the Ron Clark Academy to further build school culture.

Goal 3 Additional PD Action Step (Optional)

4.1

Intervention Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Our school will host two Pizza and Progress Nights during the winter and spring quarter. During this time, administration will discuss our overall school performance and our school's goals. Teachers will be required to conduct 100% of their parent-teacher conferences, whether in-person or over the phone. Additionally, teachers will have data sheets ready for parents during these meetings so that parents are aware of their child's level and academic standing, as well as their end of the year target.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Our school will hold two Pizza and Progress nights during the 2018-2019 school year. These will be held in the Winter and Spring quarter so that teachers can inform parents about their child's growth. During these events, teachers will also provide parents with resources to use at home to support their child's academic development and growth. Specific data pertaining to their child will also be shared with parents and goals will be set.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Parents will receive regular communication of student behaviors through Title I parent meetings, open house, Pizza and Progress Nights, Principal and Pastries, and the school newsletter. Parents will also receive at home materials to support their children, specifically understanding strategies to reinforce positive behavior at home.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Students in grades 3-5 will increase proficiency in ELA from 26.3% to 35.5% by 2019 as measured by state summative assessments. (This goal is calculated to reach the NDE target by 2022.)

Measurable Objective(s):

- Increase the percent of students in third grade performing at or above grade level in reading from 22% (Fall) to 35% (Winter) and from 35% (Winter) to 50% (Spring) as measured by i-Ready formative assessments.
- Increase the percent of students in fourth grade performing at or above grade level in reading from 22% (Fall) to 35% (Winter) and from 35% (Winter) to 50% (Spring) as measured by i-Ready formative assessments.
- Increase the percent of students in fifth grade performing at or above grade level in reading from 10% (Fall) to 25% (Winter) and from 25% (Winter) to 40% (Spring) as measured by i-Ready formative assessments.

Status
On Task

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 training on the Ready and iReady program. Teachers will participate in professional development for common grade-level assessments based on standards.	N/A
Progress		
Barriers		
Next Steps		
1.2	Our school will host two Pizza and Progress Nights during the winter and spring quarter. During this time, administration will discuss our overall school performance and our school's goals. Teachers will be required to conduct 100% of their parent-teacher conferences, whether in-person or over the phone. Additionally, teachers will have data sheets ready for parents during these meetings so that parents are aware of their child's level and academic standing, as well as their end of the year target.	N/A

Progress		
Barriers		
Next Steps		
1.3	Teachers will design and deliver standards-based instruction. Teachers will have weekly PLC meetings to discuss students' growth and academic achievement. Teachers will implement an intervention block and pull from to address deficiencies and gaps students may have.	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:

Students in grades 3-5 will increase proficiency in Math from 23.8% to 31.8% by 2019 as measured by state summative assessments. (This goal is calculated to reach the NDE target by 2022.)

Measurable Objective(s):

- Increase the percent of students in third grade performing at or above grade level in math from 10% (Fall) to 25% (Winter) and from 25% (Winter) to 40% (Spring) as measured by i-Ready formative assessments.
- Increase the percent of students in fourth grade performing at or above grade level in math from 19% (Fall) to 30% (Winter) and from 30% (Winter) to 45% (Spring) as measured by i-Ready formative assessments.
- Increase the percent of students in fifth grade performing at or above grade level in math from 9% (Fall) to 25% (Winter) and from 25% (Winter) to 40% (Spring) as measured by i-Ready formative assessments.

Status
On Task

Comments:

2.1 Professional Development:

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	Professional development will focus on the eight mathematical practices and number talks.	
Progress		N/A
Barriers		
Next Steps		

2.2	Our school will hold two Pizza and Progress nights during the 2018-2019 school year. These will be held in the Winter and Spring quarter so that teachers can inform parents about their child's growth. During these events, teachers will also provide parents with resources to use at home to support their child's academic development and growth. Specific data pertaining to their child will also be shared with parents and goals will be set.	N/A
Progress		
Barriers		
Next Steps		
2.3	Teachers will consistently deliver standards-based, grade level instruction at the appropriate level of rigor to ensure mastery of the learning targets. Teachers in grades 3-5 will choose 6 Success Students to monitor during the year. These students are those projected to score a 2 on the SBAC according to the MAP assessment. Teachers will closely monitor these students throughout the year, provide small group instruction, and in some cases additional work in order to move these student's projections from a 2 to a 3. Teachers will use PLC time to analyze data and develop a strategic plan for the 6 Success Students.	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:

The data indicate a large over-representation of African-American and Hispanic students in referrals to the office for Minor Behavior Incidents (MBI). The number of behavior referrals to the office exceeded 500 incidents for the 2017-18 school year.

Measurable Objective(s):

- Decrease the number of MBIs by 50% by the end of the 2018-19 school year as compared to the 2017-18 school year.

Status
On Task

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1	Teachers will receive on-going, intensive professional development on the Positive Behavior Intervention and Support (PBIS) model. Teachers will also receive professional development on cultural competency. Teacher leaders will begin learning the strategies of the Ron Clark Academy to further build school culture.	
Progress		N/A
Barriers		
Next Steps		
3.2	Parents will receive regular communication of student behaviors through Title I parent meetings, open house, Pizza and Progress Nights, Principal and Pastries, and the school newsletter. Parents will also receive at home materials to support their children, specifically understanding strategies to reinforce positive behavior at home.	
Progress		N/A

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

APPENDIX C - Monitoring/Evaluation

Priority Need/Interventions

Priority Need/Interventions:

Measurable Objective(s):

Status

Comments:

4.1 Professional Development:

4.2 Family Engagement:

4.3 Curriculum/Instruction/Assessment:

4.4 Other:

	Mid-Year	End-of-Year
4.1		N/A
Progress		
Barriers		
Next Steps		
4.2		N/A
Progress		
Barriers		

Next Steps		
4.3		N/A
Progress		
Barriers		
Next Steps		
4.4		N/A
Progress		
Barriers		
Next Steps		