

School Performance Plan

School Name
Lowman, Mary & Zel ES

Address (City, State, Zip Code, Telephone):
4225 N Lamont St
Las Vegas, NV 89115-2466, (702) 799-4930

Superintendent/Assistant Chief: Pat Skorkowsky / Jeff Geihs

For Implementation During The Following Years: 2016-2017

The Following MUST Be Completed:

Title I Status: Served

Designation: Priority School

Grade Level Served: Elementary

Classification: 1 Star

NCCAT-S: Review

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Louis Markouzis	Principal	Deborah Friedrich	Assistant Principal
Angela Knight	Assistant Principal	Mirielle Williams	Parent
Kathryn Candela	Strategist	Kevin Hargreaves	Strategist
Stephanie MacDuffee	Strategist		

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)	Achievement Gap Data	Achievement Gap Data
Statewide Assessments	NA	NA
Formative Assessments Practice	NA	NA
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	NA	NA
Stakeholder Survey Information	NA	NA
Other: Internal/External Review (TAZ)	Other:	Other:
Other: Community Input Meeting	Other:	Other:

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

New statewide summative data is unavailable at this time.

2015-2016 eValue proficiency data shows:

MATH: 3% of the students were proficient in October and 30% proficient in April.

Subgroups: African American 2% proficient in October and 22% in April. Hispanic 4% proficient in October and 33% in April.

ELA: 7% were proficient in October and 23% in April

Subgroups: African American 5% proficient in October and 14% in April. Hispanic 9% proficient in October and 31% in April.

2016 spring Acuity data shows that both kindergarten and first grade have exceeded their ELA goals by 10% and 8% respectively and in math by 4% and 4% respectively.

In 2014-2015 the school had 969 discipline referrals through the use of The Leader In Me strategies 2015-2016 had 333 fewer referrals for a 33% reduction in discipline incidents.

2016-2017 goals will be to continue the positive trends seen in this data.

Previously analyzed data showed that Lowman dropped from a 2-Star school to a 1-Star school during the 2013-14 school year. Reading proficiency decreased from 44% (2013) to 41% (2014). IEP increased slightly in proficiency from 10% (2013) to 13% (2014), however, ELL proficiency dropped from 27% to 23% & FRL proficiency dropped from 43% to 40%. The most dramatic decrease in reading was the percent of students meeting AGP targets from 47.3% (2013) to 34.4% (2014). According to the School Growth Summary Report, the students meeting Catch Up and Keep Up AGP targets decreased dramatically during the 2014 school year (CU = 28%-2013 to 21%-2014 & KU = 80%-2013 to 56%-2014). All subpopulations of students also decreased in proficiency (African American = 39% to 28%, Hispanic = 43% to 40%, & Caucasian = 3 year decrease from 72%-2012 to 63%-2013 to 53%-2014).

Although there was a slight increase in the IEP proficiency in math (from 10%-2013 to 13%-2014), overall scores have decreased dramatically over a three-year trend from 50% (2012) to 47% (2013) to 32% (2014). ELL student proficiency decreased over 20% from 40% (2013) to 18% (2014) & FRL proficiency decreased from 46% (2013) to 31% (2014). Over the last three years, the percent of students meeting AGP targets has decreased 35% from 46% (2012) to 11% (2014). Only 3% of students were Catching Up down 27% & 20% of students were Keeping Up down 43% from 2 years ago. The Caucasian & African American students decreased to less than 25% of students proficient.

2015-2016 eValue proficiency data shows:

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Subgroups: African American 2% proficient in October and 22% in April. Hispanic 4% proficient in October and 33% in April.

ELA: 7% were proficient in October and 23% in April

Subgroups: African American 5% proficient in October and 14% in April. Hispanic 9% proficient in October and 31% in April.

2016 spring Acuity data shows that both kindergarten and first grade have exceeded their ELA goals by 10% and 8% respectively and in math by 4% and 4% respectively.

In 2014-2015 the school had 969 discipline referrals through the use of The Leader In Me strategies 2015-2016 had 333 fewer referrals for a 33% reduction in discipline incidents. 2016-2017 goals will be to continue the positive trends seen in this data.

The most recent school-wide Needs Assessment completed at Lowman Elementary School was done in December 2014/January 2015. After the review was completed, Lowman Elementary School entered CCSD's Turnaround Zone. The CCSD External Review completed in December 2014/January 2015 revealed the following:

Curriculum

The majority of teachers (39%) at Lowman Elementary School (LES) utilize results from formative assessments in their instructional planning. The majority of teachers (45%) are also collaborating amongst themselves on a regular basis. In addition, another 21% report they are getting guidance for their unique needs. However, when it comes to providing evidence that the intended curriculum is being taught, 45% of teachers say they have inconsistent evidence, with the teaching of the intended curriculum being left to chance.

Assessment

Teachers conduct a variety of formative assessments to guide curriculum and instructional decisions. However, there appears to be a lack of consensus regarding the availability of these reports. Where 30% of teachers indicate the reports are available only to the principal, another 20% indicate the reports are consistently shared. Further, there is also confusion regarding which individuals received the formative assessment reports. Here, 30% report that the reports are not shared and non-existent and another 30% report they do not know who receives the reports. Further, there appears to be a lack of agreement on how the formative assessment data is used. Whereas 32% of teachers report the data is used inconsistently in lesson planning, 27% report that data is used in lesson planning. When used, the majority of teachers (63%) report that the results are used in a consistent manner.

Instruction

The majority of teachers (71%) feel the results from the formative assessments are used in instructional planning. Although the data is being used in instructional planning, there appears to be a lack of consensus among teachers in regards to how this is being monitored. While some teachers (38%) report nonexistent monitoring of implementation, another 23% reports weekly PDSA process. There is inconsistency in regards to teacher's perception of how frequently they are supposed to be analyzing data to identify students' strengths and needs. While 29% indicate that the discussion is not occurring at all, another 27% indicate they are occurring weekly. This confusion could be caused by a lack of clarity in regards to the structures and processes surrounding data analysis for instructional purposes.

There appears to be a lack of clarity when it comes to teacher's understanding of how to meet the instructional needs of pregnant teens, group home kids, foster kids, etc. Where only 7% of teachers reported that the primary instruction is aligned with the district expected curriculum. Instructionally, a large portion of teachers at LES reported satisfactory (20%) or exemplary (23%) understanding of how to meet the special needs of identified students (i.e., special education, ELL, etc.).

Most teachers were able to describe most components of an effective lesson. Most teachers also provided examples of how they utilize the components in their instructional practices. Teachers would benefit from revisiting the components in their collaborative meetings to ensure they are utilizing these components frequently and with fidelity. Classroom observations indicate that not all of the effective components are implemented with fidelity and consistency. An objective was used in only 9.4% of instruction. Twelve classes were observed at the beginning of a lesson, with six implementing an Anticipatory Set (50%). Feedback was mostly General (58.5%) versus Explicit (22.6%). In addition, 28.3% of the time no feedback was given at all. The lesson components most noted were Independent Practice, Direct Instruction, and Checking for Understanding. One class was observed during the end of a Students were Fully engaged in 26.4% of classes, Mostly Engaged in 32.1% of classes, Somewhat Engaged in 24.5% of classes, and zero engagement in over 20% of classes. Cooperative learning was observed in only 11% of classes.

Planning

Teachers were unable to come to consensus as to how much collaborative planning time they have built into their schedule. In addition, teachers were unclear as to how the planning sessions are organized. For instance, 28% of teachers report that the planning sessions are unorganized, whereas another 28% reporting sessions are agenda managed. Further, 36% of teachers at LES report that administrative help is nonexistent in these planning sessions.

When examining the use of data in instructional planning, 32% of teachers report that all collected data is used by teachers to guide instructional planning, and 39% report the use of formative assessment results in instructional planning. Further, 66% of teachers indicate that they collaboratively work to develop lesson plans. When asked what evidence teachers can provide to show the intended curriculum has been taught, 45% of teachers report that evidence is inconsistent, illustrating a lack of clarity around this issue. Teachers also report there to be little discussion of subgroup data. Further, teachers overwhelmingly responded that there is non-existent to limited discussion concerning reduction of the achievement gap.

There seems to be a great deal of confusion among teachers at LES regarding their role in the planning and development of the school improvement plan. For instance, 48% indicate they do not know who is involved. Teachers further indicate (39%) that they are unsure of what data is being used to analyze the strengths/needs of the school. There is a clear lack of knowledge regarding the process for creating the School Improvement/School Performance Plan, with 62% reporting they do not know. Finally, an overwhelming number of teachers (61%) report they are completely unaware of how the School Improvement/School Performance Plan actions steps are determined.

Data

Data use to guide instruction at LES is being attempted by most staff members. As reported in the planning summary, there is not an emphasis on analyzing subgroup data. Over 23% of teachers report the use of this data is non-existent, 41% report it is not applicable, and 18% report they do not know how the data is used.

Professional Development

Questions concerning professional development are addressed within the other summaries in this report. Lowman Elementary School has room for improvement in the structures, functions and processes that are necessary for rapid and sustained school improvement. The staff at LES would benefit from professional development in the following areas:

- Increased understanding of the assessment process
 - Clearer understanding of how to access assessment reports
 - Clarity around what constitutes as substantial evidence that intended curriculum is being taught
 - Increased regular use of classroom walk-through data to guide strengths/needs analysis
 - Utilizing subgroup data consistently
 - Effective collaboration within and amongst grade levels on a school-wide basis
- Professional development may be occurring, yet LES would also benefit from consistent follow up and communication amongst administration and staff in regards to professional development opportunities.

The results from the 2012-2013 NCCAT-S align with the findings from the reviews, indicating these issues have been a concern at Lowman for quite some time.

The University of Nevada Las Vegas conducted a Victory School Needs Assessment during the month of June 2015. Information for the needs assessment was provided from teachers and parents. Areas of greatest need or want identified by these two groups were as follows: More access to updated technology, increased opportunities for parent and family involvement, greater access to food and food services, a need for greater parent involvement and support, after-school programming, effective and engaging teachers, additional learning and school supplies, mentoring programs, and tutoring opportunities. Community input meetings were also held on August 12, 2015, with approximately 75 parents in attendance. The Lowman Elementary School Victory plan addresses these needs by offering an increased school day, opportunities for before and after-school tutoring, wrap around services through Communities in Schools, full time social worker as well as a full time school counselor on campus, a Summer Academy, additional learning and assessment strategists, school-wide student behavior and leadership program as well as a parent support center on campus.

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

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

Increase Grade 3 proficiency rates in reading.

Root Causes:

Lack of effective collaboration within and amongst grade levels on a school-wide basis, as well as a lack of understanding of the assessment process and how to use data to drive instruction.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 25.8% to 30.8% by 2017 as measured by state assessment (SBAC).

Measurable Objective 2:

Increase the reading proficiency (2nd to 5th grade) from 29% (Sept 2016) to 34% (May 2017) and from 36% (October 2016) to 41% (April 2017) as measured by Evaluate.

Measurable Objective 3:

80% of preschool students will be to identify the names of 15 upper and lower case letters by Spring benchmark as measured by the Teaching Strategies Gold assessment. 80% of preschool students will be able to produce the correct sound for 15 letters by Spring benchmark as measured by the Teaching Strategies Gold assessment.

Measurable Objective 4:

Increase the proficiency of K-1 students in reading from test A (39%) (September 2016) to test C (45%) (May 2017) as measured by District interim assessments

Measurable Objective 5:

Reduce the number of K-3 students who score in the "Tier 3" range by 10% during the Winter and Spring AIMSweb benchmarks. Reduce the number of K-3 students who score in the "Tier 2" range by 10% during the Winter and Spring AIMSweb benchmarks.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.6, 1.8, 1.9	

<p>Teachers will participate in on-going professional development on collaborative systems (PLC), instructional delivery, analyzing and using data to drive instruction through short-cycle formative assessments, especially the chosen iReady/Ready/iMath intervention data. On-site coaching and mentoring will also be provided as needed. Teachers will learn to use the Leader in Me social skills program in order to incorporate the 7 habits of highly effective leaders. Teachers will also have an opportunity to participate in out-of-district conferences . (NDE T.O.A. PLC)</p>	<p>Three learning strategists (Title I), 2 Interventionists (Flex), 1 Data Specialist/Math Interventionist(1003-a); iReady/Ready/iMath programs ; iReady Consultant ; Licensed and Support Staff Extra Duty Pay and Sub Release ; The Leader in Me Trainings and materials; Extra hour to enable weekly professional development (Title I-TAZ) Victory: Licensed Extra Duty: TLIM Training 8(e) \$32,309, TLIM conference coaching 8(e) \$21,198, TLIM online access 8 (e) \$1,500, Inst. Coach Anthony Puccci 8(e)\$ 35,265, Supplies to Support Victory Implementation 9(d) \$14,147, Pay for performance licensed 8(f)\$72,000, Licensed Extra duty PD 8(e) \$32,309</p>	<p>Agenda, Sign-in Sheets, Master PD calendar Effectiveness will be measured using walk-thru tools, teacher surveys, and monthly progress monitoring tools. On-going professional development during PLC: 8/20/16- 5/24/17</p>	<p>iReady/iMath/Ready Training provided by company consultant (Title I) Learning Strategists/Interventionists will provide weekly PD on collaborative systems (every Wednesday). Observation of iReady/Ready and Leader in Me use in the classroom: Sept '16- May '17 (Administration) Coaching on use of iReady/Ready: Sept '16- May '17 (Strategists, Performance Zone Instructional Coach). Monthly monitoring by district staff.</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>1.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 2.4, 1.9</p>	
<p>iReady/Ready/iMath Parent reports will be shared with parents throughout the school year. In addition to PSTAPT, parents will be invited for bimonthly meetings where current standards and strategies will be shared. Family academic nights will be offered at least twice per year, and monthly newsletters will highlight efforts toward reaching the goals in the School Performance Plan. Social workers and Communities in School site liaisons will provide on-site access to wrap-around services for families.</p>	<p>Data Specialist, with the help of the two designated interventionists, will prepare parent reports from the iRead/iReady/iMath intervention program (Title I/1003(a)) PSTAPT schedule set by District - additional time as needed or requested by parents (Teacher Extra Duty Pay - Title I) Family Academic Nights (Teacher Extra Duty Pay - Title I) Newsletter Victory: Communities in Schools 2 coordinators 9 (a) \$110,000, Social worker Jean Marovich 9 (a) \$58,459,</p>	<p>Parent Data Reports, Sign-in Sheets from conferences, Newsletters, Frequency, and type of wraparound services provided to families (Monthly) Total number of parent volunteers (Monthly)</p>	<p>Data Strategist will prepare parent data reports twice quarterly Classroom Teachers will conduct PSTAPT as set by the District calendar and throughout the year as needed. Classroom teachers will provide structured activities to families during Academic Family Nights. Newsletters will be written and sent home monthly (Administration). Trainings for Parents: Sept '16- May '17 (Strategists, Communities in Schools Site Liaison) Frequency and type of wrap-around services provided to families (Social Workers) Number of parent volunteers (Classroom Teachers) Monthly monitoring by district staff.</p>	<p>N/A</p>

Comments:

<p>1.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 1.6, 1.8</p>
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<p>Teachers will participate in weekly PLC meetings, facilitated by the Interventionists, to improve the quality of instructional delivery. The Interventionists will assist teachers with analyzing data and using that data to flexibly group students based on identified needs. Targeted, explicit instruction will be provided, aligned with the information gained from students participating weekly in iRead/iReady/iMath interventions. An instructional aide will assist with providing targeted interventions to students. Daily Leader in Me social skills lessons taught in the morning. (NDE T.O.A. PLC)</p>	<p>Interventionists: Extra 30 minutes per day for data analysis/planning/monitoring (1003) Instructional Assistant (Title I-Set Aside); eValueate progress monitoring tool Victory: Admin Salary: (split funded AP) \$ 34,683 8 (a,c,d), Licensed Prep buy out: 8 (f) \$18,938, Support staff extra duty tutoring 8(g) \$65,535, General Supplies Support Victory: 9(d) \$14, 147 , Chromebooks \$24,000 9 (d), Items of Value 9(d) \$3,000, Chromebook carts 9(d)\$3,000, eValueate 8 (e) \$18,705, iReady 9(d)\$32,802, Books /periodicals TLIM activity guides \$4,743 8 (e), Books PD TLIM field guide 8(e)\$3,264, 2 Grade level IA 8 (g) \$36,808, Support staff extra duty tutoring 8(g)\$3,000, Licensed Extra Duty: Tutoring 8(d)\$65,535</p>	<p>Weekly grade level PLC with required agendas Lesson plans will show evidence of implementation of targeted, small group instruction and daily social skills lessons. iReady administrative dashboard (displays frequency of use and student mastery of standards) will show evidence of students mastering skills and time on task. Monthly eValueate assessments will document student growth/proficiency. Effectiveness will be measured using walk-thru tools, teacher surveys, and monthly progress monitoring tools.</p>	<p>Coaches will complete/maintain logs monthly. PLC meeting notes will be completed weekly. Lesson plans will be monitored by administration weekly. Data reports will be maintained by the interventionists. Agendas and topic for meetings: Sept '16-May '17 (Administration) Training: Sept '16-May '17 (Strategists) Completed agendas: Sept '16-May '17 (Teachers) iReady administrative dashboard (Administration) eValueate assessments (Classroom teachers, strategists, administration) Monthly monitoring by district staff.</p>	<p>N/A</p>
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Comments:

<p>1.4 Other (Optional)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>		
<p>Expand Pre-K to provide early intervention and assist in developing school-readiness in 3- and 4-year-old students. Implement a Reading Center that systematically targets students' deficit skills. Implement Summer Academy to serve a total of 250 students for 15 additional days during the month of June.</p>	<p>Interventionists: Extra 30 minutes per day for data analysis/planning/monitoring (1003-a) Instructional Assistant (1003-a) Master Schedule with Intervention Blocks/PLC times indicated. Data from interventions. Victory: Admin. Stipend: \$11,000 8 (c), Pre-K teacher Kelly Jenkins 8 (a) \$42,251, Summer Academy Add on days 8 (c) \$85,266, Pre-K expansion 4 assistants 8 (a) \$78,608, Pre-K Kaley Jenkins 8(a) \$30,000</p>	<p>Lesson Plans</p>	<p>Coaches will complete/maintain logs monthly. PLC meeting notes will be completed weekly. Lesson plans will be monitored by administration weekly. Data reports will be maintained by the interventionists. AIMSweb, iReady, TSG benchmarks: fall, winter, spring (Classroom teachers, Administration) eValueate assessment: monthly (Classroom teachers, Administration).</p>	<p>N/A</p>

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 checked="" 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:

Lack of effective collaboration within and amongst grade levels on a school-wide basis, as well as a lack of understanding of the assessment process and how to use data to drive instruction, including the use of subgroup data.

Measurable Objective 1:

Reduce the math proficiency gap between the District's highest performing subgroup and the schools lowest performing ethnic/racial supergroup from 40% to 35% by 2017 as measured by state assessment (SBAC).

Measurable Objective 2:

Reduce the reading proficiency gap between the District's highest performing subgroup and the schools lowest performing ethnic/racial supergroup from 47% to 42% by 2017 as measured by state assessment (SBAC).

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.6, 1.8, 1.9	

Teachers will participate in on-going professional development on collaborative systems (PLC), instructional delivery, analyzing and using data to drive instruction through short-cycle formative assessments, especially the chosen Ready/iReady/iMath intervention data. On-site coaching and mentoring will also be provided as needed. (NDE T.O.A. PLC)	Three learning strategists (Title I), 2 Interventionists (Flex), 1 Data Specialist/Math Interventionist(1003-a). iReady/Ready/iMath programs (Title I) Extended hour for professional development (Title I-TAZ) Victory: Licensed Extra duty PD 8(e)\$16,368, 2 Grade level IA 8 (g) \$35,374, Inst. Coach Anthony Puccci 8(e)\$ 35,265, Licensed Prep PD 8 (d) \$32,309	Agenda, Sign-in Sheets, Master PD calendar Effectiveness will be measured using walk-thru tools, teacher surveys, and monthly progress monitoring tools.	iReady/iMath/Ready Training (August & November) provided by company consultant (Title I) Learning Strategists/Interventionists will provide weekly PD on collaborative systems (every Wednesday) Monthly monitoring by district staff.	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: 2.4, 1.9	
Ready/iReady/iMath Parent reports will be shared with parents throughout the school year. In addition to PSTAPT, parents will be invited for bi-monthly meetings where current standards and strategies will be shared. Family academic nights will be offered at least twice per year, and monthly newsletters will highlight efforts toward reaching the goals in the School Performance Plan. Social workers and Communities in School site liaisons will provide on-site access to wrap-around services for families.	Data Specialist, with the help of the two designated interventionists, will prepare parent reports from the Ready/iReady/iMath intervention program (Title I/1003(a)) PSTAPT schedule set by District - additional time as needed or requested by parents (Teacher Extra Duty Pay - Title I) Family Academic Nights (Teacher Extra Duty Pay - Title I) Newsletter Victory: Social worker Jean Marovich 9 (a) \$58,459, Communities in Schools 2 coordinators 9 (a) \$110,000, TLIM Community 9(a)\$4,000	Parent Data Reports Sign-in Sheets from conferences Newsletters	Data Strategist will prepare parent data reports twice quarterly Classroom Teachers will conduct PSTAPT as set by the District calendar and throughout the year as needed. Classroom teachers will provide structured activities to families during Academic Family Nights. Newsletters will be written and sent home monthly (Administration). Monthly monitoring by district staff.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators:
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<p>Teachers will participate in weekly PLC meetings, facilitated by the Interventionists, to improve the quality of instructional delivery. The Interventionists will assist teachers with analyzing data and using that data to flexibly group students based on identified needs. Targeted, explicit instruction will be provided, aligned with the information gained from students participating weekly in Ready/iReady/iMath interventions. Instructional assistant will work under the direction of the Math Interventionist to provide targeted, skill-based interventions to identified students in order to Increase the capacity to provide targeted, individualized instruction to at-risk students. (NDE T.O.A. PLC) Daily Leader in Me social skills lessons taught in the morning.</p>	<p>Interventionists: Extra 30 minutes per day for data analysis/planning/monitoring (1003-a) Interventionist-(Title I Set Aside) Master Schedule with Intervention Blocks/PLC times indicated. Data from interventions. Licensed prep buyout (title I Set Aside) Victory: Inst. Coach Anthony Puccci 8(e)\$ 35,265, 2 Grade level IA 8 (g) \$35,374, Licensed Extra Duty: Tutoring 8(d)\$65,535,</p>	<p>Coaches Log Master Schedule PLC meeting notes Lesson Plans Data Reports from Intervention programs Effectiveness will be measured using walkthru tools, teacher surveys, and monthly progress monitoring tools.</p>	<p>Coaches will complete/maintain logs monthly. PLC meeting notes will be completed weekly. Lesson plans will be monitored by administration weekly. Data reports will be maintained by the interventionists. Regularly scheduled problem-solving meetings (monthly); School and designated District staff. 90-day monitoring/status update meetings; School and designated District staff.</p>	<p>N/A</p>
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Comments:

2.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
<p>In an effort to close the achievement gap, before, during, and after-school Tutoring will be provided by current staff in order to provide additional tutoring support for students deficient in reading, writing, and math. Grade level instructional assistants will provide intervention support in reading, writing, and math for at-risk students in Grades K- 5. Additional aides will be provided in library, PE, and 2 Tier I school aids to assist with providing small group, targeted interventions to students during the school day. (NDE T.O.A. Tier I instruction)</p>	<p>Grade level IAs (Victory)8(g)\$35,374 Victory:Licensed Prep buy out: 8 (d) \$18,938, Licensed Extra Duty: Tutoring 8(d)\$65,535</p>	<p>Students will be identified through the use of screening data. A schedule will document when groups are held. Student progress will be monitored through the use of District and classroom formative assessments (SBAC, eValueate, AIMSweb R-CBM and M-COMP). In addition, the tutoring program will utilize the iReady program to diagnose, progress monitor, and intervene.</p>	<p>Monthly Progress Monitoring using eValueate (Classroom teachers, Administration) Weekly PLC agendas (Classroom teachers, Strategists) Classroom Observations (Adminstration)</p>	<p>N/A</p>

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 the District student achievement gap data.

Measurable Objective 1:

100% of staff will participate in a mandatory two-hour cultural competency professional development session during the 2015-2016 school year as measured by sign-in sheets.

Measurable Objective 2:

There will be an increase in students participating in after-school activities (academic and social). Once baseline data is obtained, a specific increase will be identified.

Measurable Objective 3:

80% of stakeholders (students, parents, staff, and community members) will respond with agree or strongly agree in the categories of Respect for Diversity and Parent Involvement and Support by 2016 as measured by the Districtwide Survey.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	

The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	Training materials from Equity and Diversity Education Department Equity and Diversity Education Department Liaison	Staff meeting sign- in sheets, agenda	The principal is responsible for ensuring this action step takes place during the 2016-2017 school year. Equity and Diversity Liaison is responsible for attending professional development quarterly and sharing information with the staff.	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:
To reinvigorate the performing arts, after-school music programs will be provided to students.	Music Instructional Assistant (Victory: \$24,977)	Flyers, Sign-in Sheets Student surveys Students who are more connected to their school will show an increase in student attendance and achievement. We will be tracking average daily attendance, and monitoring the academic progress of students attending the after-school music program.	Music Teacher and IA will be responsible for ensuring the program is offered and will track student attendance. The data specialist will monitoring the attending students daily average attendance and achievement scores.	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)			Continuation From Last Year: Yes	NCCAT-S Indicators:
Continue professional development around the following topics; but not limited to: Fostering an atmosphere where students, parents, staff, and community members work together to create a family environment for our learners. • Being a school that inspires academic excellence, leadership, collaboration, and a world-class education for our students. • Teaching in ways that promote creativity, innovation, wonder, joy, and a passion for learning. • Demanding academic rigor and set high expectations for every learner. • Following The Essential 55 and create a culture with high levels of discipline, manners, and respect. • Cultivating students who will become global leaders and citizens by teaching them about the world and by traveling with them to see it firsthand. • Ensuring that we have classes that are composed of students with varied academic, social, emotional, and economic backgrounds. • Celebrating diversity and different cultures. • Striving to find the best, brightest, most passionate educators from across the country to teach in our classrooms.	Conference registration, materials, and travel expenses (Victory) .	NEFP observation data District Wide Survey results	Administration will ensure the appropriate teachers attend, and will identify "look fors" related to the PD received.	N/A

Comments:

3.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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				N/A
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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)
1003(a)	\$125,648	One instructional aide to assist classroom teachers with targeted, Tier I small group instruction; Learning Strategist.	Goals 1, 2 and 3
Title I	\$349,980	Three strategists, AR, iReady, Literacy First Phonological Awareness and Comprehension kits, iReady PD/Coaching days, laptops, Literacy First K-2 Training manuals and resource books, parent involvement supplies, extra duty pay for parent nights.	Goals 1, 2 and 3
Title I TAZ	\$175,000.00	Two class size reduction teachers (4th & 5th grade), extended day for three strategists, subs for collaboration days, technology supplies,	Goals 1, 2 and 3
FLEX	\$4,358,030	Two humanities teachers who will serve as interventionists for iReady/Ready and work collaboratively with the Data Specialist/Math Interventionists to facilitate PLC meetings, teach teachers how to analyze student data to drive instruction. This will include flexible grouping of students, determining needs for targeted, small group instruction, and ensuring instruction is aligned to standards at the appropriate DOK level. One STEM teacher.	Goals 1 and 2
Victory	\$1,049,491	Admin Salary: (split funded AP) \$ 34,683 8 (a,c,d) Admin. Stipend: \$11,000 8 (c) Pre-K teacher Kelly Jenkins 8 (a) \$42,251 Summer Academy Add on days 8 (c) \$85,266 Inst. Coach Anthony Puccci 8(e)\$ 35,265 Pay for performance licensed 8(f)\$72,000 Social worker Jean Marovich 9 (a) \$58,459 Licensed Extra Duty: Tutoring 8(d)\$62,350 Licensed Extra duty PD 8(e) \$50,000	Goals 1 and 2

Victory		<p>Training TLIM 8(e)\$16,368</p> <p>Licensed Prep buy out: 8 (f) \$18,938</p> <p>Pre-K expansion 4 assistants 8 (a) \$78,608</p> <p>2 Grade level IA 8 (g) \$35,374</p> <p>Support staff extra duty tutoring 8(g)\$18,938</p> <p>Pre-K Kaley Jenkins 8(a)\$30,000</p> <p>TLIM training 8(e)\$32,309</p> <p>TLIM community/ coaching 8(e) \$21,198</p>	Goals 1 and 2
Victory		<p>Communities in Schools 2 coordinators 9 (a) \$110,000</p> <p>General Supplies Support Victory: \$14, 147 9 (d)</p> <p>Web Based Instruction:</p> <p>TLIM online access 8 (e) \$1,500</p> <p>eValueate 8 (e) \$18,705</p> <p>iReady 9(d)\$32,802</p> <p>Technology Supplies: Chromebooks \$24,000 9 (d)</p> <p>Items of Value 9(d)\$3,000</p> <p>Chromebook carts 9(d)\$3,000</p> <p>Books /periodicals TLIM activity guides \$4,743 8 (h)</p> <p>Books PD TLIM field guide 8(e)\$3,264</p>	Goals 1 and 2
Title I Set Aside	\$55,717	One instructional aide to assist classroom teachers with targeted, Tier I small group instruction; Prep Buyouts for key staff to provide additional small group instruction;	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

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

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

The school provides an effective support system through strategists who work with all teachers in the capacity of academic coaching & mentoring. Teachers are offered staff development opportunities for additional pay & are provided collaboration time with their colleagues each week to discuss student achievement & strategies. Focus planning & training days for data-driven instruction & collaboration are advertised to all teachers. Technology is provided to enhance the learning environment.

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.

Lowman offers 2 Family Nights during the school year & monthly parent seminars. Family nights are interactive opportunities for parents & students to work with Lowman teachers to create & learn a variety of educational activities. Parent seminars provide opportunities to learn a variety of skills & strategies to help and support students at home. Lowman provides 3 PTSAPT nights throughout the school year. All correspondence to families is sent home in English and Spanish to keep parents informed.

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.).

Students integrate with typical peers daily in preparation for mainstreaming into general education. Students visit kindergarten classrooms and share in school activities with Kindergarten so they can experience typical school routines. Students will transition from fifth grade to middle school through the use of student agendas, site visit, prep seminars with school counselor.

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

Lowman's school governance includes a structure that embraces a shared decision model. The School Performance Team work collaboratively with administration and teacher colleagues to make decisions on programs and activities that support student needs that arise from data analysis. All committees have a shared responsibility in tracking and reporting student achievement data. Grade levels meet in PLCs weekly to discuss student learning, instructional strategies, and create assessments.

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

Title I funds are used to purchase Strategists to support students and teachers in achieving proficiency of appropriate grade level Common Core Standards in ELA, Math, and Science. Strategists provide ongoing coaching and mentoring to assist teachers in instructional practices, analyzing assessment data, targeting non-proficient students, and implementing the action steps and programs outlined in the school improvement plan. PASS money is used to provide a K-5 reading intervention program.

APPENDIX A - Professional Development Plan

1.1

Teachers will participate in on-going professional development on collaborative systems (PLC), instructional delivery, analyzing and using data to drive instruction through short-cycle formative assessments, especially the chosen iReady/Ready/iMath intervention data. On-site coaching and mentoring will also be provided as needed. Teachers will learn to use the Leader in Me social skills program in order to incorporate the 7 habits of highly effective leaders. Teachers will also have an opportunity to participate in out-of-district conferences . (NDE T.O.A. PLC)

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will participate in on-going professional development on collaborative systems (PLC), instructional delivery, analyzing and using data to drive instruction through short-cycle formative assessments, especially the chosen Ready/iReady/iMath intervention data. On-site coaching and mentoring will also be provided as needed. (NDE T.O.A. PLC)

Goal 2 Additional PD Action Step (Optional)

3.1

The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

iReady/Ready/iMath Parent reports will be shared with parents throughout the school year. In addition to PSTAPT, parents will be invited for bimonthly meetings where current standards and strategies will be shared. Family academic nights will be offered at least twice per year, and monthly newsletters will highlight efforts toward reaching the goals in the School Performance Plan. Social workers and Communities in School site liaisons will provide on-site access to wrap-around services for families.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Ready/iReady/iMath Parent reports will be shared with parents throughout the school year. In addition to PSTAPT, parents will be invited for bi-monthly meetings where current standards and strategies will be shared. Family academic nights will be offered at least twice per year, and monthly newsletters will highlight efforts toward reaching the goals in the School Performance Plan. Social workers and Communities in School site liaisons will provide on-site access to wrap-around services for families.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

To reinvigorate the performing arts, after-school music programs will be provided to students.

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 25.8% to 30.8% by 2017 as measured by state assessment (SBAC).
- Increase the reading proficiency (2nd to 5th grade) from 29% (Sept 2016) to 34% (May 2017) and from 36% (October 2016) to 41% (April 2017) as measured by Evaluate.
- 80% of preschool students will be to identify the names of 15 upper and lower case letters by Spring benchmark as measured by the Teaching Strategies Gold assessment. 80% of preschool students will be able to produce the correct sound for 15 letters by Spring benchmark as measured by the Teaching Strategies Gold assessment.
- Increase the proficiency of K-1 students in reading from test A (39%) (September 2016) to test C (45%) (May 2017) as measured by District interim assessments
- Reduce the number of K-3 students who score in the “Tier 3” range by 10% during the Winter and Spring AIMSweb benchmarks. Reduce the number of K-3 students who score in the “Tier 2” range by 10% during the Winter and Spring AIMSweb benchmarks.

Status
N/A

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 participate in on-going professional development on collaborative systems (PLC), instructional delivery, analyzing and using data to drive instruction through short-cycle formative assessments, especially the chosen iReady/Ready/iMath intervention data. On-site coaching and mentoring will also be provided as needed. Teachers will learn to use the Leader in Me social skills program in order to incorporate the 7 habits of highly effective leaders. Teachers will also have an opportunity to participate in out-of-district conferences . (NDE T.O.A. PLC)	On Task
Progress	SPP was shared with staff Aug. 25th and shared with the community Sept. 28th at the parent meeting. PLCs meet for 90 minutes weekly, Aug 22,23 PD provided on Literacy Framework, iReady and Ready Tier I,II,III. Mentoring is ongoing, using classroom walk throughs with a calibrated tool. K-2 have been trained in mentoring strategies. TLIM action teams ahve been created. PD has occurred on Student Learning Goal Development, TLIM Drop and Lead, Evaluate, RTI grouping and RTI goal setting	
Barriers		

Next Steps	Upcoming training for 3-5 mentoring strategies. Literacy First and Ready coaching training coming up.	
1.2	iReady/Ready/iMath Parent reports will be shared with parents throughout the school year. In addition to PSTAPT, parents will be invited for bimonthly meetings where current standards and strategies will be shared. Family academic nights will be offered at least twice per year, and monthly newsletters will highlight efforts toward reaching the goals in the School Performance Plan. Social workers and Communities in School site liaisons will provide on-site access to wrap-around services for families.	On Task
Progress	Parent Meeting Sept. 28th. Muffins with Moms Sept. 28th 70 moms. School meet and greet Aug. 26th 400 families. Open house Sept 14th 450 families. Snack Time With Books is ongoing two times a month. They had Muffins with Moms and Title I family meeting.	
Barriers		
Next Steps	Doughnuts with Dads, United Way Day of Caring, Spread the Word reading with Kids, Fall Carnival 10/20, Host TLIM forum Oct 27th.	
1.3	Teachers will participate in weekly PLC meetings, facilitated by the Interventionists, to improve the quality of instructional delivery. The Interventionists will assist teachers with analyzing data and using that data to flexibly group students based on identified needs. Targeted, explicit instruction will be provided, aligned with the information gained from students participating weekly in iRead/iReady/iMath interventions. An instructional aide will assist with providing targeted interventions to students. Daily Leader in Me social skills lessons taught in the morning. (NDE T.O.A. PLC)	On Task
Progress	Evaluate data: With 84% of the students completed there is 3% proficient in math and 7% in ELA. SBAC Math proficient: Over all 17%. Subgroup proficient: Asian 50%, Black 8%, Caucasian 24%, Hispanic 21%, multi 38% SBAC ELA proficient: Overall 26%. Subgroup Proficient: Asian 75%, Black 17%, Caucasian 24%, Hispanic 31%, Multi 31% . Fall iReady data: K-8.4% On level Grade 1-2.5% On level, Grade 2- 11.3% on level, Grade 3- 27% on level, Grade 4- 7.6% on level, Grade 5- 13.6% on level.	
Barriers		
Next Steps		
1.4	Expand Pre-K to provide early intervention and assist in developing school-readiness in 3- and 4-year-old students. Implement a Reading Center that systematically targets students' deficit skills. Implement Summer Academy to serve a total of 250 students for 15 additional days during the month of June.	N/A
Progress		
Barriers		

Next Steps		
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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 District's highest performing subgroup and the schools lowest performing ethnic/racial supergroup from 40% to 35% by 2017 as measured by state assessment (SBAC).
- Reduce the reading proficiency gap between the District's highest performing subgroup and the schools lowest performing ethnic/racial supergroup from 47% to 42% by 2017 as measured by state assessment (SBAC).

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 participate in on-going professional development on collaborative systems (PLC), instructional delivery, analyzing and using data to drive instruction through short-cycle formative assessments, especially the chosen Ready/iReady/iMath intervention data. On-site coaching and mentoring will also be provided as needed. (NDE T.O.A. PLC)	On Task
Progress	PLCs meet for 90 minutes weekly, Aug 22,23 PD provided on Literacy Framework, iReady and Ready Tier I,II,III. Mentoring is ongoing, using classroom walk throughs with a calibrated tool. K-2 have been trained in mentoring strategies. PD has occurred on Student Learning Goal Development, TLIM Drop and Lead, Evaluate, RTI grouping and RTI goal setting.	
Barriers		
Next Steps	Upcoming training for 3-5 mentoring strategies. Literacy First and Ready coaching training coming up.	
2.2	Ready/iReady/iMath Parent reports will be shared with parents throughout the school year. In addition to PSTAPT, parents will be invited for bi-monthly meetings where current standards and strategies will be shared. Family academic nights will be offered at least twice per year, and monthly newsletters will highlight efforts toward reaching the goals in the School Performance Plan. Social workers and Communities in School site liaisons will provide on-site access to wrap-around services for families.	On Task

Progress	Muffins with Moms Sept. 28th 70 moms. School meet and greet Aug. 26th 400 families. Open house Sept 14th 450 families.	
Barriers		
Next Steps	Doughnuts with Dads, United Way Day of Caring, Spread the Word reading with Kids, Fall Carnival 10/20, Host TLIM forum Oct 27th.	
2.3	Teachers will participate in weekly PLC meetings, facilitated by the Interventionists, to improve the quality of instructional delivery. The Interventionists will assist teachers with analyzing data and using that data to flexibly group students based on identified needs. Targeted, explicit instruction will be provided, aligned with the information gained from students participating weekly in Ready/iReady/iMath interventions. Instructional assistant will work under the direction of the Math Interventionist to provide targeted, skill-based interventions to identified students in order to increase the capacity to provide targeted, individualized instruction to at-risk students. (NDE T.O.A. PLC) Daily Leader in Me social skills lessons taught in the morning.	On Task
Progress	Evaluate data: With 84% of the students completed there is 3% proficient in math and 7% in ELA. SBAC Math proficient: Over all 17%. Subgroup proficient: Asian 50% Black 8%, Caucasian 24%, Hispanic 21%, multi 38% SBAC ELA proficient: Overall 26%. Subgroup Proficient: Asian 75%, Black 17%, Caucasian 24%, Hispanic 31%, Multi 31% . Fall iReady data: K-8.4% On level Grade 1-2.5% On level, Grade 2- 11.3% on level, Grade 3- 27% on level, Grade 4- 7.6% on level, Grade 5- 13.6% on level.	
Barriers		
Next Steps		
2.4	In an effort to close the achievement gap, before, during, and after-school Tutoring will be provided by current staff in order to provide additional tutoring support for students deficient in reading, writing, and math. Grade level instructional assistants will provide intervention support in reading, writing, and math for at-risk students in Grades K- 5. Additional aides will be provided in library, PE, and 2 Tier I school aids to assist with providing small group, targeted interventions to students during the school day. (NDE T.O.A. Tier I instruction)	N/A
Progress	Staff is being provided for RTI instruction for 2nd and 5th graders. In addition two strategists are providing interventions.	
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 two-hour cultural competency professional development session during the 2015-2016 school year as measured by sign-in sheets.
- There will be an increase in students participating in after-school activities (academic and social). Once baseline data is obtained, a specific increase will be identified.
- 80% of stakeholders (students, parents, staff, and community members) will respond with agree or strongly agree in the categories of Respect for Diversity and Parent Involvement and Support by 2016 as measured by the Districtwide Survey.

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	The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	On Task
Progress	Completed on staff development/PLC day. Sept. 2 & Sept. 30, 2016	
Barriers		
Next Steps		
3.2	To reinvigorate the performing arts, after-school music programs will be provided to students.	N/A
Progress	Students are attending before school music class and are planning a concert	

Barriers		
Next Steps		
3.3	Continue professional development around the following topics; but not limited to: Fostering an atmosphere where students, parents, staff, and community members work together to create a family environment for our learners. • Being a school that inspires academic excellence, leadership, collaboration, and a world-class education for our students. • Teaching in ways that promote creativity, innovation, wonder, joy, and a passion for learning. • Demanding academic rigor and set high expectations for every learner. • Following The Essential 55 and create a culture with high levels of discipline, manners, and respect. • Cultivating students who will become global leaders and citizens by teaching them about the world and by traveling with them to see it firsthand. • Ensuring that we have classes that are composed of students with varied academic, social, emotional, and economic backgrounds. • Celebrating diversity and different cultures. • Striving to find the best, brightest, most passionate educators from across the country to teach in our classrooms.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		