

School Performance Plan

School Name	
Cox, Clyde C ES	
Address (City, State, Zip Code, Telephone):	
3855 Timberlake Dr Las Vegas, NV 89115-251, (702) 799-4990	
Superintendent/Assistant Chief:	Pat Skorkowsky / Celese Rayford
For Implementation During The Following Years:	2016-2017

The Following MUST Be Completed:

Title I Status:	Served
Designation:	NA
Grade Level Served:	Elementary
Classification:	3 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
Rosie Negrete	Parent	Laure Forsberg	Principal
Shannon Pash	Assistant Principal	Dawnetta Isaacson	Learning Strategist
Ashley Steele	Learning Strategist/Interventionist	Sharlene Popplewell	5th Grade Teacher
Ruth Urias	2nd Grade Teacher	Sara Polito	Counselor
Ann Moody	4th Grade Teacher	Josephine Corpuz	3rd Grade Teacher
Rachel Pereira	1st Grade Teacher	Caitlin Spengler	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
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Formative Assessments Practice	AMAOs/ELPA Analysis	Special Education Procedures - Whole School
Summative Assessments	Teacher/Administrator Observation Data	NA
NA	NA	NA
Other: BAS Benchmark Assessment System	Other: BAS Benchmark Assessment System	Other: BAS Benchmark Assessment System
Other: AimsWeb Benchmark Assessment	Other: AimsWeb Benchmark Assessment	Other: AimsWeb Benchmark Assessment

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

The most recent statewide summative assessment data and school benchmark data was analyzed and we identified the following:

Positive Observations

- The percentage of proficient students in grades 1 through 5 on the BAS Comprehensive Reading Assessment increased from 38% to 46%.
- Over 70% of LEP students in grades 2 through 5 (range of 72%-77%) increased individual language proficiency on the WIDA by one or more level.
- 90% of LEP students in 1st Grade increased individual language proficiency on the WIDA by one or more level.

Negative Observations

- The percentage of proficient students in grades 2 through 5 on AIMSweb R-CBM benchmarking stayed the same (41%) between the initial assessment in September 2015 and May 2016.
- Average daily attendance percentages for the school decreased from 96% to 94.3%.
- Grades 3-5 baseline SBAC scores fell 20.84% below the district's overall proficiency level of 31.35%.
- Grades 3-5 baseline SBAC scores fell 20.84% below the district's overall proficiency level of 46.31%.

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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Root Causes:

Based on review of districtwide formative assessments and initial baseline SBAC data, students have demonstrated that they require effective and rigorous Tier 1 reading instruction with additional Tier II and Tier III targeted instruction for identified students. This instruction needs to include explicit vocabulary instruction, opportunities for student inquiry and engagement, and opportunities for students to set goals and reflect upon their learning.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 20.51% in 2016 to 34% by 2016 as measured by state assessments.

Measurable Objective 2:

Increase percentage of students in K-3 who are reading at grade level by a minimum of 15% by 2017, as measured by the Benchmark Assessment System reading assessment.

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

Professional Development will focus on aligning Tier I and Tier II reading instruction to NVACS and NEPF, utilizing rigorous resources and research-based instructional strategies such as anchor charts, productive discourse, word study, IDR, explicit vocabulary development, and small group targeted instruction. Professional development will also include using the Evaluate testing platform and resources to gather formative data on student progress towards meeting NVACS.	Ongoing and targeted PD based on performance data and utilization of best practices (NEPF) and available resources (Making Meaning, Words Their Way, Being a Writer, Flying Start, and Leveled Literacy Intervention) provided and supported by on site Read by Three Learning Strategist and Title I strategists.	Classroom Observations: Admin/Coaches, Lesson Plan Review: Administration, PD Sign-In sheets Tier II/Tier II Intervention Logs Formative/Summative Data	August 18 (New Teachers to CCSD): NEPF, Making Meaning (Read by Three Strategist) August 24: ELL Strategies for Success (Title I Learning Strategist) August 26: Evaluate Assessment Overview (Evaluate Trainer) September 7: RTI Overview (Title I Interventionist) September 13: Grades 1-5 Words Their Way, Word Sorts (Read by 3 Learning Strategist) September 13: Language Development Strategies for Younger Students (Title I Learning Strategist) September 27: Developing Tiered ELA Student Learning Goals (Administration) September 28: Evaluate Data Analysis Training (Evaluate Trainer) October: 9 Teachers began NBCT Certification Process (NBCT Leader) October 4: S.T.E.M. Unit 1 Overview (GATE Teacher) October 18: Nevada Formative Writing Tools (Assistant Principal) October-November: Explicit Phonics for APT Teachers (APT Team) November 1: ELL Strategies for Success (NEPF Standard 3) (ELL Success Advocate) November 15/29: S.T.E.M. Unit 2 (GATE Teacher) Data Analysis Reflection (Read by Three Strategist) December 8: Evaluate Training (Evaluate Trainer) January: S.T.E.M. Unit 3 (GATE Teacher) February: Tiered Student Learning Goal Reflection/Winter data analysis (Learning Strategists/Administration) March: S.T.E.M. Unit 4 (GATE Teacher) April: ELL Reflection/Follow-up (ELL Success Advocate) May: Tiered Student Learning Goal Reflection/Spring data analysis (Learning Strategists/Administration)	N/A
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Comments:

9 Teachers will be going through NBCT throughout the school year. Professional Development opportunities will be open to all staff members throughout the cohort.

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:	
Monthly Cookies and Coffee Sessions and Learning Strategy Sessions, FACES Parent Classes, Parent Center/Volunteer Survey, Munch with Moms and Dine with Dads in the fall, Muffins With Mom and Donuts with Dad in the Spring, PSTAPT Day, Family Nights throughout the year.	Title I Parent Involvement Funds: Materials for Family Nights/Cookies Coffee including refreshments and supplies for learning strategy sessions and family nights, Title I Learning Strategist to Coordinate Events and Administration Parent Classes through FACES department (Counselor coordinates)	Sign-In Sheets, Title I Evaluation Sheets, Agendas, Newsletters, Infinite Campus Parent Links and Fliers	Parent Involvement Nights: Family Literacy (Early Spring 2017), Family Math & Science Night (Late Spring 2016), Cookies & Coffee (Monthly; Title I Learning Strategist, Administration) PSTAPT Day (Track 5 November 25, Teachers) FACES Parent Classes (Monthly, Counselor/Social Worker)	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators:
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Teachers will align Tier I and Tier II reading instruction based on student assessment data and NVACS.	(2) Title I Learning Strategists, Read by Three Learning Strategist, Making Meaning, Flying Start, Words Their Way, Leveled Literacy, Intervention Kits, Benchmark Assessment System, AIMSweb, Evaluate, Reading Eggs, Learning A-Z, Leveled books for rich classroom libraries, Professional Development, Sight Based Collaboration Time, Grade Level Meetings, CTT for Tier II Reading Intervention, CTT for Tier II ELL support, Title I Family Aide, PASS Funds, ELL Funds, and IDPL Professional Development Funds	Clyde C. Cox "Playbook" (Administration), Classroom Observations (Administration), PLC and Grade Level Documentation Forms and Sign-In Sheets, Benchmark Google Docs Tracker (AIMSweb, BAS, QSI, Evaluate)	Observation and Feedback Cycle (NEPF) August, 2016-May 2016 (Administration), SBCT and Grade Level Meetings (Teachers, Title I Learning Strategists, Read by Three Strategists, Administration) for Data Analysis and Instructional Planning, Professional Development (Title I Learning Strategist, Read by Three Strategist, Administration), CTTs (School Schedule, RTI Logs, and Lesson Plans), Family Aide Schedule	N/A
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Comments:

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

Comments:

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

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

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

Root Causes:

Review of district formative assessment data, state assessment data, benchmark assessment data, Response to Instruction data and logs, and WIDA assessments indicate that students require effective and rigorous Tier I reading and math instruction and additional Tier II and Tier III instruction for identified students. Lack of K-5 comprehensive vocabulary instruction and lack of a consistent, school wide Tier II instruction for identified students contributed to achievement gaps between subgroups. Additionally, difficulty with alignment of NVACS with school wide math instructional resources contributed to gaps in math proficiency.

Measurable Objective 1:

Reduce the math proficiency gap between the school's highest performing IEP subgroup and lower performing IEP supergroup from 12.03% to 9.03% by 2017 as measured by state assessments.

Measurable Objective 2:

Reduce the reading proficiency gap between the school's highest performing IEP subgroup and lower performing IEP supergroup from 25.77% to 18.98% by 2017 as measured by state assessments.

Measurable Objective 3:

Reduce the math proficiency gap between the school's highest performing LEP subgroup and lower performing LEP supergroup from 9.05% to 7% by 2017 as measured by state assessments.

Measurable Objective 4:

Reduce the reading proficiency gap between the school's highest performing LEP subgroup and lower performing LEP supergroup from 21.49% to 16.13% by 2017 as measured by state assessments.

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

2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Professional Development will focus on aligning Tier reading and math instruction to NVACS and NEPF, based on student data. Teachers will work collaboratively to do backwards planning utilizing rigorous resources and research-based instructional strategies such as anchor charts, productive discourse, explicit vocabulary instruction and small group targeted instruction and Tier II reading intervention strategies and resources. Tier I and Tier II small groups will include specific ELL groupings to provide targeted support for LEP students.	Ongoing and targeted PD based on performance data and utilization of best practices (NEPF) and available resources (Making Meaning, Words Their Way, Being a Writer, Flying Start, and Leveled Literacy Intervention, Leveled Books, Investigations, Explicit Phonics, Backwards Assessment Kathy Richardson and Math Stations) provided and supported by on site Read by 3 Strategist, Title I strategists, and APT, and Administration.	Clyde C. Cox Staff Google Classroom, Agendas, Sign-In Sheets, PD Evaluation Sheets, Pathlore Transcripts	August 18 (New Teachers to CCSD): NEPF, Making Meaning (Read by Three Strategist) August 24: ELL Strategies for Success (Title I Learning Strategist) August 26: Evaluate Assessment Overview (Evaluate Trainer) September 7: RTI Overview (Title I Interventionist) September 13: Grades 1-5Words Their Way, Word Sorts (Read by 3 Learning Strategist) September 13: Language Development Strategies for Younger Students (Title I Learning Strategist) September 27: Developing Tiered ELA Student Learning Goals (Administration) September 28: Evaluate Data Analysis Training (Evaluate Trainer) October: 9 Teachers began NBCT Certification Process (NBCT Leader) October 4: S.T.E.M. Unit 1 Overview (GATE Teacher) October 18: Nevada Formative Writing Tools (Assistant Principal) October-November: Explicit Phonics for APT Teachers (APT Team) November 1: ELL Strategies for Success (NEPF Standard 3) (ELL Success Advocate) November 15/29: S.T.E.M. Unit 2 (GATE Teacher) Data Analysis Reflection (Read by Three Strategist) December 8: Evaluate Training (Evaluate Trainer) January: S.T.E.M. Unit 3 (GATE Teacher) February: Tiered Student Learning Goal Reflection/Winter data analysis (Learning Strategists/Administration) March: S.T.E.M. Unit 4 (GATE Teacher) April: ELL Reflection/Follow-up (ELL Success Advocate) May: Tiered Student Learning Goal Reflection/Spring data analysis (Learning Strategists/Administration)	N/A

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:	NCCAT-S Indicators:	
Monthly Cookies and Coffee Sessions with Administration Monthly Parent Involvement Activities PSTAPT Day Parent Classes for FACES	Title I: \$2,872.00 for Materials for Family Nights/Cookies Coffee ie: supplies for make it take it, incentives for students/parents Teachers	Sign-In Sheets, Title I Evaluation Sheets, Agendas, Infinite Campus, Newsletters	Parent Involvement Nights: Family Literacy (Early Spring 2017), Family Math & Science Night (Late Spring 2016), Cookies & Coffee (Monthly; Title I Learning Strategist, Administration) PSTAPT Day (Track 5 November 25, Teachers) FACES Parent Classes (Monthly, Counselor/Social Worker)	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:
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Teachers will align Tier I and Tier II reading and math instruction based on student assessment data and NVACS, which will incorporate vocabulary development and differentiation of instruction. CTT for ELL Tier II Group, Tier III reading instruction will be provided to students requiring Tier III intervention.	(2) Title I Learning Strategists, Read by Three Strategist, Making Meaning, Flying Start, Words Their Way, Leveled Literacy Intervention Kits, Investigations, Kathy Richardson Math Strategies, Math Stations, Technology Resources and Software, Benchmark Assessment System, AIMSweb, Evaluate Professional Development Weekly PLC Sessions and Grade Level Meetings Humanities Teacher Focused on Literacy Instruction and Successful Strategies for Reading Title I Learning Strategist to provide direct Tier III instruction to identified students. Title I Family Assistant	Benchmark Google Docs Tracker (AIMSweb, Benchmark Assessment System, QSI, Evaluate) Formative and Summative Assessments, Teacher Grade books.	Observation and Feedback Cycle (NEPF) August, 2016-May 2017 (Administration), Weekly PLC and Grade Level Meetings (Teachers, Title I Learning Strategists, Read by Three Strategis, Administration) for Data Analysis and Instructional Planning Professional Development (Title I Learning Strategist, Read by Three Strategist, Administration), Schedule of Tier III Student Intervention (Classroom Teachers, Title I Learning Strategist/Interventionist, Administration), Family Assistant Schedule	N/A
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Comments:

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

Comments:

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

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

Increase the percentage of school-based personnel trained in cultural competency.

Root Causes:

There is a need for training in the area of cultural competency as evidenced by district student achievement gap data.

Measurable Objective 1:

Teachers and Staff will demonstrate increased cultural competency by 2017, as measured by surveys and self-assessments.

Measurable Objective 2:

100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

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

All staff will participate in a professional development session with materials provided by the District's Equity and Diversity Department. School Teachers and Staff will attend professional development in NEPF standards related to cultural competency and be trained in and participate in school wide programs and initiatives including the Be Kind Program, Kelso's Choices, Weeks of Respect, and Peace Week. School Equity and Diversity Liaison will share out information during staff meetings from district level meetings. Equity and Diversity Committee will share activities with staff for different heritage/cultural months and celebrations.	School Counselor, Be Kind Program (SGF), Kelso's Choices Materials (General Fund), Materials and Activities Aligned to Weeks of Respect and Peace Week, Training materials from Equity and Diversity Department Equity and Diversity Liaison and on-site committee	Staff Sign In Sheets, PD Agendas, School wide Calendar and Schedule, Visual Representations Throughout School Campus, Teacher observation data (NEPF)	School Calendar and Schedule (Administration) -August, 2016, Coordination of Resources and Activities (School Counselor and School Committees) August, 2016-May 2017 The principal is responsible for ensuring this action step takes place during the 2016-2017 school year. Teacher Reflective Sessions with Administration September, 2016-May, 2017-Administration and Teachers Teacher Reflective Meetings (Self-Assessment): Classroom Teachers and Administration	N/A
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Comments:

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

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		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)
Title I Budget	290,152.00	Instructional Coach/Strategist, Instructional Strategist/Interventionist, CSR 5th Grade Teacher, Neighborhood Mom (School Aide) (3. 9 hours), Leveled Literacy Intervention Kit, Leveled Books, Instructional supplies, iPads, Professional Development, Reading Eggs, Parental Involvement (Translation, parent meeting and training supplies)	Goals 1, 2 and 3
General Budget	\$62,000.00	Research-based Instructional Programs, Materials, and General Supplies (including Evaluate, Handwriting Without Tears, Words Their Way)	Goals 1, 2 and 3
ELL		CTT for additional Tier II support focused on increasing language development for LEP students.	Goals 1, 2 and 3

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

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

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

It is a state and district mandate that all teachers be highly qualified. Highly qualified teachers are attracted to our school due to a strong coaching/mentoring program, offered by our strategist/teacher leaders, and extensive collaboration within and between the grade levels. In addition, our teachers have an abundance of professional development opportunities which assist in helping them become as highly effective as possible.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Family engagement is encouraged through monthly parent classes in conjunction with FACES throughout the school year, monthly Coffee and Cookies with the Administration is held to gather input from parents in regard to our instructional practices, and family engagement nights throughout the school year. Our school performance data and research-based instructional strategies are used to assist parents in supporting their children in academic activities. All pieces of communication sent home are printed in English and Spanish.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

Preschool children are given the opportunity to spend time in the regular Kindergarten classrooms to adapt the structures of this grade level. All school events are open for our preschool children and their families to attend. Our fifth graders visit the feeder middle schools as well as receive information from the school counselors as they begin to make their plan to transition to sixth grade. Our fifth graders are actively encouraged to apply for middle school magnet programs.

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

Teachers meet in professional learning communities on an on-going bases to analyze the results of the academic assessments they have created and selected to use within their grade levels as part of the Standards Based Report Card School. During PLC and grade level meetings, and data analysis days, staff revisit the academic assessments utilized and plan for instruction based upon their results. During some Site-Based Collaboration Time, staff will be reviewing assessments and modifying them to meet the demands of the NVACS.

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

Every effort is made to ensure that federal, state, and local funds and services are spent with student needs as a priority. We welcome any local assistance we receive from our community partners in terms of supplies and services they provide to enhance student achievement at Clyde C. Cox. We continually seek assistance from our community to become partners in education. Additionally, teachers often apply for grants that assist in retaining resources which help in increasing student achievement.

APPENDIX A - Professional Development Plan

1.1

Professional Development will focus on aligning Tier I and Tier II reading instruction to NVACS and NEPF, utilizing rigorous resources and research-based instructional strategies such as anchor charts, productive discourse, word study, IDR, explicit vocabulary strategies for language development, and small group targeted instruction. Professional development will also include using the Evaluate testing platform and resources to gather formative data on student progress towards meeting NVACs.

Goal 1 Additional PD Action Step (Optional)

2.1

Professional Development will focus on aligning Tier reading and math instruction to NVACS and NEPF, based on student data. Teachers will work collaboratively to do backwards planning utilizing rigorous resources and research-based instructional strategies such as anchor charts, productive discourse, explicit vocabulary instruction and small group targeted instruction and Tier II reading intervention strategies and resources. Tier I and Tier II small groups will include specific ELL groupings to provide targeted support for LEP students.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development session with materials provided by the District's Equity and Diversity Department. School Teachers and Staff will attend professional development in NEPF standards related to cultural competency and be trained in and participate in school wide programs and initiatives including the Be Kind Program, Kelso's Choices, Weeks of Respect, and Peace Week. School Equity and Diversity Liaison will share out information during staff meetings from district level meetings. Equity and Diversity Committee will share activities with staff for different heritage/cultural months and celebrations.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Monthly Cookies and Coffee Sessions and Learning Strategy Sessions, FACES Parent Classes, Parent Center/Volunteer Survey, Munch with Moms and Dine with Dads in the fall, Muffins With Mom and Donuts with Dad in the Spring, PSTAPT Day, Family Nights throughout the year.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Monthly Cookies and Coffee Sessions with Administration Monthly Parent Involvement Activities PSTAPT Day Parent Classes for FACES

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 Grade 3 proficiency rates in reading.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in reading from 20.51% in 2016 to 34% by 2016 as measured by state assessments.
- Increase percentage of students in K-3 who are reading at grade level by a minimum of 15% by 2017, as measured by the Benchmark Assessment System reading assessment.

Status

N/A

Comments:

1.1 Professional Development: 9 Teachers will be going through NBCT throughout the school year. Professional Development opportunities will be open to all staff members throughout the cohort.

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Professional Development will focus on aligning Tier I and Tier II reading instruction to NVACS and NEPF, utilizing rigorous resources and research-based instructional strategies such as anchor charts, productive discourse, word study, IDR, explicit vocabulary strategies for language development, and small group targeted instruction. Professional development will also include using the Evaluate testing platform and resources to gather formative data on student progress towards meeting NVACs.	
Progress		
Barriers		
Next Steps		
1.2	Monthly Cookies and Coffee Sessions and Learning Strategy Sessions, FACES Parent Classes, Parent Center/Volunteer Survey, Munch with Moms and Dine with Dads in the fall, Muffins With Mom and Donuts with Dad in the Spring, PSTAPT Day, Family Nights throughout the year.	
Progress		

Barriers		
Next Steps		
1.3	Teachers will align Tier I and Tier II reading instruction based on student assessment data and NVACS.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 2****Priority Need/Goal 2:**

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

Measurable Objective(s):

- Reduce the math proficiency gap between the school's highest performing IEP subgroup and lower performing IEP supergroup from 12.03% to 9.03% by 2017 as measured by state assessments.
- Reduce the reading proficiency gap between the school's highest performing IEP subgroup and lower performing IEP supergroup from 25.77% to 18.98% by 2017 as measured by state assessments.
- Reduce the math proficiency gap between the school's highest performing LEP subgroup and lower performing LEP supergroup from 9.05% to 7% by 2017 as measured by state assessments.
- Reduce the reading proficiency gap between the school's highest performing LEP subgroup and lower performing LEP supergroup from 21.49% to 16.13% by 2017 as measured by state 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	Professional Development will focus on aligning Tier reading and math instruction to NVACS and NEPF, based on student data. Teachers will work collaboratively to do backwards planning utilizing rigorous resources and research-based instructional strategies such as anchor charts, productive discourse, explicit vocabulary instruction and small group targeted instruction and Tier II reading intervention strategies and resources. Tier I and Tier II small groups will include specific ELL groupings to provide targeted support for IEP students.	
Progress		
Barriers		
Next Steps		

2.2	Monthly Cookies and Coffee Sessions with Administration Monthly Parent Involvement Activities PSTAPT Day Parent Classes for FACES	
Progress		
Barriers		
Next Steps		
2.3	Teachers will align Tier I and Tier II reading and math instruction based on student assessment data and NVACS, which will incorporate vocabulary development and differentiation of instruction. CTT for ELL Tier II Group, Tier III reading instruction will be provided to students requiring Tier III intervention.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 3****Priority Need/Goal 3:**

Increase the percentage of school-based personnel trained in cultural competency.

Measurable Objective(s):

- Teachers and Staff will demonstrate increased cultural competency by 2017, as measured by surveys and self-assessments.
- 100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

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	All staff will participate in a professional development session with materials provided by the District's Equity and Diversity Department. School Teachers and Staff will attend professional development in NEPF standards related to cultural competency and be trained in and participate in school wide programs and initiatives including the Be Kind Program, Kelso's Choices, Weeks of Respect, and Peace Week. School Equity and Diversity Liaison will share out information during staff meetings from district level meetings. Equity and Diversity Committee will share activities with staff for different heritage/cultural months and celebrations.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

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