

# School Performance Plan

School Name

French, Doris ES

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

3235 E Hacienda Ave

Las Vegas, NV 89120-1907, (702) 799-7730

Superintendent/Assistant Chief:

Pat Skrowkowski / Jeffrey Horn

For Implementation During The Following Years:

2017-2018

**The Following MUST Be Completed:**

**Title I Status:**

Served

**Designation:**

Priority School

**Grade Level Served:**

Elementary

**Classification:**

5 Star

**NCCAT-S:**

Initial

**\*1 and 2 Star Schools Only:**

Please ensure that the following documents will be available upon request

☐

Use of Core Instructional Materials

☐

Scheduling

☐

Model School Visits

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

Name of Member	Position	Name of Member	Position
Terri Harchman	Parent	Denise Willer	Parent
Tina Powell	Parent	Breighanah Combs	Parent
Tammy Villarreal-Crabb	Principal	Erin Angotti	Literacy Coach/ Leadership Team
Wendy Thorn	Teacher/Leadership	Joanna Bennett	Teacher/ Leadership
Lyndee Henrichsen	Teacher/ Leadership	Elizabeth Grinder	Teacher/ Leadership
James Deany	Teacher/ Leadership	Zach Cohen	Teacher/ Leadership
Kari Bono	Teacher/ Leadership	Melissa Davisoin	Support Staff/SOT

Robert McGoldrick	Teacher/ SOT		
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## 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)
Statewide Assessments	Achievement Gap Data	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.

Using the 2017 Nevada SBAC English Language Arts/Literacy data, the percent proficient in grade 3 was 63%, in 4th grade was 71%, and in 5th grade was 62%. Using the 2016 Nevada SBAC Math data, the percent proficient in grade 3 was 63.4%, grade 4 was 61%%, and in 5th grade it was 45%. The 2014-15 and 2015-16 focus on K-3 literacy & foundation skills is demonstrating positive results with an increase in 3rd-5th grade ELA proficiency from 59.6% to 64.7% on the 2017 SBAC.

## 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 Grade 3 proficiency rates in reading.

**Root Causes:**

Continuity and consistency in tier 1 instruction was not found across all grade levels.

**Measurable Objective 1:**

Increase the percent of 3rd grade students proficient in English Language Arts and Literacy from 63% to 70% by 2018 as measured by state assessments.

**Monitoring Status**

On Task

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	
Professional Development will be provided on effective Tier 1 project based learning strategies to add structure and differentiation within instruction.	One hour SBCT is used each week for professional development, STPT and PLC time. Read by 3 Grant Funds for Books used in book study with Phonics to Fluency and Comprehension Connections during SBCT.	SBAC Interim Assessment grades 3-5, Star Reader Diagnostic, formative & summative assessments, PLC notes, lesson plans, administrative observations.	SBCT will take place every week starting in September. Administration, instructional coach, teachers	On Task

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	

Parent trainings and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. School readiness parent trainings for preschool children.	\$1,213.20 from Title I was allocated for family curriculum nights; Literacy Night, STPT Conferences, Math Night, and Science & Health Night. Administration and staff member volunteers coordinate parent nights.	Parent surveys, parent conferences, attendance at parent nights, ready by entry lesson plans	Sept. & Dec. 2017. Feb., March, & May 2018 Administration, instructional coaches, teachers	On Task
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Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Implement differentiated instruction for students during Tier II & III intervention block. Students not receiving Tier II & III instruction will be assigned independent tasks based on ability level (AR). CTTs will provide small group intervention in reading. After-school STEM intervention will provide additional language/science/math support for identified students. Use technology to support interventions.	\$67,210.00 from Title I was allocated for Certified Temporary Tutors (CTT). \$3499 from Title I was allocated to renew the ST Math intervention program. \$7258 from Title I was allocated to renew the Accelerated Reader intervention and STAR assessment. \$44,165 from Title I was allocated to purchase iPads, carts, cases and apps for interventions. \$188 from Title I was used to purchase K-1 Science Spin for STEM language interventions. \$1,670 from ELL funds was used to purchase instructional software for STEM after school interventions. Mr. Kittel received recognition for his summative data collection in Teaching Strategies Gold for over 130 assessment items for his students.	Aimswest, Star Reader Diagnostic, grade level common assessments, data from iStation, STMath, Imagine Learning, Fontas Pinell, Accelerated Reader Data will be collected and tracked using Google Docs	Daily Administration, instructional coaches, teachers, CTTs, support staff	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 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:

Instructional strategies were not fully aligned to NVACS, high-quality, high student engagement Tier 1 instruction was not consistently implemented, and instruction was not adjusted to meet the needs of the ELL students.

### Measurable Objective 1:

By the end of the 2017-2018 school year, increase math proficiency for ELL students to 32.4% on the 2018 SBAC, to close the achievement gap.

### Measurable Objective 2:

Increase reading proficiency for ELL students to 35.1% on the 2018 SBAC and 38% on 2018 WIDA assessment, to close the achievement gap.

### Monitoring Status

On Task

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

Professional Development will be provided on effective Tier 1 project based learning strategies to add structure and differentiation within instruction.	One hour SBCT is used each week for professional development, STPT and PLC time. Read by 3 Grant Funds for Books used in book study with Phonics to Fluency and Comprehension Connections during SBCT. ELL Cohort B sessions will be implemented on Tuesday during SBCT time to assist staff with strategies for successfully meeting the needs of ELL students. Walk throughs will be held with the Cohort B team to make sure strategies are implemented in the classrooms.	Aimsweb data, SBAC Interim Assessment grades 3-5, grade level common assessments, PLC notes, STPT notes	SBCT will take place every week starting in September. Administration, instructional coaches, instructional assistants, teachers	On Task
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Parent trainings and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. School readiness parent trainings for preschool children.	\$1,213.20 from Title I was allocated for family curriculum nights; Literacy Night, STPT Conferences, Math Night, and Science & Health Night. Administration and staff member volunteers coordinate parent nights.	Parent surveys, parent conferences, attendance at parent nights, ready by entry lesson plans	Sept. & Dec. 2017, Feb., March, May 2018 Administration, instructional coaches, teachers	On Task

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Implement ST Math school wide. Implement Accelerated Reader K-5. STPT and PLC meetings will be implemented school wide to assist teachers with horizontal alignment of standards and grade level assessments.	Tuesday morning STPT/PLC meeting time. (no cost)	Aimsweb & grade level common assessments	Weekly Administration, instructional coaches, teachers	N/A

Comments:

<b>2.4 Other (Optional)</b>	<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>
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Implement Tier II & III Reading intervention (iStation, Fontas Pinell, Imagine Learning). Implement Tier II & III Math intervention (ST Math). Implement Tier III intervention for ELL students (Imagine Learning). Early bird computer lab interventions. ELL STEM after school intervention for targeted EL students.	\$67,210.00 from Title I was allocated for Certified Temporary Tutors (CTT). \$3499 from Title I was allocated to renew the ST Math intervention program. \$7258 from Title I was allocated to renew the Accelerated Reader intervention and STAR assessment. \$44,165 from Title I was allocated to purchase iPads, carts, cases and apps for interventions. \$188 from Title I was used to purchase K-1 Science Spin for STEM language interventions. \$1,670 from ELL funds was used to purchase instructional software for STEM after school interventions. \$2,310 from ELL funds will be used to provide after school STEM interventions for EL students.	Aimsweb & grade level common assessments	Daily Administration, instructional coaches, instructional assistants, teachers	On Task
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Comments:



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

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input 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.

**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.

<b>Monitoring Status</b>
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On Task
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ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>  <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	Training materials from Equity and Diversity Education Department Equity and Diversity Education Department Liaison	Staff meeting sign- in sheets, agenda	The principal is responsible for ensuring this action step takes place during the 2017-2018 school year. Equity and Diversity Liaison is responsible for attending professional development quarterly and sharing information with the staff.	N/A

Comments:

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

Comments:

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

Comments:

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

Comments:

## COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title 1	59675	CTTs for Tier 2 and Tier 3 interventions Funding of STmath and Istation for interventions Ipads and apps for interventions and effective Tier 1 instruction	Goals 1 and 2
Strategic Budget	2,559,036.95	Staffing consumed all of the budget with the exception on 51,850.54. 3,000 will be used for the purchase of Library materials for Tier 1,2, and 3 reading materials and supplies. 14600 will be allocated for the purchase of a CTT. 5,000 will be used for staff PD substitutes 29,250.54 sill be used for supplies and materials to run the school (custodial, health office, paper, toner, computer updates, other needs)	Goals 1 and 2
ELL Title III	3,578.40	After-school STEAM Club will utilize 3 teachers to implement a hands on approach through science experimnts to increase literacy, vocabulary, writing and communication skills. Teachers- 1,584.00 Prep for teachers- 330.00 Materials- 1,433.40 subs-165.00	Goal 2
SB178	28,800	Two Certified Temporary Tutors will be hired at 14,400 each. The CTTs will work with students in fourth and fifth grade in the lower quartile to assist students that are ELL and Free and Reduced Lunch gain in proficiency. CTTs will assist with Imagine Learning and Istation and implement RTI plans.	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.**

When a position becomes available at French, an extensive search is conducted in order to identify highly-qualified candidates. Applicants are screened based on experience, educational success, and recommendations from former employees and/or master teachers. They are interviewed and selected based on set criteria. Once hired, teachers are provided support by on-site academic coaches, mentoring by grade level colleagues, and participate in collaboration with colleagues through PLC meetings, Structured Teacher Planning Time, and grade level meetings.

### **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.**

French welcomes families to volunteer and participate in school planning & activities. Administration & staff volunteers coordinate parent trainings & family nights. Parents learn how to read & understand student data relating to academic progress, and to work with students at home on fluency, vocabulary, and basic homework skills. Administration holds monthly parent meetings. Spanish translation will be done on as many fliers as possible.

### **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.).**

Preschool and kindergarten teachers will hold meetings regularly to ensure that academic expectations are being met. Students transitioning from Special Education Preschool spend time weekly exposed to typical peers participating in the regular classroom. Fifth grade teachers & counselors from middle school will discuss necessary steps for the transition to Middle School. Students will also visit the middle school and view a sampling of possible elective classes.

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

The School Improvement Team and the Response to Intervention Team analyze data, monitor the plans, and ensure action steps are implemented. Feedback is gathered from each grade level through the decision-making process. Teacher cadre & grade level STPT regularly examine assessments & how to utilize information to improve instruction. Teachers meet monthly for STPT, and grade level RTI, to analyze assessments & benchmark data. Weekly PLC meetings are used to create & analyze common assessments.

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

Coordination of services and monies are monitored by administration and the team. Teachers are given opportunities to give input in decision making. During RTI meetings, data meetings, and SPP meetings, decisions are data driven. General funds provide materials and text books. Title I funds are used for interventions, parent trainings, instructional materials, technology, the Accelerated Reading Program, and the ST Math program. EL funds support after school STEM intervention for identified EL students.

## APPENDIX A - Professional Development Plan

### 1.1

Professional Development will be provided on effective Tier 1 project based learning strategies to add structure and differentiation within instruction.

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

Professional Development will be provided on effective Tier 1 reading and writing project-based learning strategies with differentiation within the instruction.

### 2.1

Professional Development will be provided on effective Tier 1 project based learning strategies to add structure and differentiation within instruction.

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

Professional Development will be provided on effective Tier 1 project based learning strategies to add structure and differentiation within instruction. ELL Cohort B modules will be implemented to assist staff with understanding how the meet the diverse needs of second language learners.

### 3.1

The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.

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

The school's equity and diversity education department liaison attends training and brings back information to staff at staff meetings.

## APPENDIX B - Family Engagement Plan

### 1.2

Parent trainings and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. School readiness parent trainings for preschool children.

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

Parent trainings and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. School readiness parent trainings for preschool children.

### 2.2

Parent trainings and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. School readiness parent trainings for preschool children.

#### **Goal 2 Additional Family Engagement Action Step (Optional)**

Parent trainings and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. School readiness parent trainings for preschool children.

### 3.2

#### **Goal 3 Additional Family Engagement Action Step (Optional)**

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

Increase Grade 3 proficiency rates in reading.

**Measurable Objective(s):**

- Increase the percent of 3rd grade students proficient in English Language Arts and Literacy from 63% to 70% by 2018 as measured by state 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	Professional Development will be provided on effective Tier 1 project based learning strategies to add structure and differentiation within instruction.	On Task
Progress	Differentiation training is being provided each Tuesday as part of the ELL Cohort B Master Plan. 8/10/17- engaging Center activities tied to Tier 1 instruction training/ Effective Read aloud strategies/Formative Writing Ideas/Virtual Journal/ Story Starters/ Academic Vocabulary15 Fixes training for effective assessment of Tier 1 instruction. PLCs meet weekly to review PBL and determine how to create effective Tier 1 with differentiation for students. Vertical alignment PLCs for school-wide implementation.	
Barriers	Time to conduct more in-depth trainings outside of ELL Cohort B trainings.	
Next Steps	Continue to review and reflect on Tier 1 instruction through data (School-wide data and grade common assessments), discourse, and vertical alignment.	
1.2	Parent trainings and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. School readiness parent trainings for preschool children.	On Task

Progress	Open House 8/29/17 for sharing of expectations and curriculum. 9/11/17, 10/9/17, 11/6/17, 12/11/17 Preschool parent training for school readiness skills. 9/21/17, 10/19/17, 11/16/17 Title 1 parent meeting/ Second Cup of Coffee and discussion group. 10/10/17 Math Curriculum Family night, 10/13/17 Magnet, school training for 4th and 5th grade parents, 11/6/17 Parent conferences, 12/13/17 University of Family Learning training	
Barriers	Parent attendance, money for after-school events	
Next Steps	Continue to offer trainings to assist families and parents with understanding the curriculum and how to support their child.	
1.3	Implement differentiated instruction for students during Tier II & III intervention block. Students not receiving Tier II & III instruction will be assigned independent tasks based on ability level (AR). CTTs will provide small group intervention in reading. After-school STEM intervention will provide additional language/science/math support for identified students. Use technology to support interventions.	On Task
Progress	8/9/17 Staff training on motivating students, 8/10/17 RTI training/ RBG3, 8/10/17 Focus in Practice- use of academic vocabulary for meaningful discourse, Every Tuesday ELL trainings, Weekly RTI trainings, 15 Fixes training for reassessing students and small group instruction. 12/5/17 new teacher training for helping students learn, Three CTTs hired through Title 1 funding for Kinder and 3-5th, Two CTT hired through Strategic Budget funding 1st and 5th, one CTT hired through SB178 for 4th grade.	
Barriers	Time for trainings Time for CTTs to obtain their license	
Next Steps	Continue working on training teachers on effective strategies for Tier 2 and tier 3 students. Hire four more CTTs after funding is obtained.	
1.4		On Task
Progress	Open House 8/29/17 for sharing of expectations and curriculum. 9/11/17, 10/9/17, 11/6/17, 12/11/17 Preschool parent training for school readiness skills. 9/21/17, 10/19/17, 11/16/17 Title 1 parent meeting/ Second Cup of Coffee and discussion group. 10/10/17 Math Curriculum Family night, 10/13/17 Magnet, school training for 4th and 5th grade parents, 11/6/17 Parent conferences, 12/13/17 University of Family Learning training	
Barriers	Parent attendance, money for after-school events	
Next Steps	Continue to offer trainings to assist families and parents with understanding the curriculum and how to support their child.	



**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):**

- By the end of the 2017-2018 school year, increase math proficiency for ELL students to 32.4% on the 2018 SBAC, to close the achievement gap.
- Increase reading proficiency for ELL students to 35.1% on the 2018 SBAC and 38% on 2018 WIDA assessment, to close the achievement gap.

**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 be provided on effective Tier 1 project based learning strategies to add structure and differentiation within instruction.	N/A
Progress		
Barriers		
Next Steps		
2.2	Parent trainings and curriculum nights to assist parents with intervention strategies, homework help strategies, and resources for home use. School readiness parent trainings for preschool children.	N/A
Progress		

Barriers		
Next Steps		
2.3	Implement ST Math school wide. Implement Accelerated Reader K-5. STPT and PLC meetings will be implemented school wide to assist teachers with horizontal alignment of standards and grade level assessments.	N/A
Progress		
Barriers		
Next Steps		
2.4	Implement Tier II & III Reading intervention (iStation, Fontas Pinell, Imagine Learning). Implement Tier II & III Math intervention (ST Math). Implement Tier III intervention for ELL students (Imagine Learning). Early bird computer lab interventions. ELL STEM after school intervention for targeted EL students.	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**

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	The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	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		