

School Performance Plan

School Name	
HECKETHORN, HOWARD E. ES	
Address (City, State, Zip Code, Telephone):	
5150 WHISPERING SANDS DRIVE LAS VEGAS, NV 89131, 7027996690	
Superintendent/Region Superintendent:	Jesus Jara / Dustin Mancl
For Implementation During The Following Years:	2021-2022

The Following MUST Be Completed:

Title I Status:	NA
Designation:	NA
Grade Level Served:	Elementary
Classification:	4 Star
NCCAT-S:	Review

***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
Mike Houle	Principal	Traci McLaughlin	Assistant Principal
Patti Stitts	General Resource	Catherine Peters	Grade 1 Teacher
Ruth Knight	Grade 2 Teacher	Amy Bogart	Grade 3 Teacher
April Holloway	Grade 4 Teacher	Lisa Marjie	Grade 5 Teacher
Bridget Cochran	Grade Kindergarten	Adina Elison	Library

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	Achievement Gap Data	Achievement Gap Data
NA	NA	NA
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.

Overview:

Howard E. Heckethorn Elementary School is a school located on the north side of Region 1 of the Clark County School District (CCSD). The student population has remained mostly consistent over the last several years. Enrollment for the 2020-2021 school year was as follows: 31.5% Hispanic, 13.3% Black, 38.4% White, 4.0% Asian/Pacific Islander, 10.1% Multiracial, 2.1% English Language Learners (ELL), and 15.4% students with an Individual Education Plan (IEP).

Analysis of Data:

Howard E. Heckethorn Elementary School has maintained a 4 star status over the past two years (19-20 & 20-21) as reported on the Nevada School Performance Framework (NSPF). NSPF data shows a significant decline in NSPF points in the areas of Student Growth and Closing Opportunity Gaps indicators for Math. The COVID-19 pandemic closed CCSD schools from August/2020 to February/2021 which provided inconsistent learning opportunities for our students. CCSD schools re-opened in a Hybrid Model for grades PreK-3 grades while 4th and 5th grades remained home in distance learning.

Positive Statements & Areas of Opportunity:

(SBAC Math) Data shows a favorable increase in math proficiency over a 3 year period in the following grades: Grade 4... (16-17) 44%, (17-18) 67%, (18-19) 73% / Grade 5... (16-17) 45%, (17-18) 42%, (18-19) 62%. Data for grades 3-5 combined shows a favorable increase in math proficiency over a 3 year period: (16-17) 53%, (17-18) 60%, (18-19) 66%. LEP students in grades 3-5 increased in math proficiency over a 3 year period from 11% to 25%. IEP students in grades 3-5 decreased in math proficiency over a 3 year period from 30% to 22%. IEP students in grade 3 shows a decrease in math proficiency over a 3 year period: (16-17) 55%, (17-18) 44%, (18-19) 33%.

(SBAC ELA) Data shows a favorable increase in reading proficiency over a 3 year period in the following grades: Grade 4... (16-17) 59%, (17-18) 72%, (18-19) 73% / Grade 5... (16-17) 68%, (17-18) 63%, (18-19) 76%. Data shows a favorable increase in reading proficiency over a 3 year period with our Black population: (16-17) 38%, (17-18) 42%, (18-19) 49%. Data shows inconsistent reading proficiency rates in the following groups: Grade 3... (16-17) 67%, (17-18) 72%, (18-19) 56% / Grade 3-5 IEP... (16-17) 33%, (17-18) 43%, (18-19) 32%.

(NSPF) Data shows a favorable increase in the pooled average (Math and ELA) for academic achievement over a 3 year period: (16-17) 58.8%, (17-18) 58.2%, (18-19) 62.7%. Data shows a favorable increase in Math Median Growth Percentile over a 3 year period: (16-17) 38%, (17-18) 47%, (18-19) 50.5%. Data shows a decrease in ELA Median Growth Percentile over a 3 year period: (16-17) 55.5%, (17-18) 54%, (18-19) 48%. Data shows an inconsistent percent of students closing opportunity gaps in the following areas: Math... (16-17) 20%, (17-18) 23.5%, (18-19) 18% / ELA... (16-17) 43.2%, (17-18) 46.5%, (18-19) 40%.

Prioritized Needs:

We completed a needs assessment during the 2019-2020 school year and identified three areas of needs; (1.7-Variety) All instructional staff members use instructional materials that meet the

identified needs of all students, (3.4-Feedback) School leadership systematically monitors & evaluates the effectiveness of instructional programs, (3.7-Planning) School leadership ensures that all professional development is focused on improving student achievement. Through the needs assessment conversation and analysis of data, Heckethorn ES determined the needs previously identified during the full needs assessment conducted during the 2019-2020 school year still exist. Action steps will remain the same, as data suggests improvements are beginning to emerge, and more time is needed to fully resolve the priority need(s).

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 3rd grade students proficient in reading from X to Y by 2022 as measured by SBAC state assessment.

Root Causes:

There was a lack of common understanding of standards within each grade level due to lack of common grade level vertical alignment collaboration, lack of consistent standard-based interim assessments, professional development and follow through. Lack of effective and consistent grade level PLC work, data analysis, and a focus on high-impact strategies hindered overall achievement of students as evidenced by the school's academic performance. There is a need for prescriptive intervention for low achieving students across all grade levels. The COVID-19 pandemic closed CCSD schools from March/2020 to May/2020 which provided inconsistent learning opportunities for our students. CCSD schools remained closed at the beginning of the 2020-2021 school year with virtual distance learning taking place. CCSD schools re-opened March/2021 in a Hybrid Model for grades PreK-3 grades while 4th and 5th grades remained home in distance learning.

Measurable Objective 1:

Increase the percent of 3rd grade students scoring at/above the 60th percentile in Reading from X to Y by 2022 as measured by CCSD Spring MAP assessment.

Measurable Objective 2:

Increase the percent of 2nd grade students scoring at/above the 40th percentile in Reading from X to Y by 2022 as measured by CCSD Spring MAP assessment.

Measurable Objective 3:

Increase the percent of 1st grade students scoring at/above the 40th percentile in Reading from X to Y by 2022 as measured by CCSD Spring MAP assessment.

Measurable Objective 4:

Increase the percent of ASF eligible students in Kindergarten meeting or exceeding growth projections in Reading from Winter to Spring as measured by 2022 MAP Growth Assessments.

Monitoring Status

In Progress

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.7 - 3.4 - 3.7	

Utilize virtual or in-person PLC's to analyze grade level data and instructional practices within grade levels. Read By Grade 3 Learning Strategist providing PD trainings on effectively administering MAP assessment virtually, analyzing MAP data reports, and reading strategies to target rigor and student engagement. Utilize targeted intervention strategies within specific RTI intervention blocks. Utilizing MAP (K-3), SBAC Interim (3), AIMSweb Plus, and Imagine Learning assessment data to adjust instruction accordingly.	AIMSweb Plus (Strategic Budget). School Read by Grade Three Literacy Strategist, Phonics for Reading Resources.	Professional development agendas; AIMSweb Plus, Imagine Learning, MAP, and SBAC Interim data.	Administration, Read By Grade 3 Strategist, Classroom Teachers (Aug-May)	In Progress
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: N/A	
Send home monthly progress reports, provide strategies and links to help educate parents of literacy expectations, and parent volunteer assistance at home.	K-3 teachers (Strategic Budget), curricular materials (Strategic Budget/SGF Funds), monthly logs, Read by Grade Three Literacy Strategist.	CCSD FACES online link information, classroom websites, and monthly parent contact logs.	Administration, Lighthouse Team, P/T conference (November, 2021), parent contact logs (monthly).	In Progress

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.7 - 3.4	
Developing and utilizing common grade level assessments to gauge mastery of NVACS. Utilizing Kindergarten ESGI, AIMSweb Plus, MAP, (3) SBAC IAB's, and Imagine Learning monitoring data to adjust instruction accordingly. Utilize three Certified Temporary Tutor (CTT) five days a week working specifically with targeted K-5 students on intervention literacy skill development.	Classroom teachers (Strategic Budget), CTT's (ASF), Curriculum Engine (District Funded), MAP-SBAC Interim-DRA (District Funded), Imagine Learning (Strategic Budget), ESGI (Strategic Budget) Time 4 Kids (SGF) Story Works (Strategic Budget)	Classroom observations, lesson plans, rubrics for student assessment, ESGI, AIMSweb Plus, MAP (K-3) & SBAC (3) IAB's, Imagine Learning monitoring.	Classroom observations & Lesson plans (monthly)- Administration & Read By Grade 3 Learning Strategist; Benchmark Assessments (trimester)-classroom teachers; Progress monitoring (weekly)-classroom teachers; Intervention (daily)-CTT's, classroom teachers & Read By Grade 3 Learning Strategist; SOT Team.	In Progress

Comments:

1.4 Other (Optional)	Continuation From Last Year: No	NCCAT-S Indicators: N/A
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Students eligible to participate in the intervention will be determined using MAP Growth data, as well as other instructional assessment data. An addition of one Kindergarten position will lower class sizes allowing for increased student engagement opportunities and increase teacher time for one on one work with each student. One CTT will also provide interventions for students who are identified by MAP Growth and progress monitoring. Instruction will be focused on improving students' specific reading/literacy skills.	One additional kindergarten teacher to lower class sizes (ASF); One Certified Temporary Tutor (CTT) (ASF); ESGI/Imagine Learning/AIMSweb Plus/Core Phonics Survey (Gen Fund); Instructional Explicit Phonics materials (Gen Fund); MAP (District Fund)	MAP data reports; ASF Student Monitoring Tool, Kindergarten ESGI data reports; CTT monitoring data; Core Phonics data reports; Instructional day schedule; observations	All kindergarten teachers and CTT will be responsible for conducting daily small group lessons while also teaching students the responsibility of goal setting and monitoring of their own learning. The teachers will also monitor and assess students on a weekly/monthly basis to determine progress and continued eligibility in the intervention. The teachers will update the ASF student monitoring plan monthly with progress monitoring information as well as inputting MAP benchmark data when available. Administration will be responsible for the review of monitoring data and classroom observations.	In Progress
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Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Increase the percent of non-proficient students meeting Adequate Growth Percentile (AGP) for Opportunity Gaps in Math from X to Y by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Root Causes:

There is a need to improve students' engagement in metacognitive activities to increase understanding of their learning and responsibility for their own learning as evidenced by teachers' inconsistent use of common assessments, teachers' inconsistent implementation of NEPF standard four, lack of targeted student goal setting, and students' misunderstanding of lesson purpose and application when asked by teacher and/or administrator. The COVID-19 pandemic closed CCSD schools from March/2020 to May/2020 which provided inconsistent learning opportunities for our students. CCSD schools remained closed at the beginning of the 2020-2021 school year with virtual distance learning taking place. CCSD schools re-opened March/2021 in a Hybrid Model for grades PreK-3 grades while 4th and 5th grades remained home in distance learning.

Measurable Objective 1:

Increase the percent of 4th grade students scoring at/above the 60th percentile in Math from X to Y by 2022 as measured by CCSD Spring MAP assessment.

Measurable Objective 2:

Increase the percent of 5th grade students scoring at/above the 60th percentile in Math from X to Y by 2022 as measured by CCSD Spring MAP assessment.

Monitoring Status

In Progress

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: 1.7 - 3.4 - 3.7	

Continued PD on developing quality student academic goals through Leader In Me, student Leadership Binders, tracking student Math Wildly Important Goals (WIGS), assessment data, Imagine Learning Math with emphasis on passing two or more lessons per week.	Imagine Learning (Strategic Budget \$20,000), Leadership Binders (Strategic Budget \$200).	Staff PD and staff meeting agendas, classroom observations, student work samples, Leadership Binder goal setting and data pages, Imagine Learning data sheets, monthly grade level common assessments, visual scoreboards that track monthly progress of school wide math goal (WIG) and Imagine Learning lessons passed.	Staff meeting trainings (Admin / site-based staff team) classroom observations (Admin/weekly), student goal setting samples (Teachers/monthly)	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: N/A	
Conduct Virtual or In-Person Student-Lead Parent/Teacher conferences, and send home monthly progress reports.	Common planning time; Subject/Standard relative rubrics Classroom teachers (Strategic Budget), MAP-SBAC Interim - Imagine Learning (Strategic Budget \$20,000), AIMSweb Plus (Strategic Budget).	Materials developed as engagement practice for parents and students, student work samples w/ attached rubrics, MAP & Imagine Learning data. CCSD FACES online link information, classroom websites, and monthly parent contact logs.	Classroom observations (Admin/weekly), student goal setting samples, Virtual Leadership Binders (Teachers/monthly), District wide Interim Assessment (Teachers-Admin/August-February-June).	In Progress

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.7 - 3.4	
Teachers will use Engage NY math, Imagine Learning, Kahn Academy, and selected online math resources. Developing and utilizing common grade level assessments to gauge mastery of NVACS. Utilizing AIMSweb Plus, MAP, & SBAC interim assessment data to adjust instruction accordingly. Create virtual RTI process using grade level K-5 RTI team that attend weekly RTI meetings, provide instructional strategies targeting intervention teachings and track progress of Approaching and Emergent students. Utilize two Certified Temporary Tutors (CTT) five days a week working specifically with targeted 2-5 grade students on intervention math skill development. Utilize Leader In Me "Empowering Instruction" concepts of student goal setting and tracking data in Leadership Binders. Utilize scoreboards to monitor accountability measures towards goals set.	Common planning time; Subject/Standard relative rubrics Classroom teachers (Strategic Budget), Curriculum Engine (District Funded), MAP-SBAC Interim (District Funded), Two CTT's (Gen Fund), Imagine Learning (Strategic Budget), Motivation Math, AIMSweb Plus (Strategic Budget), "Aligning Academic" PD Materials/Leadership Binders (Strategic Budget).	Daily use of classroom objective boards, classroom observations, student work samples, MAP & SBAC interim data, Imagine Learning Math, and Leadership Binder goal tracking sheets, posted scoreboards.	Classroom observations (Admin/weekly), student work samples, Leadership Binders (Leader In Me Coach/Teachers/weekly), Monthly common grade level Assessment (Teachers & Admin/October-April), Weekly interventions (CTT's-daily).	In Progress

Comments:

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

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

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

Root Causes:

Monitoring Status

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

Comments:

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

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Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Academic Support Funding	98,455.00	One Additional Kindergarten teacher, One Certified Temporary Tutor	Goal 1
Strategic Budget	3,845,860.00	Staffing, Service Level Agreements, Instructional Resources & Supplies, and Resources.	Goals 1 and 2

Plan for improving the school climate

Goal:

Decrease the percentage of students who report (strongly agree) from 14% to 5% and (agree) from 8% to 5% to the statement, "Bullying is a problem at this school" on the 2022 District-wide survey results.

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

- Staff will continue utilizing Leader In Me and MTSS strategies that incorporate inclusive climate and culture behaviors including: 7 Habits of Highly Effective People, "4 B's" behavior expectations (Be Responsible, Be Respectful, Be Safe, Be Kind), and continued development of Staff Lighthouse Team and Student Lighthouse Team. Leadership coaching days through Leader In Me regional coaching. Incentive programs: Monthly "B-Ticket" incentive activities and "Woo Hoo" recognition rewards, Attendance recognition, Accelerated Reader (AR) awards, Virtual Leadership Awards/Assemblies. • Teachers will teach daily Leader In Me lessons to students that targets strategies on how the 7 Habits of Highly Effective People can be used within the school and home setting and inspiring students to find their voice in order to participate in shared student leadership roles. Student Lighthouse Action Teams collaborating with our Teacher Lighthouse Team when planning school-wide events. PBIS behavioral structures/lessons taught to students. PBIS behavior incentive, "B-Tickets", utilized school-wide to encourage students to be leaders, inspire others, and use the "4-Bee's" of behavior on a daily basis while at school and at home. Students will complete annual CCSD Survey and Leader In Me MRA survey targeting safety and behavior at school.
- An additional Humanities position will be added to the Specialist schedule utilizing a 6-day rotation. This Humanities position will focus instruction on social emotional learning through the schools Leader In Me philosophies, character development, and diversity. The teacher will collaborate with our counselor creating and developing lessons that target the focus areas mentioned.

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

- Number of students attending monthly "B-Ticket" activities • Trimester Leadership Award Assemblies • Leader In Me and FACES parent nights • MTSS Infinite Campus Behavioral Data Reporting • Student Leadership Binders

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

- Staff Lighthouse and Student Lighthouse meeting binders, sign- in sheets, agendas, team action plans, "B-Tickets", awards for attendance-AR-Leadership • Parent Training Kits, Parent training agendas • Leader In Me online student lesson activities. Student Lighthouse Team roles/responsibilities/meeting agendas • Student Leadership Binders • CCSD Student Survey Results • Leader In Me MRA Survey Results

APPENDIX A - Professional Development Plan

1.1

Utilize virtual or in-person PLC's to analyze grade level data and instructional practices within grade levels. Read By Grade 3 Learning Strategist providing PD trainings on effectively administering MAP assessment virtually, analyzing MAP data reports, and reading strategies to target rigor and student engagement. Utilize targeted intervention strategies within specific RTI intervention blocks. Utilizing MAP (K-3), SBAC Interim (3), AIMSweb Plus, and Imagine Learning assessment data to adjust instruction accordingly.

Goal 1 Additional PD Action Step (Optional)

2.1

Continued PD on developing quality student academic goals through Leader In Me, student Leadership Binders, tracking student Math Wildly Important Goals (WIGS), assessment data, Imagine Learning Math with emphasis on passing two or more lessons per week.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Send home monthly progress reports, provide strategies and links to help educate parents of literacy expectations, and parent volunteer assistance at home.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Conduct Virtual or In-Person Student-Lead Parent/Teacher conferences, and send home monthly progress reports.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percent of 3rd grade students proficient in reading from X to Y by 2022 as measured by SBAC state assessment.

Measurable Objective(s):

- Increase the percent of 3rd grade students scoring at/above the 60th percentile in Reading from X to Y by 2022 as measured by CCSD Spring MAP assessment.
- Increase the percent of 2nd grade students scoring at/above the 40th percentile in Reading from X to Y by 2022 as measured by CCSD Spring MAP assessment.
- Increase the percent of 1st grade students scoring at/above the 40th percentile in Reading from X to Y by 2022 as measured by CCSD Spring MAP assessment.
- Increase the percent of ASF eligible students in Kindergarten meeting or exceeding growth projections in Reading from Winter to Spring as measured by 2022 MAP Growth Assessments.

Status

In Progress

Comments:
1.1 Professional Development:
1.2 Family Engagement:
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year	End-of-Year
1.1	Utilize virtual or in-person PLC's to analyze grade level data and instructional practices within grade levels. Read By Grade 3 Learning Strategist providing PD trainings on effectively administering MAP assessment virtually, analyzing MAP data reports, and reading strategies to target rigor and student engagement. Utilize targeted intervention strategies within specific RTI intervention blocks. Utilizing MAP (K-3), SBAC Interim (3), AIMSweb Plus, and Imagine Learning assessment data to adjust instruction accordingly.	
Progress		
Barriers		
Next Steps		
1.2	Send home monthly progress reports, provide strategies and links to help educate parents of literacy expectations, and parent volunteer assistance at home.	

Progress		
Barriers		
Next Steps		
1.3	Developing and utilizing common grade level assessments to gauge mastery of NVACS. Utilizing Kindergarten ESGI, AIMSweb Plus, MAP, (3) SBAC IAB's, and Imagine Learning monitoring data to adjust instruction accordingly. Utilize three Certified Temporary Tutor (CTT) five days a week working specifically with targeted K-5 students on intervention literacy skill development.	
Progress		
Barriers		
Next Steps		
1.4	Students eligible to participate in the intervention will be determined using MAP Growth data, as well as other instructional assessment data. An addition of one Kindergarten position will lower class sizes allowing for increased student engagement opportunities and increase teacher time for one on one work with each student. One CTT will also provide interventions for students who are identified by MAP Growth and progress monitoring. Instruction will be focused on improving students' specific reading/literacy skills.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of non-proficient students meeting Adequate Growth Percentile (AGP) for Opportunity Gaps in Math from X to Y by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective(s):

- Increase the percent of 4th grade students scoring at/above the 60th percentile in Math from X to Y by 2022 as measured by CCSD Spring MAP assessment.
- Increase the percent of 5th grade students scoring at/above the 60th percentile in Math from X to Y by 2022 as measured by CCSD Spring MAP assessment.

Status

In Progress

Comments:
2.1 Professional Development:
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	Continued PD on developing quality student academic goals through Leader In Me, student Leadership Binders, tracking student Math Wildly Important Goals (WIGS), assessment data, Imagine Learning Math with emphasis on passing two or more lessons per week.	
Progress		
Barriers		
Next Steps		
2.2	Conduct Virtual or In-Person Student-Lead Parent/Teacher conferences, and send home monthly progress reports.	
Progress		

Barriers		
Next Steps		
2.3	Teachers will use Engage NY math, Imagine Learning, Kahn Academy, and selected online math resources. Developing and utilizing common grade level assessments to gauge mastery of NVACS. Utilizing AIMSweb Plus, MAP, & SBAC interim assessment data to adjust instruction accordingly. Create virtual RTI process using grade level K-5 RTI team that attend weekly RTI meetings, provide instructional strategies targeting intervention teachings and track progress of Approaching and Emergent students. Utilize two Certified Temporary Tutors (CTT) five days a week working specifically with targeted 2-5 grade students on intervention math skill development. Utilize Leader In Me "Empowering Instruction" concepts of student goal setting and tracking data in Leadership Binders. Utilize scoreboards to monitor accountability measures towards goals set.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		