

School Performance Plan

School Name	
Eisenberg, Dorothy ES	
Address (City, State, Zip Code, Telephone):	
7770 W Delhi Ave Las Vegas, NV 89129-6749, (702) 799-4680	
Superintendent/Assistant Chief:	Pat Skorkowsky / Kaweeda Adams
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
Karen Severino	Parent	Jamie McKee	Principal
Susan Owens	Assistant Principal	Kristen Gregg	Literacy Specialist
Alice Huntsman	Kindergarten Teacher	Christie Francese	First Grade Teacher
Vicki Snyder	Second Grade Teacher	Brandi Clark	Third Grade Teacher
Erin Rolfe	Fourth Grade Teacher	Heather Telford	Fifth Grade Teacher
Julie Joyce	Resource Teacher	Christopher Waller	FLS 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
Summative Assessments	AMAOs/ELPA Analysis	Achievement Gap Data
Interim Assessments	Achievement Gap Data	Special Education Procedures - Whole School
Formative Assessments Practice	NA	NA
NA	NA	NA
Family Engagement Data	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.

The 2015-2016 SBAC data indicated that 42% of 3rd grade students met or exceeded standards in Reading, 39% of 4th grade students met or exceeded standards in Reading and 47% of 5th grade students met or exceeded standards in Reading. Additionally, SBAC data indicated that 42% of 3rd grade students met or exceeded standards in math, 36% of fourth grade students met or exceeded standards in math, and 39% of 5th grade students met or exceeded standards in math. Acuity data indicated that 100% of kindergarten students met or exceeded standards in Reading, 75% of 1st grade students met or exceeded standards in Reading and 85% of 2nd grade students met or exceeded standards in Reading. Additionally, Acuity data indicated that 97% of kindergarten students met or exceeded standards in Math, 84% of 1st grade students met or exceeded standards in Math, and 82% of 2nd grade students met or exceeded standards in Math. AIMSweb R-CBM data indicated that 75% of 1st grade students met or exceeded standards, 89% of 2nd grade students met or exceeded standards, 68% of 3rd grade students met or exceeded standards, 77% of 4th grade students met or exceeded standards, and 75% of 5th grade students met or exceeded standards. Three year AIMSweb R-CBM trend data indicates a slight decline in the overall percentage of students above the 25th percentile. AIMSweb M-Comp data indicated that 93% of 1st grade students met or exceeded standards, 85% of 2nd grade students met or exceeded standards, 62% of 3rd grade students met or exceeded standards, 57% of 4th grade students met or exceeded standards and 72% of 5th grade students met or exceeded standards. WIDA APT data indicated that 15 of 48 students (31%) met or exceeded standards. SBAC ELA LEP data indicated 26% (6/23) students were proficient, and SBAC Math LEP data indicated 26% (6/23) students were proficient. Ethnicity SBAC ELA data indicated that 80% (8/10) of the Asian students were proficient, 23% (10/43) of the African American students were proficient, 58% (46/80) of the Caucasian students were proficient, 30% (25/83) of the Hispanic students were proficient, 44% (8/18) of the Multiracial students were proficient, 100% (2/2) of the Native American students were proficient, 71% (5/7) of the Pacific Islander students were proficient, and 45% (52/116) female students and 41% (52/127) male students were proficient. Ethnicity SBAC Math data indicated that 80% (8/10) of the Asian students were proficient, 19% (8/43) of the African American students were proficient, 54% (43/80) of the Caucasian students were proficient, 29% (24/83) of the Hispanic students were proficient, 33% (6/18) of the Multiracial students were proficient, 100% (2/2) of the Native American students were proficient, 43% (3/7) of the Pacific Islander students were proficient, and 41% (47/116) female students and 37% (47/127) male students were proficient. SBAC ELA IEP data indicated that 29% (6/21) students were proficient, and SBAC Math IEP data indicated that 24% (5/21) students were proficient. For the 2016-2017 school year there are 627 students enrolled at Eisenberg. 326 students are boys and 301 are girls. LEP population in 56 and 98 students have an IEP which is 28 more than the 2015-16 school year. Ethnicity demographics are as follows: 229 Hispanic, 194 Caucasian, 110 Black, 58 Mixed Race, 22

Asian, 12 Native Hawaiian/Pacific Islander and 2 Native American.

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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:

There is a need for a consistent Tier I (whole group and small group) structured reading block aligned with the rigor of the standards in order to increase the number of students meeting grade level standards.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 46.22% to 65% 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
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will receive professional development in differentiated instruction in order to provide a consistent, structured Tier I reading block. PD will focus on appropriate, high cognitive demand instruction to challenge every student, place appropriate demands on each student, and progressively develop all student cognitive abilities and skills. (NEPF 2)	Substitute days for professional development/ instructional rounds - Funded by Title I, Site Based Collaboration Time, RTI tracking, Progress Monitoring on AIMSweb and STAR, Grant funded Literacy Strategist, Literacy Framework - Master Schedule	PD/Sub days sign-in/evaluations, Instructional Round Data, Lexia reports, RTI minutes/notes, AIMSweb progress monitoring, STAR, AR data, SBAC interim data	PD/Sub sign-in/evaluation on sub/PD days by Admin, RTI minutes/notes and AIMSweb progress monitoring every six weeks by RTI Chairs, Lexia Reports weekly by Teachers, STAR collected at benchmark by Teachers, Block Interim Data throughout the year.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Literacy Night and Literacy Specialist led parent seminars will provide strategies for parents to assist students in the different ways literacy can be engaging and enjoyed at home. Parent, teacher, student contracts for AR to encourage participation in the AR program at home and school.	Support staff extra duty pay and refreshments (Title I), Teachers, strategies and activities for parents	Parent sign-in/evaluations and end of year surveys, AR Contracts, Lexia logins	Parent sign-in/evaluations and end of year surveys collected on Literacy Night by administration (March 2nd Literacy Night) Weekly feedback AR logs (Teachers) Parent Seminars (November 2016) PSTAPT (December 2016)	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will implement structured Tier I (whole group/small group) instruction following the Literacy Instruction Framework 2.0 utilizing Flying Start curriculum and exemplar text close read strategies.	Flying Start materials; Substitute days for professional development; exemplar text/paired text materials; RTI tracking, Progress Monitoring on AIMSweb and STAR, Grant funded Literacy Specialist, Master Schedule.	Small group differentiated instruction lesson plans, Intervention lesson plans, classroom observations, AIMSweb progress monitoring, STAR, RTI data, NEPF, Block SBAC Interim data, Read By Three Action Plan.	Intervention lesson plans and classroom observations monthly by administration, AIMSweb progress monitoring every six weeks by RTI Chairs, STAR & AR data collected at benchmarking by Teachers	N/A

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:

To increase reading proficiency and close the achievement gap, there is a need to continue with an intervention block and the implementation of an equitable, common, and systematic intervention to increase proficiency. The increase in the achievement gap in all racial/ethnic and FRL/IEP/ELL subgroups shows a continued need for rigorous lessons aligned with the NVACS and the implementation of an equitable, common, and systematic intervention to increase proficiency.

Measurable Objective 1:

Reduce the math proficiency gap between the school's highest performing super subgroup and lowest performing ethnic/racial subgroup (African American) from 24 to 16 by 2017 as measured by state assessments.

Measurable Objective 2:

Reduce the reading proficiency gap between the school's highest performing super subgroup and lower performing ethnic/racial subgroup (African America) from 24 to 16 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:	

Teachers will receive professional development in differentiated reading instruction to provide students with a structured, 110 minute Tier I literacy block. All students scoring beneath the 25th percentile will be provided intervention and after-school tutoring. PD will focus on appropriate, high cognitive demand instruction to challenge every student in literacy and math instruction (NEPF 2). Teachers will collaborate during grade level STPT to provide best practices and strategies utilized during the 20-minute math intervention block.	Substitute days for professional development in differentiated reading instruction, RTI tracking, Progress Monitoring on AIMSweb and STAR, Grant-funded Literacy Specialist, Master Schedule, common math curriculum, book study on strategies to close the achievement gap (General Funds); Tutoring (Title I funded)	PD/Sub days sign-in/evaluations, Instructional Rounds, RTI minutes/notes, AIMSweb progress monitoring, STAR, Lesson Plans, STPT forms, Common Assessments, tutoring attendance, intervention lesson plans, SBAC Block interim results.	PD/Sub sign-in/evaluation on sub/PD days by Admin, Lesson Plans monthly by Admin, RTI minutes/notes and AIMSweb progress monitoring by RTI Chairs, Lexia Reports (Teachers); STAR collected at benchmark by Teachers, AR Contracts; STPT forms (Administration).	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Literacy and Math/Science/STEM Night will provide strategies for parents to assist students in the different ways literacy, math & science can be engaging and enjoyed at home. PSTAPT - Parent Conferencing	Support staff extra duty pay and refreshments (Title I), Teachers, strategies and activities for parents ; PSTAPT District funded	Parent sign-in/evaluations and end of year surveys; RSVP forms, meeting agendas; Awards assemblies; PSTAPT reports, sign-in sheets	Parent sign-in/evaluations and end of year surveys collected on Literacy Night & Math/Science/STEM Night by administration; Awards Assemblies (January & May); : PSTAPT (December) Administration/District.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will implement the 110-minute reading block instruction following the literacy instructional framework 2.0. Teachers will provide 30 minutes of intervention daily for students performing below the 25th percentile. Fourth and fifth grade teachers will departmentalize in order to provided high quality, focused math and literacy instruction. Teachers will implement a common math curriculum including a 20-minute intervention block embedded during the 70-minute math block.	Flying Start, RTI tracking, PM on AIMSweb, Grant-funded literacy specialist, Master Schedule, Instructional Rounds (Title I), AR & STAR reading (Title I), Complex texts class sets, Paired text sets, computers lab upgrade and laptops for classrooms for computerized assessments (Title I)	Lesson plans, classroom observations and assessments, AIMSweb progress monitoring, STAR, SBAC Block interim assessments, AR school-wide reading incentives..	Lesson plans and classroom observations monthly by administration, AIMSweb progress monitoring by RTI Chairs, STAR and AIMSweb collected at benchmarking by Teachers, SBAC Block interim assessments by testing coordinator and teachers.	N/A

Comments:

2.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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Reading and Math afterschool tutoring targeting Tier II and III students.	Extra duty pay for tutoring, Lexia (Title I)	Tutoring attendance, Lexia reports	Tutoring attendance weekly by administration, Lexia Reports weekly by Tutoring Teachers	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 checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

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 achievement gap data.

Measurable Objective 1:

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 book study utilizing the National Education Association Care Book.	National Education Association Care book for each teacher, Site Based Collaboration Time.	Sign-in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during SBCT.	N/A

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: No	NCCAT-S Indicators:	

				N/A
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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	\$144,000.00	Software (20,000.00), Technology supplies: computers, Smartboards, document cameras, printers, headphones, mice, laptop cart, toner, (125,200.00), instructional materials (4,600.00), substitutes, (2800.00), tutoring (6,624.00), licensed extra duty (5,500.00), support staff extra duty (900.00), PISA (1,440.00).	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.

Participation of all staff in school governance structure and decision-making, staff access to professional development opportunities, and staff access to leadership of school committees/professional development. The new teacher mentoring program will provide differentiated support to the various levels of teachers' experiential backgrounds. Support and Mentoring can be classified in to the following designations: (1) New to the profession (2) Not new to the profession, but new to Eisenberg.

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.

Eisenberg provides parents with involvement opportunities aligned with the school's mission & vision. We require 100% parent participation at our PSTAPT & teachers encourage and welcome parental support in the classroom. The teachers utilize the data to share during PSTAPT & throughout the year with students to increase parent involvement. Progress reports are sent home monthly and parents have daily access to Infinite Campus. Staff utilizes Edmodo to communicate daily to families. Communication is sent in English and Spanish. Parents are

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.).

Eisenberg Elementary provided supplies and incentives to parents for registering and to introduce and welcome new students and parents to the school. At open house, we invited Safe Key, Kinder Care and North Shore Learning to support the transition from PreK to Kinder. The school counselor organizes assemblies and orientations to the middle schools to prepare students for the transition. 5th graders take field trips to the middle school and also attend magnet school assemblies.

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

School Improvement Team collaborates with classroom teachers and provides professional development in relationship to school goals, assessments and data collection. Student Intervention Team supports teachers in the RTI process and work as case managers to provide teachers with support in interventions, documentation and graphing. Students take benchmark and interim assessments to determine progress and instruction in math and ELA.

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

Title I & district funds have been coordinated into the the SPP. Title I provides Lexia for interventions, technology for Tier I integration, instruction & implementation of Lexia intervention, Accelerated Reader was utilized as the school-wide reading incentive program, sub days for peer-observations during instructional rounds, & family night licensed and support staff, plus materials to increase family engagement. District funds supported instructional supplies to support the NEPF and the NVACS.

APPENDIX A - Professional Development Plan

1.1

Teachers will receive professional development in differentiated instruction in order to provide a consistent, structured Tier I reading block. PD will focus on appropriate, high cognitive demand instruction to challenge every student, place appropriate demands on each student, and progressively develop all student cognitive abilities and skills. (NEPF 2)

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will receive professional development in differentiated reading instruction to provide students with a structured, 110 minute Tier I literacy block. All students scoring beneath the 25th percentile will be provided intervention and after-school tutoring. PD will focus on appropriate, high cognitive demand instruction to challenge every student in literacy and math instruction (NEPF 2). Teachers will collaborate during grade level STPT to provide best practices and strategies utilized during the 20-minute math intervention block.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development book study utilizing the National Education Association Core Book.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Literacy Night and Literacy Specialist led parent seminars will provide strategies for parents to assist students in the different ways literacy can be engaging and enjoyed at home. Parent, teacher, student contracts for AR to encourage participation in the AR program at home and school.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Literacy and Math/Science/STEM Night will provide strategies for parents to assist students in the different ways literacy, math & science can be engaging and enjoyed at home. PSTAPT - Parent Conferencing

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 46.22% to 65% by 2017 as measured by state assessments.

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	Teachers will receive professional development in differentiated instruction in order to provide a consistent, structured Tier I reading block. PD will focus on appropriate, high cognitive demand instruction to challenge every student, place appropriate demands on each student, and progressively develop all student cognitive abilities and skills. (NEPF 2)	
Progress		N/A
Barriers		
Next Steps		
1.2	Literacy Night and Literacy Specialist led parent seminars will provide strategies for parents to assist students in the different ways literacy can be engaging and enjoyed at home. Parent, teacher, student contracts for AR to encourage participation in the AR program at home and school.	
Progress		N/A

Barriers		
Next Steps		
1.3	Teachers will implement structured Tier I (whole group/small group) instruction following the Literacy Instruction Framework 2.0 utilizing Flying Start curriculum and exemplar text close read strategies.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
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 super subgroup and lowest performing ethnic/racial subgroup (African American) from 24 to 16 by 2017 as measured by state assessments.
- Reduce the reading proficiency gap between the school's highest performing super subgroup and lower performing ethnic/racial subgroup (African America) from 24 to 16 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	Teachers will receive professional development in differentiated reading instruction to provide students with a structured, 110 minute Tier I literacy block. All students scoring beneath the 25th percentile will be provided intervention and after-school tutoring. PD will focus on appropriate, high cognitive demand instruction to challenge every student in literacy and math instruction (NEPF 2). Teachers will collaborate during grade level STPT to provide best practices and strategies utilized during the 20-minute math intervention block.	
Progress		
Barriers		
Next Steps		
2.2	Literacy and Math/Science/STEM Night will provide strategies for parents to assist students in the different ways literacy, math & science can be engaging and enjoyed at home. PSTAPT - Parent Conferencing	

Progress		
Barriers		
Next Steps		
2.3	Teachers will implement the 110-minute reading block instruction following the literacy instructional framework 2.0. Teachers will provide 30 minutes of intervention daily for students performing below the 25th percentile. Fourth and fifth grade teachers will departmentalize in order to provided high quality, focused math and literacy instruction. Teachers will implement a common math curriculum including a 20-minute intervention block embedded during the 70-minute math block.	
Progress		
Barriers		
Next Steps		
2.4	Reading and Math afterschool tutoring targeting Tier II and III students.	
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):

- 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 book study utilizing the National Education Association Care Book.	N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		

Barriers		
Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		