

School Performance Plan

School Name
RHODES, BETSY ES

Address (City, State, Zip Code, Telephone):
7350 TEAL WOOD STREET
LAS VEGAS, NV 89131, 7027993450

Superintendent/Region Superintendent: Jesus Jara / Dustin Mancl

For Implementation During The Following Years: 2020-2021

The Following MUST Be Completed:

Title I Status:	Not_Served
Designation:	NA
Grade Level Served:	Elementary
Classification:	3 Star
NCCAT-S:	Initial

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	<input type="checkbox"/> Use of Core Instructional Materials	<input type="checkbox"/> Scheduling	<input type="checkbox"/> Model School Visits
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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
Kristi Austin	Parent	Sarah Hansford	Parent
Marilyn Spillers	Parent	Rebecca Lucero	Principal
Kathryn Hoyt	Assistant Principal	Julie Harrison	Teacher
Abigail Ingram	Teacher	Ria Breeding	Instructional Assistant

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

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	AMAOs/ELPA Analysis	Achievement Gap Data
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

Rhodes Elementary School is located in Region 1 of the Clark County School District. The student population has remained mostly consistent over the last several years. Enrollment for the 2020-2021 school year is as follows: 42% Caucasian, 31% Hispanic, 11% Black, 2.% Asian, 0.33% American Indian/Alaskan Native, 1.5% Pacific Islander, and 11% Multiracial. At Rhodes Elementary School in 2020-2021, there are 3.03% English Language Learners (ELL), and 14.02% students with an Individual Education Plan (IEP).

Analysis of Data:

Rhodes ES earned a three-star status in the 2018-2019 school year (63 index points) as reported on the Nevada School Performance Framework (NSPF). In the 2017-2018 school year, Rhodes earned a four-star status (75.5 index points). The decrease in NSPF points was observed most drastically in the Student Growth and Academic Achievement Indicators. In addition, Rhodes Elementary School earned only 10 out of 20 possible points for the Closing Opportunity Gaps indicator. In reviewing data, we have determined that the areas of decrease and lower performance can be attributed to the need for consistency with the implementation of rigorous, standards-based Tier I and Tier II curriculum in reading and math.

Positive Trends:

A positive trend can be observed in the percent of Economically Disadvantaged students meeting Adequate Growth Percentile (up to 19.1% in 2018-2019, from 15.3% in 2019-2020). This increase can be attributed to the strategic implementation of a targeted interventions.

Overall WIDA assessment results indicate that in 2019-2020, there were 28% ELL students who scored an overall of Level 4 (Expanding) or 5 (Bridging). This is an increase from 6.67% in 2018-2019.

Areas of Opportunity:

Our school demonstrates a significant need in mathematics. In 2018-2019, 46.5% of students met proficiency. This is down from 53.4% in 2017-2018. Only 16.6% of current ELL students met proficiency in ELA and only 8.3% met proficiency in math. Only 25% of Economically Disadvantaged students met AGP in math.

Prioritized Needs:

Rhodes ES participated in community meetings and various needs assessments during the 2019-2020 school year. Through the NCCAT needs assessment, the following elements are determined to be the highest priorities: All instructional staff members should consistently deliver the standards-based curriculum to all students (1.2); All instructional staff members should develop unit/lesson plans based on student assessment results and adjust instruction accordingly (2.2); All instructional staff members should provide specific and timely feedback to students on an ongoing basis, and students should use the feedback to improve their performance (2.4); Student parent-partnerships should be primarily focused on student achievement (1.9).

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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Increase the percent of all students proficient in mathematics from 46.5% to 51.5% as measured by state summative assessments and reported on the Nevada School Performance Framework.

Root Causes:

There is a demonstrated need for teachers to continue to further develop and enhance their instructional practices through purposeful planning. This includes a need to further develop their understanding and application of the NVACS, the NEPF instructional standards and the Core concepts of their grade level standards. Teachers need to strategically use frequent formative data and collaborative work with their teams to further develop and apply effective practices for differentiating their instruction. Teachers need to develop their practices in utilizing the newly acquired curriculum tools to teach and meet the rigorous levels of the NVACS. There is a need for enhancing student engagement and discourse with instruction content and activities. There is a need for enhancing parent engagement and understanding of distance education virtual learning platforms to best meet the needs of their students.

Measurable Objective 1:

Increase the percent of students meeting Adequate Growth Percentile in math from 34.7% to 44.7% as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective 2:

Increase the overall Median Growth Percentile in math from 42 to 47 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective 3:

Increase the percent of African American 4th and 5th grade students meeting Adequate Growth Percentile in math from 7.5% to 17.5%, and increase the percent of Special Education 4th and 5th grade students meeting Adequate Growth Percentile in math from 7% to 17%, as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective 4:

Increase the percent of current and former English Learners proficient in math from 15.6% to 25.6% as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective 5:

Increase the percent of Economically Disadvantaged students meeting Adequate Growth Percentile in math from 15.3% to 25.3% as measured by state summative assessments and reported on the Nevada School Performance Framework.

Monitoring Status

N/A

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

1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.9, 2.2, 2.4	
Professional development will be implemented for the following focus areas: 1. Purposeful planning and implementing tasks with higher cognitive demand 2. Utilizing formative data to differentiate instruction 3. Effective use of instructional material tools and strategies for Tier 2 instruction via online supports such as MAP Accelerator, MobyMax, and SmartyAnts 4. Implementing structures to foster student engagement through communication, collaboration, and cooperation, including the usage of virtual tools such as Jamboard, and Google Breakout Rooms 5. Further work with developing knowledge of standards and the application of the Standards of Mathematical Practices 6. Conduct virtual parent workshops to provide training and strategies for distance learning support	PLC meeting times each week (All are embedded w/in the school days); Staff collaboration/professional learning for instructional tools, and development of tasks with higher cognitive demand \$22/hr (525 hrs.- 35 teachers X 15 hrs. each) = \$11,550; CTT to provide support for additional intervention groups/ supports (Instructional Assistants CTT General Education budget= \$13,305); Instructional Assistants (2 hours of support)= \$ 6137.49 (Additional hour for 2 assistants,SB178 budget); Chromebooks for Intervention supports/ individualized learning= \$ 56,607.02 (185 chromebooks @ \$305.96 SB178 budget); Grade level planning half day substitutes = \$4,725 (35 days, 1.5 per K-5 teacher - \$90 / day SB178 Budget); People: Administrators, Learning Strategist, Grade level chairs, RTI grade level representatives, classroom teachers; New curriculum resource (Envisions 2.0) and the intervention materials within; Strategist, grade level chairs, administration (for leading of P.D. and PLCs); MobyMax web-based curriculum support program (\$2,447 one year license); MAP Accelerator, Khan Academy math support online program grades 3-5 (District funded program)	Professional development agendas (ex. Staff Development Days), agendas from training and collaboration days (with substitute coverage), sign-in sheets, lesson plans, observation data, PLC agendas, Pre-and Post-assessment data for instructional standards	August 2020 - May, 2021= Weekly PLC meetings, August 2020, September 2020 and January 2021= Grade Level Planning Collaboration Time Administrators, Grade Level Chairs, RTI Grade Level Case Managers	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.9, 2.2, 2.4	
Provide training and resources for parents to support understanding of academic components (ex. Standards of Mathematical Practice); parent training for virtual task strategies and resources; Parent meetings to involve parents in discussions on school practices. (Principals & Parents meetings), Academic Nights (STEM night). Providing parent training and virtual support recordings/workshops for academic standards (how to practice this standard with your child) and virtual engagement ideas. Family engagement committee will initiate ways to gain more parent attendance, involving students in the process of helping their families learn the academic content they are covering such as a student led math lesson with teacher guidance for parents to observe and engage with.	STEM activity kits price TBD school budget; Planning sessions for the Academic and Family Engagement committee to plan events; MobyMax web-based curriculum support program (\$2,447, remainder of school year, SB178 budget); People: Strategist, grade level chairs, Academic committee members, Administration	Agendas and copies of resources for meetings and family engagement events, sign-in sheets, session evaluation sheets, family communication logs, MobyMax reports	September 2020- May 2021 Quarterly Parents & Principal meetings and workshops= Administration, Grade level chairs STEM night (Fall, 2020) = Administration, STEM committee members August 2020 - May 2021 MobyMax reports= classroom teachers	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.9, 2.2, 2.4	
<p>PLCs will be used to build consistency with a deeper understanding of NVACS, alignment of materials, and instructional practices for Tier 1 differentiated instruction. Instructional tools and materials will be reviewed and teachers will work to make adjustments to utilize resources that support deep learning of the NVACS. Data analysis will take place within weekly PLC's, and additional collaboration sessions. Collaboration will include a focus on academic standards, NVACS, materials, lesson strategies, and instructional scaffolds for all students. Formative and summative data will be collected and analyzed to guide dialogues for instructional practices for Tier 1 and Tier 2. MobyMax and MAP Accelerator (computer based instructional support) will be used for blended learning support for students). Consistent analysis of formative data. Training sessions will be provided for staff to utilize MobyMax, Math Accelerator, and Envisions 2.0.</p>	<p>Time for PLCs to meet at least once weekly; CTT and Instructional Assistants to provide support for additional intervention groups/ supports; Extended day tutoring sessions (Tutoring= \$7,920 (360 hours= 4 hrs/wk for 18 weeks = 5 groups) General Education budget, CTT General Education budget= \$13,305; Instructional Assistants (hours of support) SB178 budget = \$6,137.49 Chromebooks for Intervention supports/ individualized learning= \$ 56,607.02 (185 Chromebooks @ \$305.96 SB178 budget) Grade level planning time substitutes = \$4,725 (3 half days for teacher) People: Administrators, Learning Strategist, Grade level chairs, RTI grade level representatives, classroom teachers, Intervention blocks, Academic committee members</p>	<p>PLC agendas, substitute collaboration day agendas, staff development agendas and materials, sign-in sheets, session evaluation sheets, lesson plans, observation data, MobyMax and MAP Accelerator reports, and MAP data results.</p>	<p>August 2020 - May, 2021- Weekly PLC meetings, Grade Level Planning Collaboration Time Administrators, Strategist, Grade Level Chairs</p>	<p>N/A</p>

Comments:

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

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:

Increase the percent of students meeting Adequate Growth Percentile in ELA, from 65.2% to 70.2%, as measured by state summative assessments and reported on the Nevada School Performance Framework.

Root Causes:

Teachers must continue to focus on developing their instructional practices with a targeted focus on data analysis, purposeful planning, and usage of digital instructional tools for rigorous grade level tasks. Teachers need to continue to strategically use core curriculum resources and structures during collaborative and purposeful planning. They need to continue to use data to inform instructional practices and implement high-yield instructional techniques that address all knowledge targets of the NVACS. Tier I and Tier II instructional practices need to be purposefully planned to ensure opportunities for deep teaching of the standards and to ensure that all students are actively engaged in learning. Professional development opportunities are needed for teachers to deepen instructional actions in order to provide targeted supports for students, and action planning to assist teachers with developing and utilizing cognitively demanding experiences for all students. In a virtual learning environment teachers will need to use cognitively demanding and collaborative resources, such as products from the Google Suite (Jamboard, Shared Slides, and Break Out Rooms). Culturally aware teaching strategies must be enhanced to build an inclusive learning environment. Teachers need to continually review data and analyze it to determine necessary Tier 2 instructional adjustments, including digital supports, and to monitor the effectiveness of delivered instruction, based upon student progress outcomes. Staff training is needed on Tier 2 and differentiated supports applicable to a live classroom and virtual classroom environment.

Measurable Objective 1:

Increase the percent of non-proficient fourth and fifth grade students meeting Adequate Growth Percentile in ELA from 46.7% to 51.7% by 2021, as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective 2:

Increase the percent of proficient ELL students in ELA from 16.6% to 27% by 2021, as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective 3:

Increase the percent of Read by Grade 3 Proficient Economically Disadvantaged students from 46.7% to 51.7%, as measured by state summative assessments and reported on the Nevada School Performance Framework.

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: 1.2, 1.9, 2.2, 2.4	
Professional development and coaching support will be utilized to improve instructional collaboration for teachers, focusing on differentiating instruction and standards-based focus for Tier I and Tier II instruction. Teachers will collaborate and receive professional development on utilizing tools and resources to effectively meet the needs of the NVACS. Professional development will include collaboration on practices to focus on purposeful planning, data analysis and effective instructional techniques. Teachers will analyze data and determine instructional actions in order to provide targeted supports for students. Professional development and coaching support will be provided from the Learning Strategist with a focus on prioritizing anchor standards and clear focus in instruction to support student learning goals. Teachers will be provided training on using scaffolded strategies in ReadyGen so that teachers increase their knowledge of differentiated literacy and intervention strategies.	PLC meeting times each week (All are embedded w/in the school days); Grade level planning time substitutes = \$4,725 (3 half days for teacher); People: Administrators, Learning Strategist, Grade level chairs, RTI grade level representatives, classroom teachers; MobyMax web-based curriculum support program (\$2,447 one year license); Strategist training sessions for Tier 2 lessons	Professional development agendas, agendas from training and collaboration days (with substitute coverage), sign-in sheets, session evaluation sheets, lesson plans, observation data, PLC agendas, staff development agendas and materials, pre-and post-assessment data for instructional standards	August 2020 - May, 2021- Weekly PLC meetings, staff training sessions Responsible Individuals: Administrators, Learning Strategist, Grade Level Chairs, RTI Grade Level Case Managers	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: 1.2, 1.9, 2.2, 2.4	
Parent sessions will be utilized to support understanding of reading supports, resources, and interventions. Parent meetings will be held to involve parents in discussions on school practices (Parents & Principals meetings). Academic Nights (STEM night & Literacy Night) and FACES Parent workshops will be provided for parents. Infinite Campus and Class Dojo will be used to assist with regular home to school communication. Assessment data and intervention supports will be shared with parents during parent conferences and throughout the year. MobyMax (a computer-based instructional support) is available for use at home by all enrolled students. Teachers will create recordings of teacher lead instructional videos of how parents can assist their students with curriculum, with a clear focus on main instructional standards. Teachers will maintain clear communication with families through class messages and individual contacts via phone and email.	Planning sessions for the Academic committee to plan events; MobyMax web-based curriculum support program (\$2,447, remainder of school year, SB178 budget); People: Learning Strategist, Academic committee members, Administration	Agendas and copies of resources for meetings and family engagement events, sign-in sheets, session evaluation sheets, family communication logs, Class Dojo history logs, Moby Max reports	September 2020- May 2021 Parents & Principal meetings and workshops quarterly; Administration, Learning Strategist STEM night (Fall, 2020); Administration, Learning Strategist,STEM committee members Literacy night (February, 2021); Administration, Learning Strategist, Literacy committee members	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.9, 2.2, 2.4
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<p>Data analysis will take place within PLC's, staff development sessions, and RTI meetings, with a focus on making instructional adjustments to support all learners. PLC's will include staff development and collaboration sessions, focusing on data analysis to drive instruction and will be used to build consistency in a deeper understanding of NVACS, purposeful planning, and culturally responsive teaching techniques. Collaboration will include a focus on core curriculum materials, high-yield teaching strategies, and instructional scaffolds for all students. Formative and summative data will be collected and analyzed to guide dialogues, planning for effective Tier I and Tier II instruction. Teachers, instructional aides, and the CTT will lead Tier II supports in intervention blocks. MobyMax (computer based instructional support) will be used for targeted skill practice, and will also be available for use beyond the school day.</p>	<p>Time for PLCs to meet at least once weekly; Staff Development sessions, staff development days, intervention blocks; CTT and Instructional Assistants to provide support for additional intervention groups/ supports (CTT General Education budget= \$13,305); Instructional Assistants (hours of support)= \$6,137.49; Chromebooks for Intervention supports/ individualized learning= \$ 56,607.02 (185 Chromebooks @ \$305.96 SB178 budget); Grade level planning time substitutes = \$4,725 (3 half days for teacher); People: Administrators, Learning Strategist, Grade level chairs, RTI grade level representatives, classroom teachers</p>	<p>PLC agendas, staff development agendas and materials, sign-in sheets, lesson plans, observation data, Tier 1 grouping information, Tier 2 intervention lists and structured plans, intervention learning logs, and MobyMax usage reports</p>	<p>August 2020 - May, 2021- Weekly PLC meetings, Grade Level Planning Collaboration Time, Administrators, Learning Strategist, Grade Level Chairs, RTI Grade Level Case Managers</p>	<p>N/A</p>
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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 type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Root Causes:

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:	N/A

Comments:

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

				N/A
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Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
General Budget	\$13,305.50	Purchase of CTT to support Tier II instruction	Goals 1 and 2
General Budget	\$11,550.00	Staff collaboration/professional learning for instructional tools, and development of tasks with higher cognitive demand	Goal 1
SB178 Grant Fund	\$56,601.02	Chromebooks for Intervention supports/ individualized learning	Goals 1 and 2
SB178 Grant Fund	\$4,725	Grade level planning half day substitutes	Goals 1 and 2
SB178 Grant Fund	\$6,137.49	Instructional Assistants Additional hour to support student interventions.	Goal 1
General Budget	\$7,920.00	Extended day tutoring sessions	Goal 1
SB178 Grant Fund	\$2,447.00	MobyMax web-based curriculum support program .	Goals 1 and 2

Plan for improving the school climate

Goal:

Decrease chronic absenteeism from 12.38% to 10% as measured by the 2020-2021 NSPF. Decrease the number of chronically absent African American students from 31.91% to 27%. Increase connections between families, staff, and students leading to a stronger relationship between home and school and increased parental involvement.

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

Student engagement will increase. Students will be motivated and excited to attend school daily. Regular attendance will improve student proficiency in all academic areas. Hosting virtual family engagement opportunities such as a STEM night, family paint night, and game night will help to build a stronger connection between school and home. Students and teachers will share information on learning components and strategies to foster family involvement in academic support sessions. Supply kits will be provided for make-it-take-it virtual events to help build a bond between family and school.

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

Students will be encouraged to attend virtual learning sessions (attendance will be tracked by the clerk and counselor). Parents/guardians of students having excessive absences will be notified and encouraged to participate in an attendance plan meeting with the school counselor and/or school administration. Students meeting their attendance goals will receive school-wide incentives and grade level recognition.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

Attendance tracking through Data Lab and Infinite Campus will be utilized to monitor progress and improvement.

APPENDIX A - Professional Development Plan

1.1

Professional development will be implemented for the following focus areas: 1. Purposeful planning and implementing tasks with higher cognitive demand 2. Utilizing formative data to differentiate instruction 3. Effective use of instructional material tools and strategies for Tier 2 instruction via online supports such as MAP Accelerator, MobyMax, and SmartyAnts 4. Implementing structures to foster student engagement through communication, collaboration, and cooperation, including the usage of virtual tools such as Jamboard, and Google Breakout Rooms 5. Further work with developing knowledge of standards and the application of the Standards of Mathematical Practices 6. Conduct virtual parent workshops to provide training and strategies for distance learning support

Goal 1 Additional PD Action Step (Optional)

2.1

Professional development and coaching support will be utilized to improve instructional collaboration for teachers, focusing on differentiating instruction and standards-based focus for Tier I and Tier II instruction. Teachers will collaborate and receive professional development on utilizing tools and resources to effectively meet the needs of the NVACS. Professional development will include collaboration on practices to focus on purposeful planning, data analysis and effective instructional techniques. Teachers will analyze data and determine instructional actions in order to provide targeted supports for students. Professional development and coaching support will be provided from the Learning Strategist with a focus on prioritizing anchor standards and clear focus in instruction to support student learning goals. Teachers will be provided training on using scaffolded strategies in ReadyGen so that teachers increase their knowledge of differentiated literacy and intervention strategies.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Provide training and resources for parents to support understanding of academic components (ex. Standards of Mathematical Practice); parent training for virtual task strategies and resources; Parent meetings to involve parents in discussions on school practices. (Principals & Parents meetings), Academic Nights (STEM night). Providing parent training and virtual support recordings/workshops for academic standards (how to practice this standard with your child) and virtual engagement ideas. Family engagement committee will initiate ways to gain more parent attendance, involving students in the process of helping their families learn the academic content they are covering such as a student led math lesson with teacher guidance for parents to observe and engage with.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Parent sessions will be utilized to support understanding of reading supports, resources, and interventions. Parent meetings will be held to involve parents in discussions on school practices (Parents & Principals meetings). Academic Nights (STEM night & Literacy Night) and FACES Parent workshops will be provided for parents. Infinite Campus and Class Dojo will be used to assist with regular home to school communication. Assessment data and intervention supports will be shared with parents during parent conferences and throughout the year. MobyMax (a computer-based instructional support) is available for use at home by all enrolled students. Teachers will create recordings of teacher lead instructional videos of how parents can assist their students with curriculum, with a clear focus on main instructional standards. Teachers will maintain clear communication with families through class messages and individual contacts via phone and email.

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 the percent of all students proficient in mathematics from 46.5% to 51.5% as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective(s):

- Increase the percent of students meeting Adequate Growth Percentile in math from 34.7% to 44.7% as measured by state summative assessments and reported on the Nevada School Performance Framework.
- Increase the overall Median Growth Percentile in math from 42 to 47 as measured by state summative assessments and reported on the Nevada School Performance Framework.
- Increase the percent of African American 4th and 5th grade students meeting Adequate Growth Percentile in math from 7.5% to 17.5%, and increase the percent of Special Education 4th and 5th grade students meeting Adequate Growth Percentile in math from 7% to 17%, as measured by state summative assessments and reported on the Nevada School Performance Framework.
- Increase the percent of current and former English Learners proficient in math from 15.6% to 25.6% as measured by state summative assessments and reported on the Nevada School Performance Framework.
- Increase the percent of Economically Disadvantaged students meeting Adequate Growth Percentile in math from 15.3% to 25.3% as measured by state summative assessments and reported on the Nevada School Performance Framework.

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Professional development will be implemented for the following focus areas: 1. Purposeful planning and implementing tasks with higher cognitive demand 2. Utilizing formative data to differentiate instruction 3. Effective use of instructional material tools and strategies for Tier 2 instruction via online supports such as MAP Accelerator, MobyMax, and SmartyAnts 4. Implementing structures to foster student engagement through communication, collaboration, and cooperation, including the usage of virtual tools such as Jamboard, and Google Breakout Rooms 5. Further work with developing knowledge of standards and the application of the Standards of Mathematical Practices 6. <u>Conduct virtual parent workshops to provide training and strategies for distance learning support</u>	N/A
Progress		
Barriers		

Next Steps		
1.2	Provide training and resources for parents to support understanding of academic components (ex. Standards of Mathematical Practice); parent training for virtual task strategies and resources; Parent meetings to involve parents in discussions on school practices. (Principals & Parents meetings), Academic Nights (STEM night). Providing parent training and virtual support recordings/workshops for academic standards (how to practice this standard with your child) and virtual engagement ideas. Family engagement committee will initiate ways to gain more parent attendance, involving students in the process of helping their families learn the academic content they are covering such as a student led math lesson with teacher guidance for parents to observe and engage with.	N/A
Progress		
Barriers		
Next Steps		
1.3	PLCs will be used to build consistency with a deeper understanding of NVACS, alignment of materials, and instructional practices for Tier 1 differentiated instruction. Instructional tools and materials will be reviewed and teachers will work to make adjustments to utilize resources that support deep learning of the NVACS. Data analysis will take place within weekly PLC's, and additional collaboration sessions. Collaboration will include a focus on academic standards, NVACS, materials, lesson strategies, and instructional scaffolds for all students. Formative and summative data will be collected and analyzed to guide dialogues for instructional practices for Tier 1 and Tier 2. MobyMax and MAP Accelerator (computer based instructional support) will be used for blended learning support for students). Consistent analysis of formative data. Training sessions will be provided for staff to utilize MobyMax, Math Accelerator, and Envisions 2.0.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		

Next Steps		
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APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of students meeting Adequate Growth Percentile in ELA, from 65.2% to 70.2%, as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective(s):

- Increase the percent of non-proficient fourth and fifth grade students meeting Adequate Growth Percentile in ELA from 46.7% to 51.7% by 2021, as measured by state summative assessments and reported on the Nevada School Performance Framework.
- Increase the percent of proficient ELL students in ELA from 16.6% to 27% by 2021, as measured by state summative assessments and reported on the Nevada School Performance Framework.
- Increase the percent of Read by Grade 3 Proficient Economically Disadvantaged students from 46.7% to 51.7%, as measured by state summative assessments and reported on the Nevada School Performance Framework.

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	Professional development and coaching support will be utilized to improve instructional collaboration for teachers, focusing on differentiating instruction and standards-based focus for Tier I and Tier II instruction. Teachers will collaborate and receive professional development on utilizing tools and resources to effectively meet the needs of the NVACS. Professional development will include collaboration on practices to focus on purposeful planning, data analysis and effective instructional techniques. Teachers will analyze data and determine instructional actions in order to provide targeted supports for students. Professional development and coaching support will be provided from the Learning Strategist with a focus on prioritizing anchor standards and clear focus in instruction to support student learning goals. Teachers will be provided training on using scaffolded strategies in ReadyGen so that teachers increase their knowledge of <u>differentiated literacy and intervention strategies</u> .	N/A
Progress		
Barriers		

Next Steps		
2.2	<p>Parent sessions will be utilized to support understanding of reading supports, resources, and interventions. Parent meetings will be held to involve parents in discussions on school practices (Parents & Principals meetings). Academic Nights (STEM night & Literacy Night) and FACES Parent workshops will be provided for parents. Infinite Campus and Class Dojo will be used to assist with regular home to school communication. Assessment data and intervention supports will be shared with parents during parent conferences and throughout the year. MobyMax (a computer-based instructional support) is available for use at home by all enrolled students. Teachers will create recordings of teacher lead instructional videos of how parents can assist their students with curriculum, with a clear focus on main instructional standards. <u>Teachers will maintain clear communication with families through class messages and individual contacts via phone and email.</u></p>	N/A
Progress		
Barriers		
Next Steps		
2.3	<p>Data analysis will take place within PLC's, staff development sessions, and RTI meetings, with a focus on making instructional adjustments to support all learners. PLC's will include staff development and collaboration sessions, focusing on data analysis to drive instruction and will be used to build consistency in a deeper understanding of NVACS, purposeful planning, and culturally responsive teaching techniques. Collaboration will include a focus on core curriculum materials, high-yield teaching strategies, and instructional scaffolds for all students. Formative and summative data will be collected and analyzed to guide dialogues, planning for effective Tier I and Tier II instruction. Teachers, instructional aides, and the CTT will lead Tier II supports in intervention blocks. MobyMax (computer based instructional support) <u>will be used for targeted skill practice, and will also be available for use beyond the school day.</u></p>	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		

Next Steps		
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APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

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		N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		
Barriers		

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