

School Performance Plan

School Name
FRENCH, DORIS ES

Address (City, State, Zip Code, Telephone):
3235 EAST HACIENDA AVE
LAS VEGAS, NV 89120, 7027997730

Superintendent/Region Superintendent: Jesus Jara / Lorna James-Cervantes

For Implementation During The Following Years: 2020-2021

The Following MUST Be Completed:

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

*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
Denise Bolanos	Parent	Breighanah Combs	Parent
Sarah Gunn	Parent	Gina Bright	RBG3 Coach
Tammy Fogg	Teacher	Joanna Bennett	Teacher
Horst Wetjen	Teacher	Wendy Thorn	Teacher
Katherine Sage	Teacher	Dorian Hermogino	Teacher
Emily Pelton	Teacher	Kari Bono	Teacher
Ross Takahashi	Teacher	Joshua Galey	Teacher

Robert McGoldrick	Teacher	Judith Zacher	Support Staff
Tammy Villarreal-Crabb	Principal	Shanteel Korzep	Assistant Principal

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	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Formative Assessments Practice	Achievement Gap Data	Achievement Gap Data
Coordination of Services for FRL, ELL, IEP students	Time in ELL Program/Projected Time to Proficiency	Individualized Education Programs (IEP)
Family Engagement Data	Time in ELL Program/Projected Time to Proficiency	Special Education Procedures - Whole School
Summative Assessments	ELL Program Policies and Procedures	Special Ed Staffing and Professional Development
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 2018/2019 Nevada SBAC English Language Arts/Literacy data, the percent proficient in grade 3 was 52.7%, grade 4 57.14%, grade 5 was 56.92%. Using the 2017/2018 Nevada SBAC English Language Arts/Literacy data, the percent proficient in grade 3 was 43.2%, in 4th grade was 66.9%, and in 5th grade was 65.48%. Using the 2018 Nevada SBAC Math data, the percent proficient in grade 3 was 48.5%, grade 4 was 48%, and in 5th grade it was 42.8%. Literacy on the 2018/2019 SBAC ELA Literacy was 55.56%. On the 2017-2018 SBAC ELA proficiency was 58.8% and demonstrated a decrease 5.8% from 64.6% on the SBAC during 2016-2017, but had a 1% increase in comparison to 59% on 2015-2016 SBAC ELA.

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 third grade students proficient in English language arts (ELA) from X percent to 59 percent by 2021, as measured by state summative assessments (SBAC).

Root Causes:

Continuity and consistency in Tier 1 instruction is improving, but was not consistent in levels of rigor across all classrooms. Large percentage of students new to our school are significantly lower in reading than students that have been consistently enrolled. These same students were not consistently enrolled in Tier 3 interventions. Inconsistent attendance is a consistent factor that is impacting low performing students. Behaviors from children of trauma and complex trauma are impeding their learning and impacting the learning of others.

Measurable Objective 1:

Increase the percent of students scoring in ELA from x% (fall) to y% (winter) to z% (spring) by April 2021 as measured by STAR .

Measurable Objective 2:

Increase the percent of students scoring above the 60th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by April 2021 as measured by MAP Growth Assessment.

Measurable Objective 3:

Increase the percent of third grade students proficient in English Language Arts from 49% to 55% in 2020, 57% in 2021, 60% by 2022 as measured by grade level common assessments.

Monitoring Status
N/A

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

<p>Professional Development time will be used to focus on effective Tier 1 strategies- no cost. STPT and PLC time will be focused each week on data driven strategies for teaching and assessing standards- no cost, Quarterly STPT half day planning- 1,210.00/Quarter (4,840 from Strategic Budget) Accelerated Reader training for understanding data and supporting Tier 1 instruction- two training sessions and one data coaching session(650.00 Title 1 funds) Focus will continue, through PD, on Cohort B EL trainings to make sure literacy strategies continue to be implemented, PD on grade level common assessments. Literacy Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 reading blocks. Literacy Coach training Certified Temporary Tutors will be used to implement Tier 2 and Tier 3 interventions for students that are struggling in Literacy. PD in August and December on analyzing proficiency and growth data and how to use it to drive instruction. Monthly STPT to review monthly benchmarks, RTI goals and plans, grade level common assessments, and reflection on teaching practices. Coach and administration will attend sessions. Instructional rounds will be conducted weekly by administration and the Literacy Coach to make sure Tier 1 instruction is effective and engaging. Behavior and Attendance Academic strategist for creation MTSS for students with behaviors and chronic absenteeism. (SB178 funds- strategist- 64,550.93, CTT- 14,300) and to support teachers on strategies for student management and family supports for attendance. Substitutes for nine half day PLC days for grades levels to review progress on standards and create classroom supports for students. Subs for monthly PLC half day planning (11,880.00- Title 1- 6076.00, Strategic- 5804.00) Anet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels.</p>	<p>Literacy Coach for coaching literacy strategies for Rigor in Tier 1 instruction- 82,159 (Read by Grade Three Grant) Certified Temporary Tutors for literacy interventions-(Title 1 funds- 14,300.00 each- total- 57,200.00) (four from Title 1 Budget- one for Kinder, one for 1-2, two for 3rd-5th). CTT for attendance and behavior proactive supports (SB 178 funds- 14,300.00) Accelerated Reader-reading comprehension check and STAR reading assessment (4,922.00 from Title 1 funds) Imagine Learning Web-based language acquisition program will be used by ELL students WIDA score 4.0 and lower (5,325.00- Title 3) Istation Reading- web-based program for Tier 1 enrichment and Tier 2 interventions, also home usage resource (Title 1- 9,900.00) 154 I pads for technology for Accelerated Reader, Istation, and Imagine Learning access (58,762.00-Title 1), Ipad covers and carts (12,895.10- Title 1). Instructional supplies (Title 1 10.08) Subs for monthly PLC half day planning (11,880.00- Title 1- 6076.00, Strategic- 5804.00) ELL STEAM Club after-club for WIDA 4.0 and lower, for increase in reading and writing (1320- Title III) Activities for trauma and depressed students for literacy development (836.00- SB 1748) PLC planning time with agenda that promotes unwrapping standards, assessments with rigor, and demonstrate purposeful planning. Instructional Supplies- for after-school activities (SB 178-27.08)</p>	<p>STAR reading monthly diagnostic reports, MAPS reports, formative and summative grade level common assessments, PLC notes and agendas, lesson plans, administrative observations, Literacy Coaching logs. STPT/ PLC agendas and data review notes. Attendance and behavior reports. PD agendas and sign-in sheets Agendas and lesson plans from half day PLC trainings.</p>	<p>PD agendas- August and Weekly SBCT agendas Literacy Coach, administration, and grade level trainers STPT will occur once a month- grade level team, administration, and Literacy Coach PLC will take place three times each month- grade level teams, Literacy Coach, administration</p>	<p>N/A</p>
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Comments:

We will continue to build on previous trainings and implementation of strategies from 2019-2020. Data will be used to reflect on impact of strategies being implemented and to determine areas of improvement and areas of need. Administration/Coach meetings will assist teaches with understanding data and consistently using data to create effective Tier 1 instruction and Tier2 and Tier3 intervention plans. School Organization Team (SOT) determined SPP needed to include three years of goals and strategies to help guide the big academic picture and student progress.

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

<p>Literacy Coach will implement trainings for parents and families to assist with understanding of third grade literacy skills and development and with strategies for assistance at home. Guidance Counselor will survey parents for their needs and conduct FACES trainings for parent determined needs. Read by Three required conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. Read By Grade Three and MAPS family Night to understand the law and gain insight into literacy strategies and resources. A family resource center will be continued using Title funds and FACES resources. Materials and supplies will be available and trainings will be provided on how to help students in reading and math concepts at home. Interpreter will be used at trainings to assist families with comprehending in their Native language. (Spanish speaker, all other languages in google translate) Portable "Community Resource Center will be offered in Apartment Community Centers on Saturdays to assist families with accessing Family Resource materials, books, and homework help. (Strategic Budget- 22/hr- 2 teachers @ 1 hr each over 9 months- 792.00) January "Get the Scoop" Parent Maps and school-wide data share for all families (Strategic budget- 110.00)</p>	<p>Funding for Parent trainings- 23.00/hr at 14 hrs (Title 1 Budget- 322.00) Teacher conferences- as needed, no cost Curriculum Nights- incentives to increase attendance (SGF budget- 600.00) Two RBG3 parent trainings (Strategic Budget- 2 hrs*23.00/hr*2 teachers-92.00) Math and reading materials for Parent Resource Center- (1774.23- Title 1 funds) Webinars and Audios Love and Logic materials for parent trainings (203.65Title 1 funds) Teacher funding on Saturdays (2 teacher x two times per month x nine months- strategic budget- 792.00) January "Get the Scoop" data share for all families (Strategic budget- 110.00)</p>	<p>STAR and MAPS data will be used to monitor student growth, RBG3 paperwork-signed by parents- will be used to monitor conferences. Sign-in sheets and agendas will be kept to monitor attendance at family Literacy trainings and community based services. Resource center will be open daily during school hours September through May and taken into the Apartment community twice a month.</p>	<p>Parent conferences- as needed (within 30 days of deficit) Parent trainings- August- STmath- primary and intermediate, September- Istation- primary and intermediate and Imagine Learning- combined and SBAC scores for parents- two sessions, October- STAR/AR- primary and intermediate, and November- Literacy Strategies at Home training- two sessions- Literacy Coach/ teachers RBG3/ MAPS parent trainings- September one after-school and one evening (each session K-1 and 2-3) Resource Center will be established in September, as soon as supplies arrive. Parent trainings will be offered during and after-school.</p>	<p>N/A</p>
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Comments:

Families are a vital part of our Literacy Team. Trainings will be offered to parents to assist them with understanding literacy skills and how to support their child at home. Resource lists and materials will be provided for our parents assisting with connections to literacy in the community. A math and literacy resource center will be established to assist parents with manipulatives, resources, and strategies to use at home. Resources will be added at parent request or school identified needs

<p>1.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>
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<p>Implement differentiated instruction for students during Tier 1 instruction. Provide skill based interventions, using CTTs, for Tier 2 and Tier 3 students that are not at grade level. Students not receiving Tier 2 and Tier 3 instruction will be assigned independent tasks based on literacy levels on AR and Imagine Learning. After-school STEAM interventions will be provided for additional language acquisition for ELL students. After-school activities for students of depression and trauma. MTSS behavior supports for students to access instruction (SB178 funded coach-64,550.93 and CTT-14,300)</p>	<p>See 1.1 CTT expense and Literacy Strategist expense- same people will be utilized for both action steps. Literacy Coach- See 1.1 Read by Grade Three funded Accelerated Reader and STAR monthly reading assessment- \$7,640.00 (Title 1 funded) Literacy Skills- 1.1 expense (Title 1 funded) Istation Literacy enrichment and intervention 9,900.00 (Title 1 funded) Imagine Learning for EL students (58 licenses)- 5800(Title III funded) Ipads for student program use- 7,880, cases- 620.00 (Title 1 funded) Misc. Supplies for interventions- 10.08(Title 1 funded) STEAM teachers- two teachers for 39 hours total- 858.00 (Title III funded) Monthly attendance incentives- (Donated by Snead Foundation/ SGF) Behavior coach (SB178 funded- 64,550.93) Behavior CTT (SB 178- 14,300) After-school trauma and depression activities (Strategic Budget funded- 3- 12 week sessions0 22/hr/teacher *3= 836.00)</p>	<p>Monthly Intervention data Monthly STAR data Data from Istation, Stmath, Imagine Learning and Fontas and Pinell benchmark data STEAM Club data- pre- and post- assessments. Behavior plan data Pre- and post- surveys and STAR assessment/Core Reading data for student mental well being activities.</p>	<p>STEAM Club for EL students September through November and January through March- Literacy Coach and Admin will set up and two teachers will implement strategies. August-October and December-February Mental Health activities and Clubs- Led by SB 178 strategist. Interventions will take place daily and will be implemented by teachers and CTTs. Literacy Coach will assist with coordinating data. Third grade students lacking in foundational phonics, phonemic awareness, and literacy skills will receive 60 minutes of explicit instruction and then apply skills to text during the session. Students will be determined the first week of September, or as they enroll, by their classroom teachers. They will be exited by RTI team and Literacy Coach once goals have been met and gap is closed within one grade level. Weekly data collections and review- Literacy Specialist, RBG3 Coach, and SB 178 Strategist meetings. Weekly PLC meetings will be attended by Amin and SB 178 strategist K-1, RBG3 coach 2-3, Title 1 strategist 4-5.</p>	<p>N/A</p>
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Comments:

Effective interventions and supports are vital for students that do not master Tier 1 content and curriculum. Monitoring through data collection will determine the effectiveness strategies used for each student and to determine next action steps for Literacy mastery. Previous attempts at targeting students with chronic absenteeism have had a small impact through home visits and pick-ups and incentives/daily contacts when present. Strategies will be continued that include creating an awareness of the importance of attendance for students and families. Behavior strategies for all tiers will be implemented. Long-range plans and daily lesson plans will include Tier 1 -Tier 3 strategies for supporting students with behavior needs. All staff will be trained.

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:

During the 2019-2020 school year, the number of "At-Risk" students, in grades K-3, will decline from X in 2020 to Y in 2021 as measured by MAPS ELA assessment.

Root Causes:

Students in the primary grades build the foundational reading skills needed to be successful in the intermediate grades. Students in primary often have gaps in literacy skills that need to be closed, but rigor and consistency in Tier 2 and Tier 3 interventions is not always present in all classrooms according to STAR reading assessments and MAPS literacy assessments.

Measurable Objective 1:

Increase the percent of students grade 1 -3 meeting or exceeding the established growth target from X% (winter) to Y% (spring) by May 2021 as measured by the STAR.

Measurable Objective 2:

Increase the percent of students grade K - 3 meeting or exceeding the established growth target from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment.

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:	

<p>By the end of the 2020 school year, K-3 students will grow on Grade level assessments from 49% to 50% in 2020, to 53% by 2021, and to 55% by 2022. Academic strategist to support math and reading through coaching of teachers and intervention groups for students (Title 1 budget- 81,478.89) Focus will continue, through PD, on Cohort B EL trainings to make sure literacy strategies continue to be implemented, PD on grade level common assessments. Literacy Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 reading blocks. Literacy Coach trained Certified Temporary Tutors will be used to implement Tier 2 and Tier 3 interventions for students that are struggling in Literacy. PD days will include trainings for effective instruction at all levels. Strategist for behavior and attendance supports for students and teachers to help all students access instruction. (SB 178- 64,550.93) PD in August and December on analyzing proficiency and growth data and how to use it to drive instruction. Monthly STPT to review monthly benchmarks, RTI goals and plans, grade level common assessments, and reflection on teaching practices. Coach and administration will attend sessions. Instructional rounds will be conducted weekly by administration and the Literacy Coach to make sure Tier 1 instruction is effective and engaging. Two sets Instructional Rounds by teachers to provide feedback to colleagues and leadership about Literacy practices across the campus- (968.00- strategic budget) Subs for monthly PLC half day planning (11,880.00- Title 1- 6076.00, Strategic- 5804.00) Anet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels.</p>	<p>Literacy Coach for coaching literacy strategies for Rigor in Tier 1 instruction- 89,000 (Read by Grade Three Grant/ 1200 from Strategic Budget) Certified Temporary Tutors for literacy interventions- 14,300.00 each- 57,200 (four from Title 1 Budget- one for Kinder, one for 1-2, two for 3rd-5th). Accelerated Reader-reading comprehension check and STAR reading assessment (4,922.00 from Title 1 funds) Academic Strategist- (Title 1 Budget- 81,478.89) Imagine Learning Web-based language acquisition program will be used by ELL students WIDA score 4.0 and lower (5,325.00- Title III) Istation Reading- web-based program for Tier 1 enrichment and Tier 2 interventions, also home usage resource (Title 1- 9,900.00) 20 Ipad for technology for Accelerated Reader, Istation, and Imagine Learning access (7,880.00-Title 1), Ipad covers (620.00- Title 1). Instructional supplies (Title 1 10.08) ELL STEAM Club after-club for WIDA 4.0 and lower, for increase in reading and writing (1320- Title III) After school activities for students of trauma and depression for academic and mental health development (836.00- SB 178) PLC planning time with agenda that promotes unwrapping standards, assessments with rigor, and demonstrate purposeful planning. SB 178 Strategist- and CTT- (SB178 funds- strategist- 64,550.93, CTT- 14,300) Subs for monthly PLC half day planning (Strategic Budget- 11,880.00)</p>	<p>STAR reading monthly diagnostic reports, MAPS reports, formative and summative grade level common assessments, PLC notes and agendas, lesson plans, administrative observations, Literacy Coaching logs. STPT/ PLC agendas and data review notes. Strategist data collection School tutoring and activity pre and post assessments and lesson plans.</p>	<p>PD agendas- August and Monthly training/ PLC agendas Literacy Coach, administration, and grade level trainers STPT will occur once a month- grade level team, administration, and Literacy Coach PLC will take place three times each month- grade level teams, Literacy Coach, administration Monthly half day PLC time will take place for deeper look into learning and standards alignment.</p>	<p>N/A</p>
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Comments:

We will continue to build on previous trainings and implementation of strategies from 2019-2020. Data will be used to reflect on impact of strategies being implemented and to determine areas of improvement and areas of need. Administration/Coach meetings will assist teaches with understanding data and consistently using data to create effective Tier 1 instruction and Tier 2 and Tier3 intervention plans.

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:	

<p>Literacy Coach will implement trainings for parents and families to assist with understanding of third grade literacy skills and development and with strategies for assistance at home. Guidance Counselor will survey parents for their needs and conduct FACES trainings for parent determined needs. Read by Three required conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. Read By Grade Three and MAPS family Night to understand the law and gain insight into literacy strategies and resources. A family resource center will be continued using Title funds and FACES resources. Materials and supplies will be available and trainings will be provided on how to help students in reading and math concepts at home. Interpreter will be used at trainings to assist families with comprehending in their Native language. (Spanish speaker, all other languages in google translate) Portable "Community Resource Center will be offered in Apartment Community Centers on Saturdays to assist families with accessing Family Resource materials, books, and homework help. (Strategic Budget- 22/hr- 2 teachers @ 1 hr each over 9 months- 792.00) January "Get the Scoop" Parent Maps and school-wide data share for all families (Strategic budget- 110.00)</p>	<p>Teacher conferences- as needed, no cost Curriculum Nights- incentives to increase attendance (SGF budget- 600.00) Two RBG3 parent trainings (Strategic Budget- 2 hrs*23.00/hr*2 teachers-92.00) Math and STEM materials for Parent Resource Center- (1774.23.00- Title 1 funds) Love and Logic webinars and Audios for parent trainings (203.65-Title 1 funds) Teacher funding on Saturdays (2 teacher x two times per month x nine months- strategic budget- 792.00) January "Get the Scoop" data share for all families (Strategic budget- 110.00)</p>	<p>STAR and MAPS data will be used to monitor student growth, RBG3 paperwork-signed by parents- will be used to monitor conferences. Sign-in sheets and agendas will be kept to monitor attendance at family Literacy trainings. Resource center will be open daily during school hours September through May- sign-in sheet. Community resource sign in logs. FACES trainings- sign in sheets. Staff PD agendas and sign-in sheets</p>	<p>Parent conferences- as needed (within 30 days of deficit) Parent trainings- August- STmath- primary and intermediate, September- Istation- primary and intermediate and Imagine Learning- combined and SBAC scores for parents- two sessions, October- STAR/AR- primary and intermediate, and November- Literacy Strategies at Home training- two sessions- Literacy Coach/ teachers RBG3/ MAPS parent trainings- September one after-school and one evening (each session K-1 and 2-3)</p>	<p>N/A</p>
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Comments:

Families are a vital part of our Literacy Team. Trainings will be offered to parents to assist them with understanding literacy skills and how to support their child at home. Resource lists and materials will be provided for our parents assisting with connections to literacy in the community. A math and literacy resource center will be established to assist parents with manipulatives, resources, and strategies to use at home.

<p>2.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>
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<p>Implement differentiated instruction for students during Tier 1 instruction. Provide skill based interventions, using CTTs, for Tier 2 and Tier 3 students that are not at grade level. Students not receiving Tier 2 and Tier 3 instruction will be assigned independent tasks based on literacy levels on AR and Imagine Learning. After-school STEAM interventions will be provided for additional language acquisition for ELL students. Literacy Specialists (one RBG3 and one Title 1) for foundational skills in isolation and application for intensive interventions (in addition to Tier 3 instruction) for students that more than one grade level behind in literacy. SB 178 Strategist for academic support through behavior and attendance strategies. SB 178 CTT to assist. Monthly attendance incentives will be provided to students with 1 or fewer absences.</p>	<p>STEAM teachers- two teachers for 39 hours total- 858.00 (Title III funded) Two CTTs for 4th and 5th grade lower quartile students- 28,800.00 (Title 1 funded budget) Two CTTs (one Kinder and one primary)-28,800.00 (Title 1 funded) See 1.1 CTT expense and Literacy Strategist expense- same people will be utilized for both action steps. Literacy Coach- See 1.1 Read by Grade Three funded SB 178 Strategist and CTT (SB178 funds- strategist- 64,550.93, CTT- 14,300) Accelerated Reader and STAR monthly reading assessment- \$7,640.00 (Title 1 funded)</p>	<p>Monthly Intervention data Monthly STAR data Data from istation, Stmath, Imagine Learning and Fontas and Pinell benchmark data Flying Start running records STEAM Club data- pre- and post-assessments. Behavior and attendance data Observation and Instructional Round data Strategist logs and data</p>	<p>STEAM Club for EL students October through December and January through March- Literacy Coach and Admin will set up and two teachers will implement strategies. Interventions will take place daily and will be implemented by teachers and CTTs. Literacy Coach will assist with coordinating data. Third grade students lacking in foundational phonics, phonemic awareness, and literacy skills will receive 60 minutes of explicit instruction and then apply skills to text during the session. Students will be determined the first week of September, or as they enroll, by their classroom teachers. They will be exited by RTI team and Literacy Coach once goals have been met and gap is closed within one grade level. Weekly data collections and review- Literacy Specialist</p>	<p>N/A</p>
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Comments:

Effective interventions and supports are vital for students that do not master Tier 1 content and curriculum. Monitoring through data collection will determine the effectiveness strategies used for each student and to determine next action steps for Literacy mastery. Previous attempts at targeting students with chronic absenteeism were not effective. Attempts will be made to positively and publicly reinforce students that have great attendance (one absence or less) each month.

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:

Reduce the percent of students chronically absent from X percent to Y percent by (year), as measured by CCSD Datalab, and reported on the NSPF.

Root Causes:

Students at French come from various countries and backgrounds. We are seeing an increase on children of trauma from domestic violence, homelessness, parents are incarcerated, and refugees. These students do not have ready to learn skills and must be taught skills. They also needs a diverse set of strategies from their teachers to help them with learning more than standards. These students are also high in absenteeism.

Measurable Objective 1:

Increase the average daily attendance rates for Quarter 1 by X %, Quarter 2 by Y%, Quarter 3 by Z% , and Quarter 4 by ZZ% compared to the same time period from the prior school year as measure by Infinite Campus/Data Lab.

Measurable Objective 2:

Students that are "Chronic" on state absenteeism data will decrease from 13.8% to 12.8% in 2021,as measured by Infinite Campus/Chronic Absenteeism Visualization.

Measurable Objective 3:

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: Yes	NCCAT-S Indicators:	

<p>Children of trauma classes will be taken from school Social Worker and through CCSD resources. CTTs (Certified Temporary Tutors) will work with students on behavior goals and getting students to school. Social Worker, Counselor, and admin team will work with CTTs on home visits to get students to school. CTTs will implement positive behavior supports and collect data for attendance and behaviors. Leader In Me training, Coach, and implementation for Tier1, 2, and 3 (47,500.00, 40,000 grant funded and 7,500 Strategic Budget) Sanford Harmony Trainings and supports for Tier 1 instruction embedded in reading, writing, and Health Boys Town trainings to increase classroom management and understanding of students (SB 178- 685.99) Panaroma surveys to understand staff and student climate and areas of need- three times per year (free surveys) Behavior and Attendance team to determine areas of growth and need (monthly meeting to review data) Staff training on behavior strategies/MTSS (4 PD days) PLC monthly for strategy implementation and embedding into academics.</p>	<p>CTT for attendance promotion and positive behavior supports (14,300.00 SB178 funds) Behavior and attendance strategies for support to staff and students (SB 178 funded- 64,550.93) Boys Town Model on-line training units (SB 178- 685.99) Panaroma surveys (no cost) IM4 data collection tool for behaviors and attendance (TBD- Strategic Budget 2020)</p>	<p>Panorama surveys IM4 data Sign in sheets and agendas Instructional Rounds Observations Behavior Plan data</p>	<p>Aug and on-going- School Social worker, FACES, Behavior Strategies, Leader In Me coach, and admin will implement trainings, as provided by CCSD. Boys Town model- PD sessions, PLC meetings.</p>	<p>N/A</p>
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Comments:
Trainings will be held throughout the year based on new student enrollments and needs. Behavior plans will be implemented August - June.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>3.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>Social Worker, Guidance Counselor resources for assistance with the needs families of trauma may have. Strategist for working with students and families on home school connections.</p>	<p>FACES trainings-no cost Burlington grant fund for family needs- 1,000.00 Social Worker (grant funded) Strategist (SB 178 funded) Guidance Counselor (strategic Budget funded) French Boutique and food pantry (donations)</p>	<p>Parent contact logs from Social Worker and Strategist.</p>	<p>Throughout the year- Social Worker, Guidance Counselor, Strategist, and Administration.</p>	<p>N/A</p>

Comments:
Needs and resources will be determined by each individual families unique situations.

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

Comments:

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

				N/A
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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)
SGF	1,100.00	Family Curriculum Nights	Goals 1 and 2
Title III	TBD	Funds not accessible yet. Previous funding: After-school STEAM Club 3 teachers to implement a hands-on approach through science experiments to increase literacy, vocabulary, writing, and communication skills and teacher Prep- 858.00, materials- 8.00, Imagine Learning and needed supplies-5,800.00	Goals 1 and 2
Title 1	197,955.00	Four CTTs for Tier 2 and Tier 3 interventions K-5-57,200.00, Literacy Specialists with students for Foundational Literacy intensive interventions and student support 82,159.68, STmath, AR, STAR reading and math, and Istation funding for interventions and supports and enrichment-21,129, ipad airs and cases for interventions and tier 1 supports- 30,748.90, supplies and materials- 12.37 Parent involvement money- 1,912.50 for refreshments, Licensed Ex. Duty for parent trainings, and Instructional materials for a Parent Resource Center.	Goals 1 and 2
Strategic Budget	2,883,813.50	Staffing consumed the majority of the budget. Additional funds will pay for JAMF, custodial supplies, misc. supplies, 1,200 needed to complete RBG3 Literacy Coach, funding for half day PLC monthly sessions- 5804.00. Community resource teacher pay- 792.00, Get the Scoop Data night- 110.00, RBG3 parent meetings- 92.00	Goals 1, 2 and 3
Fortune 500 grant	40,000	Leader In Me coach, program training and tools	Goal 3
Read by Grade Three grant	89,000	Literacy Coach to assist teachers with effective Tier 1 instruction, effective RTI plans, and compliance with RBG3 laws and procedures. Implementation of Cohort B trainings and strategies, Instructional Rounds and feedback sessions. (partial funding from Strategic Budget)	Goals 1 and 2
SB178	80,400.00	SB178 funds will be used to close the gap for students in literacy and math- grades K-5. The funds will be used to help correct problems with behaviors and absenteeism. One strategist- 64,5500.93, one CTT-14,300.00, Boys Town modules- 685.99, After school activities for children of trauma and depression- 836.00, supplies- 27.08	Goals 1, 2 and 3
Title 1 PISA	1979.55	Web-based trainings from Love and Logic- 203.65 Supplies for Family Curriculum Center- math and STEM- 1774.23	Goals 1, 2 and 3

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

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 by a team and selected based on set criteria. Once hired, teachers are provided support by on-site literacy coach and assigned a mentor teacher. They 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 1116 of ESSA (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 and activities. Administration and staff volunteers coordinate parent trainings and family nights. Parents learn how to read and understand student data relating to academic progress, and how to work with students at home on fluency, vocabulary, and basic homework skills. Administration holds monthly parent meetings for open discussions. Spanish translation is used on flyers and information sent home. We offer FACES trainings and use translators for the trainings. In 2019-2020 we opened a Family resource center that includes materials for all grade levels that align with standards to use at home. Social media is used to keep parents informed on events and trainings. Facebook live is used to assist working families with being involved in SOT, school meetings, and school trainings.

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 and 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 Leadership Team and the Response to Instruction 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 and grade level STPT regularly examine assessments and how to utilize information to improve instruction. Teachers meet monthly for STPT and grade level RTI to analyze assessments and benchmark data. Weekly PLC meetings are used to create and analyze common assessments. SOT data presentations occur monthly. The Leadership Team analyzes data trends and determines strategies for improving instruction and appropriations for the budget that are then presented to SOT.

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 provide input in decision making. During RTI meetings, data meetings, and SPP meetings decisions are data driven. General funds provide materials and books. Title 1 funds are used for interventions, parent trainings, instructional materials, A Literacy Coach, Learning Strategist, Behavior and Attendance Mentor, technology, reading and math interventions and supports (STAR/AR and STmath) and for parent trainings. EL funds support after school STEM intervention for identified EL students.

Plan for improving the school climate

Goal:

Parent communication will increase through the continued use of live social media for all meetings and trainings to allow 100% of families to have access to school curriculum and decision-making.

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

7.3 % of parents on the 2019 District survey stated that they did not believe the school was effective at communicating information about curriculum. 9.3% did not believe the school informed them of fundraising decisions. 5.5% stated the school did not seek their input on decision making. Facebook live is used at Parent trainings, SOT, Second Cup of Coffee, and other school-wide meetings to assist all parents with a tool for obtaining information, participating in the decision-making process, and actively receiving information about their child's school.

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

Parentlink messages about Facebook live meetings will be sent out and number of received messages will be tracked. Facebook live number of participants will be monitored.

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

District survey results will increase 3% in previously mentioned areas and school surveys will be monitored to make sure all parents feel they are actively being communicated with and active participants in the school decision process.

APPENDIX A - Professional Development Plan

1.1

Professional Development time will be used to focus on effective Tier 1 strategies- no cost. STPT and PLC time will be focused each week on data driven strategies for teaching and assessing standards- no cost, Quarterly STPT half day planning- 1,210.00/Quarter (4,840 from Strategic Budget) Accelerated Reader training for understanding data and supporting Tier 1 instruction- two training sessions and one data coaching session(650.00 Title 1 funds) Focus will continue, through PD, on Cohort B EL trainings to make sure literacy strategies continue to be implemented, PD on grade level common assessments. Literacy Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 reading blocks. Literacy Coach training Certified Temporary Tutors will be used to implement Tier 2 and Tier 3 interventions for students that are struggling in Literacy. PD in August and December on analyzing proficiency and growth data and how to use it to drive instruction. Monthly STPT to review monthly benchmarks, RTI goals and plans, grade level common assessments, and reflection on teaching practices. Coach and administration will attend sessions. Instructional rounds will be conducted weekly by administration and the Literacy Coach to make sure Tier 1 instruction is effective and engaging. Behavior and Attendance Academic strategist for creation MTSS for students with behaviors and chronic absenteeism. (SB178 funds- strategist- 64,550.93, CTT- 14,300) and to support teachers on strategies for student management and family supports for attendance. Substitutes for nine half day PLC days for grades levels to review progress on standards and create classroom supports for students. Subs for monthly PLC half day planning (11,880.00- Title 1- 6076.00, Strategic- 5804.00) Anet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels.

Goal 1 Additional PD Action Step (Optional)

Anet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels.

2.1

By the end of the 2020 school year, K-3 students will grow on Grade level assessments from 49% to 50% in 2020, to 53% by 2021, and to 55% by 2022. Academic strategist to support math and reading through coaching of teachers and intervention groups for students (Title 1 budget- 81,478.89) Focus will continue, through PD, on Cohort B EL trainings to make sure literacy strategies continue to be implemented, PD on grade level common assessments. Literacy Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 reading blocks. Literacy Coach trained Certified Temporary Tutors will be used to implement Tier 2 and Tier 3 interventions for students that are struggling in Literacy. PD days will include trainings for effective instruction at all levels. Strategist for behavior and attendance supports for students and teachers to help all students access instruction. (SB 178- 64,550.93) PD in August and December on analyzing proficiency and growth data and how to use it to drive instruction. Monthly STPT to review monthly benchmarks, RTI goals and plans, grade level common assessments, and reflection on teaching practices. Coach and administration will attend sessions. Instructional rounds will be conducted weekly by administration and the Literacy Coach to make sure Tier 1 instruction is effective and engaging. Two sets Instructional Rounds by teachers to provide feedback to colleagues and leadership about Literacy practices across the campus- (968.00- strategic budget) Subs for monthly PLC half day planning (11,880.00- Title 1- 6076.00, Strategic- 5804.00) Anet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels.

Goal 2 Additional PD Action Step (Optional)

Anet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels.

3.1

Children of trauma classes will be taken from school Social Worker and through CCSD resources. CTTs (Certified Temporary Tutors) will work with students on behavior goals and getting students to school. Social Worker, Counselor, and admin team will work with CTTs on home visits to get students to school. CTTs will implement positive behavior supports and collect data for attendance and behaviors. Leader In Me training, Coach, and implementation for Tier1, 2, and 3 (47,500.00, 40,000 grant funded and 7,500 Strategic Budget) Sanford Harmony Trainings and supports for Tier 1 instruction embedded in reading, writing, and Health Boys Town trainings to increase classroom management and understanding of students (SB 178- 685.99) Panaroma surveys to understand staff and student climate and areas of need- three times per year (free surveys) Behavior and Attendance team to determine areas of growth and need (monthly meeting to review data) Staff training on behavior strategies/MTSS (4 PD days) PLC monthly for strategy implementation and embedding into academics.

Goal 3 Additional PD Action Step (Optional)

All staff will attend Children of Trauma trainings to better understand the social and emotional needs of all of our students. Attend the MTSS trauma conference to create MTSS plan for school.

Leader In Me training for all school staff. PD for implementation of Sanford Harmony.

APPENDIX B - Family Engagement Plan

1.2

Literacy Coach will implement trainings for parents and families to assist with understanding of third grade literacy skills and development and with strategies for assistance at home. Guidance Counselor will survey parents for their needs and conduct FACES trainings for parent determined needs. Read by Three required conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. Read By Grade Three and MAPS family Night to understand the law and gain insight into literacy strategies and resources. A family resource center will be continued using Title funds and FACES resources. Materials and supplies will be available and trainings will be provided on how to help students in reading and math concepts at home. Interpreter will be used at trainings to assist families with comprehending in their Native language. (Spanish speaker, all other languages in google translate) Portable "Community Resource Center will be offered in Apartment Community Centers on Saturdays to assist families with accessing Family Resource materials, books, and homework help. (Strategic Budget- 22/hr- 2 teachers @ 1 hr each over 9 months- 792.00) January "Get the Scoop" Parent Maps and school-wide data share for all families (Strategic budget- 110.00)

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Literacy Coach will implement trainings for parents and families to assist with understanding of third grade literacy skills and development and with strategies for assistance at home. Guidance Counselor will survey parents for their needs and conduct FACES trainings for parent determined needs. Read by Three required conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. Read By Grade Three and MAPS family Night to understand the law and gain insight into literacy strategies and resources. A family resource center will be continued using Title funds and FACES resources. Materials and supplies will be available and trainings will be provided on how to help students in reading and math concepts at home. Interpreter will be used at trainings to assist families with comprehending in their Native language. (Spanish speaker, all other languages in google translate) Portable "Community Resource Center will be offered in Apartment Community Centers on Saturdays to assist families with accessing Family Resource materials, books, and homework help. (Strategic Budget- 22/hr- 2 teachers @ 1 hr each over 9 months- 792.00) January "Get the Scoop" Parent Maps and school-wide data share for all families (Strategic budget- 110.00)

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Social Worker, Guidance Counselor resources for assistance with the needs families of trauma may have. Strategist for working with students and families on home school connections.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percent of third grade students proficient in English language arts (ELA) from X percent to 59 percent by 2021, as measured by state summative assessments (SBAC).

Measurable Objective(s):

- Increase the percent of students scoring in ELA from x% (fall) to y% (winter) to z% (spring) by April 2021 as measured by STAR .
- Increase the percent of students scoring above the 60th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by April 2021 as measured by MAP Growth Assessment.
- Increase the percent of third grade students proficient in English Language Arts from 49% to 55% in 2020, 57% in 2021, 60% by 2022 as measured by grade level common assessments.

Status
N/A

Comments:

1.1 Professional Development: We will continue to build on previous trainings and implementation of strategies from 2019-2020. Data will be used to reflect on impact of strategies being implemented and to determine areas of improvement and areas of need. Administration/Coach meetings will assist teaches with understanding data and consistently using data to create effective Tier 1 instruction and Tier2 and Tier3 intervention plans. School Organization Team (SOT) determined SPP needed to include three years of goals and strategies to help guide the big academic picture and student progress.

1.2 Family Engagement: Families are a vital part of our Literacy Team. Trainings will be offered to parents to assist them with understanding literacy skills and how to support their child at home. Resource lists and materials will be provided for our parents assisting with connections to literacy in the community. A math and literacy resource center will be established to assist parents with manipulatives, resources, and strategies to use at home. Resources will be added at parent request or school identified needs

1.3 Curriculum/Instruction/Assessment: Effective interventions and supports are vital for students that do not master Tier 1 content and curriculum. Monitoring through data collection will determine the effectiveness strategies used for each student and to determine next action steps for Literacy mastery. Previous attempts at targeting students with chronic absenteeism have had a small impact through home visits and pick-ups and incentives/daily contacts when present. Strategies will be continued that include creating an awareness of the importance of attendance for students and families. Behavior strategies for all tiers will be implemented. Long-range plans and daily lesson plans will include Tier 1 -Tier 3 strategies for supporting students with behavior needs. All staff will be trained.

1.4 Other:

	Mid-Year	End-of-Year
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1.1	<p>Professional Development time will be used to focus on effective Tier 1 strategies- no cost. STPT and PLC time will be focused each week on data driven strategies for teaching and assessing standards- no cost, Quarterly STPT half day planning- 1,210.00/Quarter (4,840 from Strategic Budget) Accelerated Reader training for understanding data and supporting Tier 1 instruction- two training sessions and one data coaching session(650.00 Title 1 funds) Focus will continue, through PD, on Cohort B EL trainings to make sure literacy strategies continue to be implemented, PD on grade level common assessments. Literacy Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 reading blocks. Literacy Coach training Certified Temporary Tutors will be used to implement Tier 2 and Tier 3 interventions for students that are struggling in Literacy. PD in August and December on analyzing proficiency and growth data and how to use it to drive instruction. Monthly STPT to review monthly benchmarks, RTI goals and plans, grade level common assessments, and reflection on teaching practices. Coach and administration will attend sessions. Instructional rounds will be conducted weekly by administration and the Literacy Coach to make sure Tier 1 instruction is effective and engaging. Behavior and Attendance Academic strategist for creation MTSS for students with behaviors and chronic absenteeism. (SB178 funds- strategist- 64,550.93, CTT- 14,300) and to support teachers on strategies for student management and family supports for attendance. Substitutes for nine half day PLC days for grades levels to review progress on standards and create classroom supports for students. Subs for monthly PLC half day planning (11,880.00- Title 1- 6076.00, Strategic- 5804.00) Anet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels.</p>	
Progress		
Barriers		
Next Steps		
1.2	<p>Literacy Coach will implement trainings for parents and families to assist with understanding of third grade literacy skills and development and with strategies for assistance at home. Guidance Counselor will survey parents for their needs and conduct FACES trainings for parent determined needs. Read by Three required conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. Read By Grade Three and MAPS family Night to understand the law and gain insight into literacy strategies and resources. A family resource center will be continued using Title funds and FACES resources. Materials and supplies will be available and trainings will be provided on how to help students in reading and math concepts at home. Interpreter will be used at trainings to assist families with comprehending in their Native language. (Spanish speaker, all other languages in google translate) Portable "Community Resource Center will be offered in Apartment Community Centers on Saturdays to assist families with accessing Family Resource materials, books, and homework help. (Strategic Budget- 22/hr- 2 teachers @ 1 hr each over 9 months- 792.00) January "Get the Scoop" Parent Maps and school-wide data share for all families (Strategic budget- 110.00)</p>	
Progress		
Barriers		
Next Steps		

1.3	Implement differentiated instruction for students during Tier 1 instruction. Provide skill based interventions, using CTTs, for Tier 2 and Tier 3 students that are not at grade level. Students not receiving Tier 2 and Tier 3 instruction will be assigned independent tasks based on literacy levels on AR and Imagine Learning. After-school STEAM interventions will be provided for additional language acquisition for ELL students. After-school activities for students of depression and trauma. MTSS behavior supports for students to access instruction (SB178 funded coach-64,550.93 and CTT-14,300)	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

During the 2019-2020 school year, the number of "At-Risk" students, in grades K-3, will decline from X in 2020 to Y in 2021 as measured by MAPS ELA assessment.

Measurable Objective(s):

- Increase the percent of students grade 1 -3 meeting or exceeding the established growth target from X% (winter) to Y% (spring) by May 2021 as measured by the STAR.
- Increase the percent of students grade K - 3 meeting or exceeding the established growth target from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment.

Status
N/A

Comments:

2.1 Professional Development: We will continue to build on previous trainings and implementation of strategies from 2019-2020. Data will be used to reflect on impact of strategies being implemented and to determine areas of improvement and areas of need. Administration/Coach meetings will assist teaches with understanding data and consistently using data to create effective Tier 1 instruction and Tier 2 and Tier3 intervention plans.

2.2 Family Engagement: Families are a vital part of our Literacy Team. Trainings will be offered to parents to assist them with understanding literacy skills and how to support their child at home. Resource lists and materials will be provided for our parents assisting with connections to literacy in the community. A math and literacy resource center will be established to assist parents with manipulatives, resources, and strategies to use at home.

2.3 Curriculum/Instruction/Assessment: Effective interventions and supports are vital for students that do not master Tier 1 content and curriculum. Monitoring through data collection will determine the effectiveness strategies used for each student and to determine next action steps for Literacy mastery. Previous attempts at targeting students with chronic absenteeism were not effective. Attempts will be made to positively and publicly reinforce students that have great attendance (one absence or less) each month.

2.4 Other:

	Mid-Year	End-of-Year
2.1	By the end of the 2020 school year, K-3 students will grow on Grade level assessments from 49% to 50% in 2020, to 53% by 2021, and to 55% by 2022. Academic strategist to support math and reading through coaching of teachers and intervention groups for students (Title 1 budget- 81,478.89) Focus will continue, through PD, on Cohort B EL trainings to make sure literacy strategies continue to be implemented, PD on grade level common assessments. Literacy Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 reading blocks. Literacy Coach trained Certified Temporary Tutors will be used to implement Tier 2 and Tier 3 interventions for students that are struggling in Literacy. PD days will include trainings for effective instruction at all levels. Strategist for behavior and attendance supports for students and teachers to help all students access instruction. (SB 178- 64,550.93) PD in August and December on analyzing proficiency and growth data and how to use it to drive instruction. Monthly STPT to review monthly benchmarks, RTI goals and plans, grade level common assessments, and reflection on teaching practices. Coach and administration will attend sessions. Instructional rounds will be conducted weekly by administration and the Literacy Coach to make sure Tier 1 instruction is effective and engaging. Two sets Instructional Rounds by teachers to provide feedback to colleagues and leadership about Literacy practices across the campus- (968.00- strategic budget) Subs for monthly PLC half day planning (11,880.00- Title 1- 6076.00, Strategic- 5804.00) Anet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels.	

Progress		
Barriers		
Next Steps		
2.2	<p>Literacy Coach will implement trainings for parents and families to assist with understanding of third grade literacy skills and development and with strategies for assistance at home. Guidance Counselor will survey parents for their needs and conduct FACES trainings for parent determined needs. Read by Three required conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. Read By Grade Three and MAPS family Night to understand the law and gain insight into literacy strategies and resources. A family resource center will be continued using Title funds and FACES resources. Materials and supplies will be available and trainings will be provided on how to help students in reading and math concepts at home. Interpreter will be used at trainings to assist families with comprehending in their Native language. (Spanish speaker, all other languages in google translate) Portable "Community Resource Center will be offered in Apartment Community Centers on Saturdays to assist families with accessing Family Resource materials, books, and homework help. (Strategic Budget- 22/hr- 2 teachers @ 1 hr each over 9 months- 792.00) January "Get the Scoop" Parent Maps and school-wide data share for all families (Strategic budget- 110.00)</p>	
Progress		
Barriers		
Next Steps		
2.3	<p>Implement differentiated instruction for students during Tier 1 instruction. Provide skill based interventions, using CTTs, for Tier 2 and Tier 3 students that are not at grade level. Students not receiving Tier 2 and Tier 3 instruction will be assigned independent tasks based on literacy levels on AR and Imagine Learning. After-school STEAM interventions will be provided for additional language acquisition for ELL students. Literacy Specialists (one RBG3 and one Title 1) for foundational skills in isolation and application for intensive interventions (in addition to Tier 3 instruction) for students that more than one grade level behind in literacy. SB 178 Strategist for academic support through behavior and attendance strategies. SB 178 CTT to assist. Monthly attendance incentives will be provided to students with 1 or fewer absences.</p>	
Progress		
Barriers		
Next Steps		
2.4		

Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Reduce the percent of students chronically absent from X percent to Y percent by (year), as measured by CCSD Datalab, and reported on the NSPF.

Measurable Objective(s):

- Increase the average daily attendance rates for Quarter 1 by X %, Quarter 2 by Y%, Quarter 3 by Z% , and Quarter 4 by ZZ% compared to the same time period from the prior school year as measure by Infinite Campus/Data Lab.
- Students that are "Chronic" on state absenteeism data will decrease from 13.8% to 12.8% in 2021,as measured by Infinite Campus/Chronic Absenteeism Visualization.
-

Status
N/A

Comments:

3.1 Professional Development: Trainings will be held throughout the year based on new student enrollments and needs. Behavior plans will be implemented August - June.

3.2 Family Engagement: Needs and resources will be determined by each individual families unique situations.

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1	Children of trauma classes will be taken from school Social Worker and through CCSD resources. CTTs (Certified Temporary Tutors) will work with students on behavior goals and getting students to school. Social Worker, Counselor, and admin team will work with CTTs on home visits to get students to school. CTTs will implement positive behavior supports and collect data for attendance and behaviors. Leader In Me training, Coach, and implementation for Tier1, 2, and 3 (47,500.00, 40,000 grant funded and 7,500 Strategic Budget) Sanford Harmony Trainings and supports for Tier 1 instruction embedded in reading, writing, and Health Boys Town trainings to increase classroom management and understanding of students (SB 178- 685.99) Panaroma surveys to understand staff and student climate and areas of need-three times per year (free surveys) Behavior and Attendance team to determine areas of growth and need (monthly meeting to review data) Staff training on behavior strategies/MTSS (4 PD days) PLC monthly for strategy implementation and embedding into academics.	
Progress		
Barriers		
Next Steps		

3.2	Social Worker, Guidance Counselor resources for assistance with the needs families of trauma may have. Strategist for working with students and families on home school connections.	
Progress		
Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		