

# School Performance Plan

School Name  
CAMBEIRO, ARTURO ES

Address (City, State, Zip Code, Telephone):  
2851 HARRIS AVE  
LAS VEGAS, NV 89101, 7027991700

Superintendent/Region Superintendent: Jesus Jara / Dr. Deanna Jaskolski

For Implementation During The Following Years: 2021-2022

**The Following MUST Be Completed:**

**Title I Status:** Served

**Designation:** CSI

**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  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
Ilse Monantez	Parent	Chris Popek	Principal
Emily Stoner	Teacher	Kendra Pullen	Support Staff
Kailey Eininger	Teacher	Brandi Pineda	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
Nevada School Performance Framework (NSPF)	AMAOs/ELPA Analysis	Nevada Alternate Assessment (NAA)
Statewide Assessments	Teacher/Administrator Observation Data	NA
Formative Assessments Practice	NA	NA
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	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**

According to the 2019-20 NSPF, Cambeiro Elementary was rated a Three-Star school. Cambeiro serves a very diverse population, located in the urban part of Las Vegas. In the 2019-20 school year, the school served 628 students; Black (10.44%), Caucasian (5.45%), Hispanic (79.13%), and Multiracial (3.74%). The school served 42.83% LEP students and 16.04% IEP students in grades K-5.

**Analysis of Data**

Goal 1 in our 2019-20 SPP included students will increase proficiency in ELA from 50% to 60% by 2020 and in Math from 33% to 60% by 2019 as measured by state summative assessments. Goal 2 included to increase the percent of students meeting Adequate Growth Percentile in ELA from 76.2 to 78% and Math from 36.2% to 78% by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.

**Positive Statements**

One area of strength was that 2018-19 English Language Arts proficiency in grades 3-5 increased over 15%. Math proficiency increased over 5%. The successes in these areas can be attributed to Cambeiro having the autonomy to implement the curriculum and structures that we felt were necessary. Moving forward, the school will continue to implement the structures and models we feel necessary for success.

**Areas of Opportunity**

An area of opportunity at Cambeiro ES is increasing overall proficiency in reading, math, and science. As a result, we would like to implement weekly data PD's focused on MAP in order to track student growth and achievement.

**Prioritized Needs**

Cambeiro ES participated in the NCCAT-S process during the 19-20 school year which prioritized teachers adapting instructional lessons based on student success and struggles. Through the needs assessment conversation and analysis of data, Cambeiro ES determined the needs previously identified during the full needs assessment 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.

**ESSA Levels of Evidence**

We will implement the following evidence based programs with federal and state funding:

i-Ready/Ready EBI Level 1

Dorsey, Windy. (2105). Organizational and Educational Leadership Journal of Organizational and Educational Leadership, v1 n2 Article 2 p.31. <http://www.curriculumassociates.com/products/ready->

research-blended-it-works.aspx

Curriculum Associates, L. (2014). i-Ready/Ready Blended Efficacy Study. Educational Research Institute of America

ReadyGEN EBI Level 3

Vilcheck, Ann. "ReadyGEN Field Summary Report." Pearson Learning Services, December 2016. Pearsonschoo.com. August, 2017.

EnVisions 2.0 EBI Level 3

Resendez, M., Azin, M. Strobel, A. "A Study of the Effects of Pearson's 2009 enVisionMath Program. PRES Associate, Inc., 2009.

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

<b>Based on the CNA, identify all that apply:</b>	<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 1:**

All students will increase proficiency in ELA from X% to Y% by 2022 as measured by state summative assessments.

**Root Causes:**

Tier I instruction was not consistently delivered with the rigor required by NVACS. A high level of student engagement was not consistent along with students tasks not meeting high depth of knowledge levels. Assistance to improve attendance is necessary.

**Measurable Objective 1:**

Increase the percent of 3rd grade students proficient in reading from X% to Y%; 4th grade students proficient in reading from X% to Y%; and 5th grade students proficient in reading from X% to Y% as measured by state assessments.

**Measurable Objective 2:**

Increase the percentage of K-2 ELs who are on or above grade level in reading from X% to Y% by May 2022 as measured by MAP. Increase the percentage of 3rd grade ELs (current and former) who are on or above grade level in reading from X% to Y% by May 2022 as measured by state summative assessments. Increase the percent of EL AGP from X% to Y% by May 2022 as measured by ELPA.

**Measurable Objective 3:**

Increase the percent of English Learners proficient in reading from X% to Y% by May, 2022 as measured by SBAC 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
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.3</b>	

<p>Students and teachers have an extended school day. With the additional teacher contract time grade level teams will meet daily for professional development in a virtual environment. This includes Mondays used for reading, Tuesdays for writing planning collaboration, Wednesdays for data, Thursdays for math collaboration, and Fridays for common grading practices. The school's Read by 3 strategist will provide homeroom teachers with coaching cycle academic support. During academic planning main focuses include meeting a high level of rigor related to NVACS, incorporating student engagement strategies, and incorporating DOK 2, 3, and 4 tasks within the curriculum. While planning for instruction, a focus will include the need to adapt instruction based on evidence of student learning generated during instruction using formal or informal assessment. Specifically, teachers will create strategies or a plan if they find a significant amount of students are not meeting the expectation of standard mastery during instruction. Teachers will be collaborating on student engagement strategies in a virtual setting to ensure instruction is effective and engaging. Licensed staff will participate in professional development activities focused on using best practices to improve ELA and math instruction in order to improve proficiency. Class size will be reduced in Kindergarten, 1st, 2nd, and 4th grade. The learning strategist facilitating the Tier III reading center will train the 3 interventionist tutors working in the center to provide high quality Tier III literacy interventions. The learning strategist facilitating the Zoom reading center will train the 3 interventionist tutors working in the center to provide high quality Tier II literacy interventions. Within the school's daily PD model the Zoom LLS strategist facilitates and runs PD on Wednesdays specific to using data to drive 2nd block reading and math instruction. Teachers will be collaborating on student engagement strategies in a virtual setting to ensure instruction is effective and engaging.</p>	<p>One learning strategists is needed to facilitate ELA coaching cycles. The ELL department provided a ELL LLS strategist position. Learning strategist specific to ELA: ELA strategist funding source is Ready By 3. Zoom funding is needed to supply our extended student and teacher day through an extended teacher contract. \$219,105 in title I to purchase 3.08 positions to reduce class size in Kindergarten, 2nd, 1st, and 4th grade. and 5th (kindergarten position split funded with strategic budget at 8% title I and 92% strategic budget). Virtual PD conducted via Google Meet and Canvas.</p>	<p>Master calendar, meeting agendas.</p>	<p>Administration sets the daily PD master calendar and facilitates a calendar for strategist coaching cycles.</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p><b>1.2 Family Engagement (Required)</b></p>		<p><b>Continuation From Last Year:</b>  <b>Yes</b></p>	<p><b>NCCAT-S Indicators:</b></p>	
<p>Americorps employees will track student attendance. A root cause of low proficiency stems from chronic absenteeism. Grade level teams will conduct trainings with parents in order to provide parents with technology and curriculum support. This allows parents to better support their children's education within the home. The school will hold a math night and a literacy night in order to provide parents training how to support their child at home for their academics and resources will also be provided for parents to take home to use with their children. The venue of these family engagement nights will be decided upon when the event is near, since face-to-face events are preferred over virtual settings.</p>	<p>Two Americorps workers are provided free of charge by the City of Las Vegas ReInvent program. Title I to purchase chromebooks that will be used during parent meetings and also for parents to check out to use at home for students to use reading and math applications. Title I also to purchase paper for parent communication. \$20,350 in title I to purchase a Community in Schools position to support parent involvement and trainings.</p>	<p>Biweekly meetings with the school's Americorps and administration to track student attendance. Monthly parent meetings/trainings on the master calendar.</p>	<p>Administration conducts biweekly meetings with Americorps and attends the monthly parent meeting/trainings.</p>	<p>N/A</p>

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
		<b>Yes</b>		
During Wednesday PDs the school's Zoom LLS strategist will facilitate data PDs in order to use MAP and iReady data to reteach standards that are deficient. Teachers utilize Canvas and Google Meet for virtual instruction.	Zoom funding is needed to fund the school's Zoom LLS. Google Meet and Canvas	Data PDs are calendared on the school's master calendar. Agendas are created.	Administration meets weekly with the Zoom LLS to review data and discuss data PD agendas.	N/A

Comments:

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

Comments:

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

<b>Based on the CNA, identify all that apply:</b>	<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 2:**

Increase the amount of students proficient in Math from X% to Y% by 2022 as measured by state summative assessments.

**Root Causes:**

Tier I instruction was not consistently delivered with the rigor required by NVACS. A high level of student engagement was not consistent along with students tasks not meeting high depth of knowledge levels. Assistance to improve attendance is necessary.

**Measurable Objective 1:**

Increase the percent of 3rd grade students proficient in math from X% to Y% by 2022 as measured by state summative assessments.

**Measurable Objective 2:**

Increase the percentage of 4th grade students proficient in math from X% to Y% by 2022 as measured by state summative assessments.

**Measurable Objective 3:**

Increase the percentage of 5th grade students proficient in math from X% to Y% by 2022 as measured by state summative assessments.

**Measurable Objective 4:**

Increase the percent of English Learners proficient in math from X% to Y% by 2022 as measured by state summative assessments.

<b>Monitoring Status</b>
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
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	

<p>Students and teachers have an extended school day. With the additional teacher contract time grade level teams will meet daily for professional development in a virtual environment. This includes Thursdays for math collaboration. During academic planning main focuses include meeting a high level of rigor related to NVACS, incorporating student engagement strategies, and incorporating DOK 2, 3, and 4 tasks within the curriculum. While planning for instruction, a focus will include the need to adapt instruction based on evidence of student learning generated during instruction using formal or informal assessment. Specifically, teachers will create strategies or a plan if they find a significant amount of students are not meeting the expectation of standard mastery during instruction. Teachers will be collaborating on student engagement strategies in a virtual setting to ensure instruction is effective and engaging. Licensed staff will participate in professional development activities focused on using best practices to improve math instruction in order to improve proficiency. Class size will be reduced in Kindergarten, 1st, 2nd, and 4th grade. Teachers will be collaborating on student engagement strategies in a virtual setting to ensure instruction is effective and engaging.</p>	<p>Virtual PD conducted via Google Meet and Canvas</p>	<p>Training agendas. Data PD agendas.</p>	<p>Administration sets the daily PD master calendar and facilitates a calendar for strategist coaching cycles.</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p><b>2.2 Family Engagement (Required)</b></p>		<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators:</b></p>	
<p>During parent teacher conferences teachers will provide data to parents and create goals for their children to accomplish specific to the data including iReady and MAP. Grade level teams will conduct trainings with parents in order to provide parents with technology and curriculum support. This allows parents to better support their children's education within the home.</p>	<p>CCSD day allotted for parent/teacher conferences.</p>	<p>Parent/teacher conference format provided by administration. Parent/teacher conference sign-in forms.</p>	<p>2012-2022 CCSD school year calendar, Administration.</p>	<p>N/A</p>

Comments:

<p><b>2.3 Curriculum/Instruction/Assessment (Required)</b></p>		<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators:</b></p>	
<p>During Thursday PDs grade level teams will meet for math PDs in order to use MAP and iReady data to reteach standards that are deficient. Teachers utilize Canvas and Google Meet for virtual instruction.</p>	<p>Zoom extended day. Google Meet and Canvas</p>	<p>Data PDs are calendared on the school's master calendar. Agendas are created.</p>	<p>Administration meet with grade level teams monthly to review data and discuss data PD agendas.</p>	<p>N/A</p>

Comments:

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

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

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

**Root Causes:**

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<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)
Zoom	\$403,374	Zoom funded all Zoom Center staff, the extended school day, LLS position, and pre-k position.	Goals 1 and 2
Title I	\$239,455	Title I will be used to decrease class size on Kindergarten (split funded), 1st grade, second grade, and fourth grade. A CIS position will also be funded through title I.	Goals 1 and 2
Strategic Budget	\$3,077,145	Strategic budget will be funded all non title I staff, extra duty pay, and supplies.	Goals 1 and 2

## COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

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

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

The school is on a 9 month calendar; receives extra support from ZOOM; has a positive working environment; there is support from administrators. There is a strong climate that allows multiple opportunities to collaborate. Each student has access to technology (one to one chrome books).

### **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.**

Provide parent meetings three times a semester based on NVACS (helping students at home with home study, reading, and math; the importance of literacy and vocabulary; and how parents can support their child with math). Parent workshops are held with each grade level for data goal setting. An interpreter is provided at each parent meeting. FACES provides additional supports to the families as needed.

### **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.).**

There is one PreK classroom at Cambeiro ES along with access to the Mobile Pre-K classroom funded through the City of Las Vegas. The PreK teacher and Kindergarten teachers focus on vertical alignment within PLCs and STPTs. The fifth grade teachers and school counselor communicate with the feeder schools regarding student behavior, academics, and other needs. Middle schools present magnet school options to fifth grade.

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

ZOOM identified assessments (iReady); grade level common assessments are developed by the teachers. The decisions regarding grade level common assessments were made with teacher input during grade level PLCs and STPTs.

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

All funds are correlated with the goals within the SPP with the focus on increased student achievement. All district, state, and local funds including Title I, EL, and Zoom funds are coordinated to support the goals and action steps in the plan.

## Plan for improving the school climate

**Goal:**

Cambeiro ES will increase parent participation for grade level parent goal setting workshops from X% to Y% during the 2021-2022 school year.

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

Parents have requested more opportunities for parental involvement and the parent workshops conducted during the 2019-2020 were successful with providing knowledge and suggestions parents can implement at home to support reading and math along with having parents be knowledgeable of their child's academic level one additional time after parent/teacher conferences.

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

Each grade level conducts 2 parent workshops and attendance is tracked.

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

The CCSD parental survey will be used to track improvement in this area with a goal of 95% of parents informed of current curriculum and instructional practices used in their child's classroom.

## APPENDIX A - Professional Development Plan

### 1.1

Students and teachers have an extended school day. With the additional teacher contract time grade level teams will meet daily for professional development in a virtual environment. This includes Mondays used for reading, Tuesdays for writing planning collaboration, Wednesdays for data, Thursdays for math collaboration, and Fridays for common grading practices. The school's Read by 3 strategist will provide homeroom teachers with coaching cycle academic support. During academic planning main focuses include meeting a high level of rigor related to NVACS, incorporating student engagement strategies, and incorporating DOK 2, 3, and 4 tasks within the curriculum. While planning for instruction, a focus will include the need to adapt instruction based on evidence of student learning generated during instruction using formal or informal assessment. Specifically, teachers will create strategies or a plan if they find a significant amount of students are not meeting the expectation of standard mastery during instruction. Teachers will be collaborating on student engagement strategies in a virtual setting to ensure instruction is effective and engaging. Licensed staff will participate in professional development activities focused on using best practices to improve ELA and math instruction in order to improve proficiency. Class size will be reduced in Kindergarten, 1st, 2nd, and 4th grade. The learning strategist facilitating the Tier III reading center will train the 3 interventionist tutors working in the center to provide high quality Tier III literacy interventions. The learning strategist facilitating the Zoom reading center will train the 3 interventionist tutors working in the center to provide high quality Tier II literacy interventions. Within the school's daily PD model the Zoom LLS strategist facilitates and runs PD on Wednesdays specific to using data to drive 2nd block reading and math instruction. Teachers will be collaborating on student engagement strategies in a virtual setting to ensure instruction is effective and engaging.

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

### 2.1

Students and teachers have an extended school day. With the additional teacher contract time grade level teams will meet daily for professional development in a virtual environment. This includes Thursdays for math collaboration. During academic planning main focuses include meeting a high level of rigor related to NVACS, incorporating student engagement strategies, and incorporating DOK 2, 3, and 4 tasks within the curriculum. While planning for instruction, a focus will include the need to adapt instruction based on evidence of student learning generated during instruction using formal or informal assessment. Specifically, teachers will create strategies or a plan if they find a significant amount of students are not meeting the expectation of standard mastery during instruction. Teachers will be collaborating on student engagement strategies in a virtual setting to ensure instruction is effective and engaging. Licensed staff will participate in professional development activities focused on using best practices to improve math instruction in order to improve proficiency. Class size will be reduced in Kindergarten, 1st, 2nd, and 4th grade. Teachers will be collaborating on student engagement strategies in a virtual setting to ensure instruction is effective and engaging.

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

### 3.1

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

## APPENDIX B - Family Engagement Plan

### 1.2

Americorps employees will track student attendance. A root cause of low proficiency stems from chronic absenteeism. Grade level teams will conduct trainings with parents in order to provide parents with technology and curriculum support. This allows parents to better support their children's education within the home. The school will hold a math night and a literacy night in order to provide parents training how to support their child at home for their academics and resources will also be provided for parents to take home to use with their children. The venue of these family engagement nights will be decided upon when the event is near, since face-to-face events are preferred over virtual settings.

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

### 2.2

During parent teacher conferences teachers will provide data to parents and create goals for their children to accomplish specific to the data including iReady and MAP. Grade level teams will conduct trainings with parents in order to provide parents with technology and curriculum support. This allows parents to better support their children's education within the home.

#### 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:**

All students will increase proficiency in ELA from X% to Y% by 2022 as measured by state summative assessments.

**Measurable Objective(s):**

- Increase the percent of 3rd grade students proficient in reading from X% to Y%; 4th grade students proficient in reading from X% to Y%; and 5th grade students proficient in reading from X% to Y% as measured by state assessments.
- Increase the percentage of K-2 ELs who are on or above grade level in reading from X% to Y% by May 2022 as measured by MAP. Increase the percentage of 3rd grade ELs (current and former) who are on or above grade level in reading from X% to Y% by May 2022 as measured by state summative assessments. Increase the percent of EL AGP from X% to Y% by May 2022 as measured by ELPA.
- Increase the percent of English Learners proficient in reading from X% to Y% by May, 2022 as measured by SBAC assessment.

Status
N/A

**Comments:**

**1.1 Professional Development:**

**1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:**

**1.4 Other:**

	Mid-Year	End-of-Year
1.1	<p>Students and teachers have an extended school day. With the additional teacher contract time grade level teams will meet daily for professional development in a virtual environment. This includes Mondays used for reading, Tuesdays for writing planning collaboration, Wednesdays for data, Thursdays for math collaboration, and Fridays for common grading practices. The school's Read by 3 strategist will provide homeroom teachers with coaching cycle academic support. During academic planning main focuses include meeting a high level of rigor related to NVACS, incorporating student engagement strategies, and incorporating DOK 2, 3, and 4 tasks within the curriculum. While planning for instruction, a focus will include the need to adapt instruction based on evidence of student learning generated during instruction using formal or informal assessment. Specifically, teachers will create strategies or a plan if they find a significant amount of students are not meeting the expectation of standard mastery during instruction. Teachers will be collaborating on student engagement strategies in a virtual setting to ensure instruction is effective and engaging. Licensed staff will participate in professional development activities focused on using best practices to improve ELA and math instruction in order to improve proficiency. Class size will be reduced in Kindergarten, 1st, 2nd, and 4th grade. The learning strategist facilitating the Tier III reading center will train the 3 interventionist tutors working in the center to provide high quality Tier III literacy interventions. The learning strategist facilitating the Zoom reading center will train the 3 interventionist tutors working in the center to provide high quality Tier II literacy interventions. Within the school's daily PD model the Zoom LLS strategist facilitates and runs PD on Wednesdays specific to using data to drive 2nd block reading and math instruction. Teachers will be collaborating on student engagement strategies in a virtual setting to ensure instruction is effective and engaging.</p>	N/A
Progress		

Barriers		
Next Steps		
1.2	Americorps employees will track student attendance. A root cause of low proficiency stems from chronic absenteeism. Grade level teams will conduct trainings with parents in order to provide parents with technology and curriculum support. This allows parents to better support their children's education within the home. The school will hold a math night and a literacy night in order to provide parents training how to support their child at home for their academics and resources will also be provided for parents to take home to use with their children. The venue of these family engagement nights will be decided upon when the event is near, since face-to-face events are preferred over virtual settings.	N/A
Progress		
Barriers		
Next Steps		
1.3	During Wednesday PDs the school's Zoom LLS strategist will facilitate data PDs in order to use MAP and iReady data to reteach standards that are deficient. Teachers utilize Canvas and Google Meet for virtual instruction.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		

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Next Steps		
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## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Increase the amount of students proficient in Math from X% to Y% by 2022 as measured by state summative assessments.

**Measurable Objective(s):**

- Increase the percent of 3rd grade students proficient in math from X% to Y% by 2022 as measured by state summative assessments.
- Increase the percentage of 4th grade students proficient in math from X% to Y% by 2022 as measured by state summative assessments.
- Increase the percentage of 5th grade students proficient in math from X% to Y% by 2022 as measured by state summative assessments.
- Increase the percent of English Learners proficient in math from X% to Y% by 2022 as measured by state summative assessments.

Status
N/A

**Comments:**

**2.1 Professional Development:**

**2.2 Family Engagement:**

**2.3 Curriculum/Instruction/Assessment:**

**2.4 Other:**

	Mid-Year	End-of-Year
2.1	<p>Students and teachers have an extended school day. With the additional teacher contract time grade level teams will meet daily for professional development in a virtual environment. This includes Thursdays for math collaboration. During academic planning main focuses include meeting a high level of rigor related to NVACS, incorporating student engagement strategies, and incorporating DOK 2, 3, and 4 tasks within the curriculum. While planning for instruction, a focus will include the need to adapt instruction based on evidence of student learning generated during instruction using formal or informal assessment. Specifically, teachers will create strategies or a plan if they find a significant amount of students are not meeting the expectation of standard mastery during instruction. Teachers will be collaborating on student engagement strategies in a virtual setting to ensure instruction is effective and engaging. Licensed staff will participate in professional development activities focused on using best practices to improve math instruction in order to improve proficiency. Class size will be reduced in Kindergarten, 1st, 2nd, and 4th grade. Teachers will be collaborating on student engagement strategies in a virtual setting to ensure instruction is effective and engaging.</p>	
Progress		
Barriers		

Next Steps		
2.2	During parent teacher conferences teachers will provide data to parents and create goals for their children to accomplish specific to the data including iReady and MAP. Grade level teams will conduct trainings with parents in order to provide parents with technology and curriculum support. This allows parents to better support their children's education within the home.	
Progress		
Barriers		
Next Steps		
2.3	During Thursday PDs grade level teams will meet for math PDs in order to use MAP and iReady data to reteach standards that are deficient. Teachers utilize Canvas and Google Meet for virtual instruction.	
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):**

<b>Status</b>
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		