

# School Performance Plan

School Name	
Heckethorn, Howard E ES	
Address (City, State, Zip Code, Telephone):	
5150 Whispering Sands Dr Las Vegas, NV 89131-3672, 7027996690	
Superintendent/Region Superintendent:	Jesus Jara / Grant Hanevold
For Implementation During The Following Years:	2019-2020

## The Following MUST Be Completed:

Title I Status:	NA
Designation:	NA
Grade Level Served:	Elementary
Classification:	4 Star
NCCAT-S:	Not Required

### \*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
Patty Stitts	General Resource Teacher	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
Adina Elison	Humanities Teacher	Mimi Shroads	Grade Kindergarten Teacher

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

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Interim Assessments	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.

(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%.

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

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input 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 56% to 70% by 2020 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.

### Measurable Objective 1:

Increase the percent of 3rd grade students scoring at/above the 60th percentile in Reading from 53% to 70% by 2020 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 76% to 80% by 2020 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 68% to 70% by 2020 as measured by CCSD Spring MAP assessment.

### Measurable Objective 4:

Increase the percent of Kindergarten students scoring at/above the 40th percentile in Reading from 58% to 65% by 2020 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
1.1 Professional Development (Required)		Continuation From Last Year:  Yes	NCCAT-S Indicators:	

Utilize PLC's to analyze data and instructional practices within grade levels. Read By Grade 3 Learning Strategist providing PD trainings on analyzing MAP data reports and PD on 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, and Imagine Learning assessment data to adjust instruction accordingly.	AIMSweb (Strategic Budget), K-2 Heggerty Literacy Resources (Strategic Budget), Parent Volunteers. School Read by Grade Three Literacy Strategist, Phonics for Reading Resources	Professional development agendas & logs; AIMSweb, Imagine Learning, MAP, and SBAC Interim data	Monthly by administration, Read by Grade Three Literacy Strategist, Lighthouse Academic Action Teams	In Progress
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Provide literacy and academic showcase family nights, conduct Student Led Parent/Teacher conferences, send home monthly progress reports, provide strategies and links to help educate parents of literacy expectations, and parent volunteer assistance.	K-3 teachers (Strategic Budget), curricular materials (Strategic Budget/SGF Funds), sign in forms and monthly logs (Strategic Budget), Read by Grade Three Literacy Strategist	Family Academic Nights, CCSF FACES presentations, classroom websites, conference sign-in forms, and monthly parent contact logs.	Administration, Lighthouse Team, Family Academic Nights (February and May 2020), P/T conference sign-in forms (November, 2019), parent contact logs (monthly)	In Progress

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Developing and utilizing common grade level assessments to gauge mastery of NVACS. Utilizing Kindergarten ESGI, (K-3) DRA, AIMSweb, MAP, (3) SBAC IAB's, and Imagine Learning monitoring data to adjust instruction accordingly. Utilize one Certified Temporary Tutor (CTT) five days a week working specifically with targeted Kindergarten students on intervention literacy skill development.	Classroom teachers (Strategic Budget), Curriculum Engine (no additional funding), MAP-SBAC Interim-DRA - Imagine Learning (SB 178 Fund), ESGI (SGF) Time 4 Kids (SGF) Story Works (SGF Fund) Heggerty Literacy Resources (Strategic Budget), Phonics for Reading Resources (Strategic Budget), CTT (Strategic Budget)	Classroom observations, lesson plans, rubrics for student assessment, ESGI, DRA, AIMSweb, MAP (K-3) & SBAC (3) IAB's, CTT time sheets, and 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, classroom teachers & Read By Grade 3 Learning Strategist; SOT Team	In Progress

Comments:

<b>1.4 Other (Optional)</b>	<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>
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ELL Title III Supplemental Services Plan: targeted, small group instruction, focusing on language development within specific content. Focus on specific language domain deficits in reading and writing. After school support for test taking strategies.	Imagine Learning/AIMSweb/Core Phonics Survey result data sheets * Student Attendance & Tutor Time sheets * Instructional Explicit Phonics materials	Strategist (teacher prep buy-out) / (ELL Title III grant funded \$1,500)	ELL Title III Grant Funds = November, 2019 thru January 31, 2020 / Mon-Fri., Monthly Student Assessment Data; Imagine Learning/AIMSweb result data sheets (classroom teachers) Student Attendance & Tutor Time sheets (tutor)	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 2 pts to 8 pts by 2020 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.

### Measurable Objective 1:

Increase the percent of 4th grade students scoring at/above the 60th percentile in Math from 42% to 62% by 2020 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 50% to 60% by 2020 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:	

Continued PD on developing quality student academic goals through Leader In Me "Aligning Academics", 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 (SB 178 Fund) Leadership Binders (Strategic Budget \$200), Leader In Me PD "Empowering Instruction" (Strategic Budget \$5,500).	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.	CCSD Staff Development Days and staff meeting agendas (Admin / site-based staff team) classroom observations (Admin/weekly), student work samples. (Teachers/monthly), "Empowering Instruction" PD (August 2019)	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Provide Math academic family night where parents are informed of targeted math strategies and metacognitive activities and Leadership Binder data monitoring that students are involved in, conduct 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 (SB 178 Fund), AIMSweb (SB 178 Fund)	Materials developed as engagement practice for parents and students, student work samples w/ attached rubrics, MAP & Imagine Learning data	Classroom observations (Admin/weekly), student work samples, Leadership Binders (Teachers/monthly), District wide Interim Assessment (Teachers- Admin/August-February-June)	In Progress

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Teachers will use Engage NY math, Imagine Learning, and selected online math resources. Developing and utilizing common grade level assessments to gauge mastery of NVACS. Utilizing AIMSweb, MAP, & SBAC interim assessment data to adjust instruction accordingly. Reorganize RTI process by developing 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 "Empowering Instruction" concepts of student goal setting and tracking data in Leadership Binders. Utilize scoreboards to monitor accountability measures towards goals set. Utilize one Certified Temporary Tutor (CTT) five days a week working specifically with targeted 5th grade students on intervention math skill development.	Common planning time; Subject/Standard relative rubrics Classroom teachers (Strategic Budget), Curriculum Engine ( no additional funding), MAP-SBAC Interim - Imagine Learning (SB 178 Fund), Motivation Math, AIMSweb (Strategic Budget) Floabulary (SGF Fund), "Aligning Academic" PD Materials/Leadership Binders (Strategic Budget)	Daily use of classroom objective boards, classroom observations, student work samples, MobyMax, MAP & SBAC interim data, Imagine Learning Math, and Leadership Binder goal tracking sheets, posted scoreboards	Classroom observations (Admin/weekly), student work samples, Leadership Binders (Teachers/weekly), Monthly common grade level Assessment (Teachers & Admin/October-April)	In Progress

Comments:

<b>2.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
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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

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

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

				N/A
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Comments:

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

Comments:

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

Comments:

## COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
ELL Grant	1,500	ELL Students: Pull out small group reading and math interventions	Goals 1 and 2
Strategic General Budget	3,707,173.63	Staffing, Service Level Agreements, Instructional Supplies, and Resources.	Goals 1, 2 and 3
SB 178 Grant	50,400.00	Leader In Me membership, AIMSweb Plus, Imagine Learning ELA, Technology (chromebooks/headphones)	Goals 1 and 2

## Plan for improving the school climate

**Goal:**

Decrease the percentage of students who report (strongly agree) from 16% to 5% and (agree) from 19% to 5% to the statement, "Bullying is a problem at this school" on the 2020 District-wide survey results.

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

- Staff will attend Leader In Me and MTSS trainings to develop 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), revision of the school mission statement, 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, Leadership Awards/Assemblies.
- Leader In Me parent liaison trained in the 7 Habits of Highly Effective People. Parent liaison and the Family Learning Action Team will provide family engagement meetings informing the parent community how the 7 Habits can be used at home and make a direct correlation to creating a culture of promoting self worth and potential. CCSD FACES will provide parent sessions during family academic nights.
- 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.

**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 PLC's to analyze data and instructional practices within grade levels. Read By Grade 3 Learning Strategist providing PD trainings on analyzing MAP data reports and PD on 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, 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 "Aligning Academics", 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

Provide literacy and academic showcase family nights, conduct Student Led Parent/Teacher conferences, send home monthly progress reports, provide strategies and links to help educate parents of literacy expectations, and parent volunteer assistance.

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

### 2.2

Provide Math academic family night where parents are informed of targeted math strategies and metacognitive activities and Leadership Binder data monitoring that students are involved in, conduct 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 56% to 70% by 2020 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 53% to 70% by 2020 as measured by CCSD Spring MAP assessment.
- Increase the percent of 2nd grade students scoring at/above the 40th percentile in Reading from 76% to 80% by 2020 as measured by CCSD Spring MAP assessment.
- Increase the percent of 1st grade students scoring at/above the 40th percentile in Reading from 68% to 70% by 2020 as measured by CCSD Spring MAP assessment.
- Increase the percent of Kindergarten students scoring at/above the 40th percentile in Reading from 58% to 65% by 2020 as measured by CCSD Spring MAP assessment.

**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 PLC's to analyze data and instructional practices within grade levels. Read By Grade 3 Learning Strategist providing PD trainings on analyzing MAP data reports and PD on 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, and Imagine Learning assessment data to adjust instruction accordingly.	
Progress		
Barriers		
Next Steps		
1.2	Provide literacy and academic showcase family nights, conduct Student Led Parent/Teacher conferences, send home monthly progress reports, provide strategies and links to help educate parents of literacy expectations, and parent volunteer assistance.	

Progress		
Barriers		
Next Steps		
1.3	Developing and utilizing common grade level assessments to gauge mastery of NVACS. Utilizing Kindergarten ESGI, (K-3) DRA, AIMSweb, MAP, (3) SBAC IAB's, and Imagine Learning monitoring data to adjust instruction accordingly. Utilize one Certified Temporary Tutor (CTT) five days a week working specifically with targeted Kindergarten students on intervention literacy skill development.	
Progress		
Barriers		
Next Steps		
1.4	ELL Title III Supplemental Services Plan: targeted, small group instruction, focusing on language development within specific content. Focus on specific language domain deficits in reading and writing. After school support for test taking strategies.	
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 2 pts to 8 pts by 2020 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 42% to 62% by 2020 as measured by CCSD Spring MAP assessment.
- Increase the percent of 5th grade students scoring at/above the 60th percentile in Math from 50% to 60% by 2020 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 "Aligning Academics", 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	Provide Math academic family night where parents are informed of targeted math strategies and metacognitive activities and Leadership Binder data monitoring that students are involved in, conduct 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, and selected online math resources. Developing and utilizing common grade level assessments to gauge mastery of NVACS. Utilizing AIMSweb, MAP, & SBAC interim assessment data to adjust instruction accordingly. Reorganize RTI process by developing 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 "Empowering Instruction" concepts of student goal setting and tracking data in Leadership Binders. Utilize scoreboards to monitor accountability measures towards goals set. Utilize one Certified Temporary Tutor (CTT) five days a week working specifically with targeted 5th grade students on intervention math skill development.	
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
N/A

**Comments:**

**3.1 Professional Development:**

**3.2 Family Engagement:**

**3.3 Curriculum/Instruction/Assessment:**

**3.4 Other:**

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

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