

School Performance Plan

School Name	
Hewetson, Halle ES	
Address (City, State, Zip Code, Telephone):	
701 N 20th St Las Vegas, NV 89101-2703, (702) 799-7896	
Superintendent/Assistant Chief:	Pat Skorkowsky / Lorna James-Cervantes
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
Denise Munoz	Parent	Ariel Villalobos	Principal
Kelly Cinnamond	Assistant Principal	Andrea Hill	Assistant Principal
Mabel Tang	Kindergarten Teacher	Tonya Goodwin	First Grade Teacher
Lianne Adam	Second Grade Teacher	Jeraldine Zazueta	Third Grade Teacher
Lynn Faulkner	Fourth Grade Teacher	Jazmin Carrillo	Fifth Grade Teacher
Kesha Johnson	Special Education Teacher	Gloria Sullivan	PE Specialist
Tracey Collins	Learning Strategist	Tara Koehler	Learning Strategist

Karen Sawyer	Learning Strategist		
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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	AMAOs/ELPA Analysis	Nevada Alternate Assessment (NAA)
NA	NA	Individualized Education Programs (IEP)
NA	NA	NA
NA	NA	NA
Other: i-Ready	Other: i-Ready	Other: i-Ready
Other:	Other:	Other:

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

Halle Hewetson ES has a total student population of 939 students. Demographic data indicate a student population with 90.73% Hispanic, 5.64% Black, 1.81% Caucasian, 10% IEP, 63.58% EL and above 95% FRL.

Statewide criteria assessment in grades 3-5 for the 2016-2017 academic year were analyzed. Additionally, data were collected from i-Ready fall benchmarks. The NSPF served as the primary analysis tools for student academic performance for the 2015-16 school year. NSPF data show that ELA and Math proficiency levels are comparable to other schools in Performance Zone Five (PZ5), but below school district proficiency levels including Grade 3. i-Ready data indicate Hewetson ES is performing at average or above the rest of PZ5 schools. ELPA results demonstrated Hewetson AGP was above the 50th percentile. Therefore, the inquiry and action planning process will focus on addressing Grade 3 ELA proficiency, reducing the overall achievement gap in both reading and math for all grades and insuring ELPA results for AGP continue to move positively.

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 3-5 proficiency rates in ELA/Reading.

Root Causes:

Tier I literacy instruction needs to consistently include all components of the literacy framework and be rigorous across all grade levels. Students at or near proficiency need to receive more differentiated instruction during Tier I ELA/Reading instruction.

Measurable Objective 1:

Increase the overall percent of grade 3-5 students proficient in ELA from 33.17% to 38% by 2017 as measured by SBAC end of year assessment.

Measurable Objective 2:

Increase the percent of Kindergarten students proficient in reading from 5% to 70% by 2017 as measured by i-Ready spring benchmark.

Measurable Objective 3:

Increase the percent of 1st grade students proficient in reading from 9% to 60% by 2017 as measured by i-Ready spring benchmark.

Measurable Objective 4:

Increase the percent of 2nd grade students proficient in reading from 11% to 60% by 2017 as measured by i-Ready spring benchmark.

Measurable Objective 5:

Increase the percent of 3rd grade students proficient in reading from 26% to 60% by 2017 as measured by i-Ready spring benchmark.

Monitoring Status

On Task

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 participate in professional development (PD) sessions during PLC meetings, CCSD Professional Development days and Site-based Collaboration Time (SBCT). PD will be designed to provide school-wide consistency with Tier 1 literacy components, rigorous curriculum/activity selection and increased differentiated instruction opportunities for all students in ELA/Reading. As a Cohort A school Hewetson ES will also follow ELL Master Plan components/requirements as well.	Weekly PLC time, Professional Development days, SBCT, CUs, CCSD and Title 1 budget, Learning Strategists (Title 1)	Professional Learning Community (PLC) minutes, PD/SBCT Agendas, lesson plans, administration notes and observations.	Weekly PLC meetings and CCSD Professional Development/SBCT days (Sept-May), Grade Level Chairs, Learning Strategists (Title 1), Administration	On Task
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Increase parent understanding of ELA/reading NVACS and school expectations during parent conferences and parent nights. As a Cohort A school Hewetson ES will also follow ELL Master Plan components/requirements pertaining to family engagement as well.	Title 1 Budget, Classroom Teachers, Learning Strategists (Title 1), Supplies for Family Academic Nights (Zoom and Title 1)	Parent sign-in sheets, flyers, appointment confirmations, parent evaluations	Academic and ZOOM parent nights (Oct-May), Parent Conferences (December), ZOOM and Title 1 staff, Teacher, Administrators	On Task

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will participate weekly in collaborative sessions to strengthen NVACS planning and analyze student academic performance data. As a Cohort A school Hewetson ES will also follow ELL Master Plan components/requirements which will be presented and discussed during year long SBCT.	PLC meeting time, SBCT time, Imagine Learning data, STAR/AR data, i-Ready data, Zoom Reading Center (Zoom), CTT (Title One and Read by 3).	PLC notes, Administration notes/observations	September-June, Grade Level Teachers, Grade Level Chair, Administration	On Task

Comments:

1.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will utilize grade level curriculum and assign rigorous tasks that challenge and progressively develop all students' cognitive abilities and skills.	Pearson ELA curriculum, Classroom teachers, STAR/AR program, Core Phonics Assessment, and i-Ready data.	Teacher lesson plans, core phonics, MAP, STAR, administration notes and observations	Classroom teachers and administration September-June	On Task

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:

Teachers need additional professional development in ELL instruction and student engagement strategies. Parents need additional support to better understand NVACS, school academic expectations and change in assessment rigor.

Measurable Objective 1:

Increase the percentage of 3rd grade ELs who are on or above grade level in reading, as measured by end of year assessments, from 28.07% to 38.07% by June 2017.

Measurable Objective 2:

Increase the percentage of K-2 ELs who are on or above grade level in reading, as measured by iReady, from 10% to 60% by June 2017.

Measurable Objective 3:

Increase the percent of ELs meeting AGP, as measured by ELPA, from 71.6% to 76.6% by June 2017.

Measurable Objective 4:

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 38.65% to 32.65% by 2017 as measured by state assessments.

Measurable Objective 5:

Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 29.55 to 23.55 by 2017 as measured by state assessments.

Monitoring Status

On Task

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 participate in professional development sessions during PLC meetings and CCSD Professional Development days designed to provide school-wide consistency and increase ELL instructional strategies. Teachers will participate weekly in collaborative sessions to strengthen Zoom Reading Center (Zoom), Professional Development – Zoom PD for teachers, project facilitators, and Zoom PPTs on curriculum and strategies. PD for admin, provided by Zoom, focuses on the expectations of Zoom. Admin and Zoom staff will attend PD and conferences focused on teaching and supporting English Learners. As a Cohort A school Hewetson ES will also follow ELL Master Plan components/requirements as well.	PLC meeting time, Professional Development days, CCSD and site staff, Learning Strategists (Title 1) Resources: Estimated Costs for 29 Zoom elementary and secondary schools: \$500,000 (to be paid for with non-SB 405 funds: ELL general funds, Title III, and Title I)	PLC notes, SBCT notes, Professional Development agendas, administration notes/observations. Evidence: Student Achievement Data as measured by WIDA/iReady (3 times per year)	Weekly PLC meetings and CCSD Professional Development days for the 2015-16 school year, Grade Level Chairs, Learning Strategists (Title 1), Administration, Assistant Chief.	On Task
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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:	
Increase parent understanding of math and reading NVACS and school expectations during parent conferences and parent nights. Action Step: Two ZOOM Family Nights will be held (one in the fall and one in the spring), Zoom newsletters will be sent out starting in the fall.	Title 1 budget, Classroom Teachers, Learning Strategists (Title 1), supplies for academic nights (Title 1 and ZOOM) Parent Engagement Project Facilitator (Zoom)	Parent sign-in sheets, flyers, appointment confirmations, parent evaluations. Attendance counts and/or sign-in sheets from family events, Parent survey data, Site logs of parent contact and activities.	December Parent Conferences, STEAM and Literacy Parent Nights (Title 1 and ZOOM), Administrators, Assistant Chief (2015-16 school year)	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will participate in weekly collaborative sessions to strengthen NVACS planning and analyze student academic performance data.	PLC meeting time, Academic data, Zoom Reading Center (Zoom), CTT (PASS), Learning Strategists (Title 1), Star Math and Reading Assessments, i-Ready Assessment, Acuity Assessment	PLC notes, Administration notes/observations, Star Math and Reading Assessment data, i-Ready data, Acuity data, Imagine Learning data, Pre and Post WIDA data	September-June, Grade Level Teachers, Grade Level Chairs, Administration	On Task

Comments:

2.4 Other (Optional)	Continuation From Last Year: Yes	NCCAT-S Indicators:
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The teacher operates with a deep believe that all children can achieve regardless of race, perceived ability, and socio-economic status. Zoom pre-K half days Mon-Thurs. Full day Kindergarten. Zoom Reading Center: 30 minutes additional Tier I literacy instruction. Zoom Summer Academy and Intersession Academy provide 17 additional days of instruction;	Teachers, Administration, Learning Strategists, School Staff, CTT (PASS), ZOOM Reading Center (ZOOM), Parent Center (Title 1), Tutoring (ELL) 1 Teacher, 1 Family Assistant, NVACS-aligned thematic units (Zoom). CCSD Literacy Framework with supplementary materials for differentiated instruction (Zoom); Resources: CCSD Zoom Reading Center Framework, Zoom Project Facilitators, long-term sub, 3 PPTs, and Reading Center facility (furniture, books, instructional supplies, technology, and software)(Zoom). Themed units aligned to Literacy Framework and NVACS, Math curriculum based on WestEd program, licensed and support staff, transportation personnel, nurses, crossing guards, subs, presenters, and classroom supplies (Zoom);	Administration observations/notes, student survey, parent survey, professional development agendas and sign-in sheets, parent center classes and sign-in sheets. Evidence: Student Achievement Checkpoints, WIDA, iReady Data, DRA and District/State Assessments (3 times per year)	Administration, Teachers, Support Staff, Learning Strategies (Title 1), September-June. Zoom Pre-K Teacher, Family Assistant, and Administrator , Assistant Chief (2015-16 school year)	On Task
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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 the District student achievement gap data.

Measurable Objective 1:

100% of staff will participate in school-based 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 provided by the District's Equity and Diversity Department school liaison. As a Cohort A school Hewetson ES will also follow ELL Master Plan components/requirements as well.	Training materials from E&DD, ELL Master Plan funding under ZOOM.	Sign-in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during PD sessions from Oct-May.	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: 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: Yes	NCCAT-S Indicators:	
Retention through financial incentives, opportunities for professional growth, administrative support and leadership, school culture and working conditions.	Zoom funding	Teacher Survey Data, Possible data from HR, including retention/turnover rates.	Administration and Assistant Chief (2015-16 school year)	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	\$370,750.80	This funding will provide 3 learning strategists to work directly with students, 1 fifth grade teacher to lower class sizes, 3 Temporary Aides, 1 CTT, substitutes for teacher collaboration, CIS Services, technology, software for student use, FOSS science kit supplemental, licensed extra duty for professional development and books, parent involvement supplies.	Goals 1 and 2
Zoom	\$25,000,000 total funding	Funding will provide for Pre-K half days, 4 days a week; Full Day Kindergarten; Reading Skills Center; Summer Academy Intercession; Professional Development; Recruitment/Retention Initiatives; and Family Engagement Opportunities.	Goal 2
Read by 3 Grant and Title III	\$ 80,820.00 and \$11,880	This funding will be used to provide 1 half-time learning strategist who will work directly with teachers on intensive instruction, assessment data and other SB 391 Read by 3 requirements. Additionally, funding will be used for prep buyouts for intensive instruction and after school tutoring. Title III funding will be used for students who are EL newcomers and potential long term ELs. A CTT will provide targeted small group support during Tier I instruction by focusing on language development and vocabulary. There will also be a focus on specific content areas as well as specific language domains.	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.

Participatory leadership practices are utilized throughout the year to encourage teachers to be fully involved. New teachers are mentored and provided varying instructional supports by administration and the performance zone. Feedback to the teachers is on-going, timely and frequent. The school utilizes its highly engaged PTO as support to our teachers as well.

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.

Title 1, one percent set-aside Parent Involvement Funds (\$3,670.80) will be used to increase volunteering, learning at home and collaboration with community by providing three to four parent trainings throughout the 2016-17 school year. The trainings will focus on family literacy to empower parents to help their children at home.

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.).

A Kinder round-up meeting is held at the end of the year to discuss kinder expectations and requirements. Kinder teachers also have an Open House Day for parents and students before the school year begins to help students transition smoothly during the first week of school. Assistance with Middle school transition is provided by our counselor and fifth grade teaching staff. Students attend Magnet and Middle school orientation. Middle school staff come to assist w/enrollment and elective choices.

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

Teachers meet weekly for PLC meetings. During these meetings teachers discuss grade level and formative assessments among other topics. Additionally, each grade level meets monthly with administration to discuss assessment and academic performance data. The Learning Improvement Team (LIT) meets monthly to discuss topics ranging from instruction to assesement.

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

As indicated in the Title 1, ELL (ZOOM), and Read by 3 plans all services and resources are aligned to enhance instruction, interventions, professional development, and family involvement.

APPENDIX A - Professional Development Plan

1.1

Teachers will participate in professional development (PD) sessions during PLC meetings, CCSD Professional Development days and Site-based Collaboration Time (SBCT). PD will be designed to provide school-wide consistency with Tier 1 literacy components, rigorous curriculum/activity selection and increased differentiated instruction opportunities for all students in ELA/Reading. As a Cohort A school Hewetson ES will also follow ELL Master Plan components/requirements as well.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will participate in professional development sessions during PLC meetings and CCSD Professional Development days designed to provide school-wide consistency and increase ELL instructional strategies. Teachers will participate weekly in collaborative sessions to strengthen Zoom Reading Center (Zoom), Professional Development – Zoom PD for teachers, project facilitators, and Zoom PPTs on curriculum and strategies. PD for admin, provided by Zoom, focuses on the expectations of Zoom. Admin and Zoom staff will attend PD and conferences focused on teaching and supporting English Learners. As a Cohort A school Hewetson ES will also follow ELL Master Plan components/requirements as well.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development session provided by the District's Equity and Diversity Department school liaison. As a Cohort A school Hewetson ES will also follow ELL Master Plan components/requirements as well.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Increase parent understanding of ELA/reading NVACS and school expectations during parent conferences and parent nights. As a Cohort A school Hewetson ES will also follow ELL Master Plan components/requirements pertaining to family engagement as well.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Increase parent understanding of math and reading NVACS and school expectations during parent conferences and parent nights. Action Step: Two ZOOM Family Nights will be held (one in the fall and one in the spring), Zoom newsletters will be sent out starting in the fall.

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 3-5 proficiency rates in ELA/Reading.

Measurable Objective(s):

- Increase the overall percent of grade 3-5 students proficient in ELA from 33.17% to 38% by 2017 as measured by SBAC end of year assessment.
- Increase the percent of Kindergarten students proficient in reading from 5% to 70% by 2017 as measured by i-Ready spring benchmark.
- Increase the percent of 1st grade students proficient in reading from 9% to 60% by 2017 as measured by i-Ready spring benchmark.
- Increase the percent of 2nd grade students proficient in reading from 11% to 60% by 2017 as measured by i-Ready spring benchmark.
- Increase the percent of 3rd grade students proficient in reading from 26% to 60% by 2017 as measured by i-Ready spring benchmark.

Status

On Task

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 participate in professional development (PD) sessions during PLC meetings, CCSD Professional Development days and Site-based Collaboration Time (SBCT). PD will be designed to provide school-wide consistency with Tier 1 literacy components, rigorous curriculum/activity selection and increased differentiated instruction opportunities for all students in ELA/Reading. As a Cohort A school Hewetson ES will also follow ELL Master Plan components/requirements as well.	N/A
Progress		
Barriers		
Next Steps		
1.2	Increase parent understanding of ELA/reading NVACS and school expectations during parent conferences and parent nights. As a Cohort A school Hewetson ES will also follow ELL Master Plan components/requirements pertaining to family engagement as well.	N/A

Progress		
Barriers		
Next Steps		
1.3	Teachers will participate weekly in collaborative sessions to strengthen NVACS planning and analyze student academic performance data. As a Cohort A school Hewetson ES will also follow ELL Master Plan components/requirements which will be presented and discussed during year long SBCT.	N/A
Progress		
Barriers		
Next Steps		
1.4	Teachers will utilize grade level curriculum and assign rigorous tasks that challenge and progressively develop all students' cognitive abilities and skills.	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):

- Increase the percentage of 3rd grade ELs who are on or above grade level in reading, as measured by end of year assessments, from 28.07% to 38.07% by June 2017.
- Increase the percentage of K-2 ELs who are on or above grade level in reading, as measured by iReady, from 10% to 60% by June 2017.
- Increase the percent of ELs meeting AGP, as measured by ELPA, from 71.6% to 76.6% by June 2017.
- Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 38.65% to 32.65% by 2017 as measured by state assessments.
- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 29.55 to 23.55 by 2017 as measured by state assessments.

Status

On Task

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 participate in professional development sessions during PLC meetings and CCSD Professional Development days designed to provide school-wide consistency and increase ELL instructional strategies. Teachers will participate weekly in collaborative sessions to strengthen Zoom Reading Center (Zoom), Professional Development - Zoom PD for teachers, project facilitators, and Zoom PPTs on curriculum and strategies. PD for admin, provided by Zoom, focuses on the expectations of Zoom. Admin and Zoom staff will attend PD and conferences focused on teaching and supporting English Learners. As a Cohort A school Hewetson ES will also follow ELL Master Plan components/requirements as well.	N/A
Progress		
Barriers		
Next Steps		

2.2	Increase parent understanding of math and reading NVACS and school expectations during parent conferences and parent nights. Action Step: Two ZOOM Family Nights will be held (one in the fall and one in the spring), Zoom newsletters will be sent out starting in the fall.	N/A
Progress		
Barriers		
Next Steps		
2.3	Teachers will participate in weekly collaborative sessions to strengthen NVACS planning and analyze student academic performance data.	N/A
Progress		
Barriers		
Next Steps		
2.4	The teacher operates with a deep believe that all children can achieve regardless of race, perceived ability, and socio-economic status. Zoom pre-K half days Mon-Thurs. Full day Kindergarten. Zoom Reading Center: 30 minutes additional Tier I literacy instruction. Zoom Summer Academy and Intersession Academy provide 17 additional days of instruction;	N/A
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 school-based 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 provided by the District's Equity and Diversity Department school liaison. As a Cohort A school Hewetson ES will also follow ELL Master Plan components/requirements as well.	N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		

Barriers		
Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4	Retention through financial incentives, opportunities for professional growth, administrative support and leadership, school culture and working conditions.	N/A
Progress		
Barriers		
Next Steps		