

## School Performance Plan

School Name	
Wiener, Louis Jr ES	
Address (City, State, Zip Code, Telephone):	
450 E Eldorado Ln	
Las Vegas, NV 89123-1208, 7027995760	
Superintendent/Assistant Chief:	Pat Skorkowsky / Jeff Horn
For Implementation During The Following Years:	2018-2019

**The Following MUST Be Completed:**

<b>Title I Status:</b>	Served
<b>Designation:</b>	NA
<b>Grade Level Served:</b>	Elementary
<b>Classification:</b>	4 Star
<b>NCCAT-S:</b>	Not Required

**\*1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request

<input type="checkbox"/> Use of Core Instructional Materials	<input type="checkbox"/> Scheduling	<input type="checkbox"/> Model School Visits
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**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
Amy Benzel	Parent	Andrea Shafer	Parent
Michael Blume	Principal	Kevin Nellis	Assistant Principal
Lilliane Brumwell	Teacher	Gina Holman Garcia	Counselor
Clarisse Smallen	Parent		

## 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
Statewide Assessments	AMAOs/ELPA Analysis	Nevada School Performance Framework (NSPF)
Nevada School Performance Framework (NSPF)	Teacher/Administrator Observation Data	Achievement Gap Data
Interim Assessments	NA	Individualized Education Programs (IEP)
Teacher/Administrator Observation Data	NA	Teacher/Administrator Observation Data
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

2016 CRT results indicated that 58.5% and 2017 CRT results indicated 61.3% of students at Louis Wiener, Jr. Elementary School earned proficient scores on the Reading component. 2016 CRT results indicated that 50.9% and 2017 CRT results indicated 51.5% of students earned proficient scores on the Mathematics component. Trend data is not available as the 2016 administration of the SBAC CRT was the baseline year and 2017 was the second year (three years needed).

For the 2016>2017 CRT:

Grade 3 Reading - 56.6%>63.3% proficient  
 Grade 4 Reading - 60.0%>61.4% proficient  
 Grade 5 Reading - 59.22%>59.3% proficient  
 Students with an IEP, Reading - 12.8%>17.1% proficient  
 Students with Limited English Proficiency, Reading - 36.2%>13.3% proficient

Grade 3 Mathematics - 58.4%>62.4% proficient  
 Grade 4 Mathematics - 58.0%>55.1% proficient  
 Grade 5 Mathematics - 35.9%>37.2% proficient  
 Students with an IEP, Mathematics - 12.8%>22% proficient  
 Students with Limited English Proficiency, Mathematics - 31.0%>13.4% proficient

Nevada School Performance Framework 2017

Academic Achievement - 23/25  
 Student Growth - 20.5/35 (Math 38.0 MGP/35.0 AGP, ELA 59.0 MGP, 60.7 AGP)  
 English Language - 4/10 (39.5 AGP on WIDA)  
 Closing Opportunity Gaps -13/20 (Math 24.4%, ELA 49.4%)  
 Student Engagement - 7/10, includes 2 bonus points (13% chronically absent, 78% survey participation)

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

<b>Based on the CNA, identify all that apply:</b>	<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:**  
All students will increase proficiency in ELA from X% to Y% by 2019 as measured by state summative assessments.

**Root Causes:**  
The percentage of students achieving their adequate growth percentiles (AGP) for most groups is below 50%. Many of our students are not achieving at levels that will keep them proficient or get them to proficiency in three or fewer years. In almost all sub-populations, the mathematics AGPs are significantly lower than in ELA. Our students' proficiency rates, while generally above the rate of the CCSD, must increase in future years.

**Measurable Objective 1:**  
Increase ELA proficiency from X% to Y% on the 2019 CRT for grades 3-5.

**Measurable Objective 2:**  
Increase Mathematics proficiency from X% to Y% on the 2019 CRT for grades 3-5.

**Measurable Objective 3:**  
Increase ELA proficiency from X% to Y% on the 2019 MAP assessment for grades K-3.

**Measurable Objective 4:**  
Increase mathematics proficiency from X% to Y% on the 2019 MAP assessment for grades K-3.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-5 Indicators:</b>	

Teacher Professional Development: Assessing Mathematics Training by Kathy Richardson Teacher Professional Development: Better Conversations (skills to build conversation, collaboration, and commitment) Teacher Professional Development: Gradual Release Model Training (to include job alike and vertical collaboration)	*Title I Funds: Licensed Extra Duty Pay for PD and Collaboration, PISA for Family Events *Staff Development Day Sessions for PD and Collaboration *General Funds for Curriculum and Training Materials *Administration (Plan, Deliver, Facilitate PD and Collaboration)	Session Objectives, Outcomes, and Anticipated Application Documents Lesson Plans Refined Based on PD and Collaboration Outcomes Classroom Observation Data (including specific emphasis on PD session outcomes) Improvement In Student Proficiency Measures (STAR, MAP, AIMSweb, etc.)	All Steps: Entire School Year Administrators Teacher Facilitators Teachers & Staff Title I Liaison	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Family Training and Informational Campaign: Increase understanding of student performance data (e.g., CRT, STAR) Family Training and Informational Campaign: Increase understanding of mathematics strategies and the instructional scope and sequence Family Training and Informational Campaign: Increase family knowledge of at-home resources Family Training and Informational Campaign: Importance of School Attendance and How to Monitor Student Progress Toward Year-End Mastery	*Title I Funds: Licensed Extra Duty Pay for PD and Collaboration, PISA for Family Events *Title I Funding: myON, ST Math, Renaissance Products, AIMSweb *General Funds for Curriculum and Training Materials *Administration (Plan, Deliver, Facilitate PD and Collaboration) *Counselor and Safe Schools Professional	Session Objectives, Outcomes, and Anticipated Application Documents Sign Ins from Family Events, Surveys from Family Events Improvement In Student Growth Measures (STAR, MAP, AIMSweb, etc.)	All Steps: Entire School Year Administrators Counselor, Safe Schools Professional Teacher Facilitators Teachers & Staff Title I Liaison	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
CIA: Aligning Assessments and Instruction (Understanding by Design/Backwards Assessment Model) CIA: Measuring What Is Learned, Not What Was Taught CIA: Increasing Teacher Knowledge and Understanding of Mathematical Concepts and Models	*Read by Grade 3 Funding (Certified Temporary Tutor for K-3, Substitute Release Time for Teacher PD/Collaboration, Instructional Materials) *Title I Funds: Licensed Extra Duty Pay for PD and Collaboration, PISA for Family Events *Title I Funding: myON, ST Math, Renaissance Products, AIMSweb *Staff Development Day Sessions for PD and Collaboration *General Funds for Curriculum and Training Materials *Administration (Plan, Deliver, Facilitate PD and Collaboration)	*Session Objectives, Outcomes, and Anticipated Application Documents *Lesson Plans Refined Based on PD and Collaboration Outcomes *Classroom Observation Data (including specific emphasis on PD session outcomes) *Improvement In Student Growth Measures (STAR, MAP, AIMSweb, etc.)	All Steps: Entire School Year Administrators Teacher Facilitators Teachers & Staff Title I Liaison	N/A

Comments:

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

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

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

Increase the Median Growth Percentile in Mathematics from X to Y and in ELA from X to Y by 2019 as measured by state summative assessments and reported on the Nevada School Performance Framework.

**Root Causes:**

The percentage of students achieving their adequate growth percentiles (AGP) for most groups is below 50%. Our median growth percentile (MGP) in mathematics is much lower than our MGP in ELA, in the low area of growth. Many of our students are not achieving at levels that will keep them proficient or get them to proficiency in three or fewer years. In almost all sub-populations, the mathematics AGPs are significantly lower than in ELA. Our students' proficiency rates, while generally above the rate of the CCSD, must increase in future years. Our instruction overall must be informed to a higher degree by student growth in their learning, with increased focus and support in mathematics. Both our staff and students need to increase their knowledge of mathematical concepts and applications.

**Measurable Objective 1:**

Increase the MGP in mathematics from X to Y on the NSPF.

**Measurable Objective 2:**

Increase the percentage of students achieving the mathematics Adequate Growth Percentile from X% to Y% on the NSPF.

**Measurable Objective 3:**

Increase the MGP in ELA from X to Y on the NSPF.

**Measurable Objective 4:**

Increase the percentage of students achieving the ELA Adequate Growth Percentile from X% to Y% on the NSPF.

**Measurable Objective 5:**

Increase the percentage of students closing opportunity gaps by increasing the percentage of students who were previously non-proficient on the state assessment but earned their AGP from X% to Y% in math and from X% to Y% on the NSPF.

**Monitoring Status**

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

Teacher Professional Development: Differentiated Instructional Practices (Tier I, Tier II/III) Teacher Professional Development: Understanding, Identifying, and Celebrating Student Growth Teacher Professional Development: Analysis of Benchmark Assessments for Student Growth	*Read by Grade 3 Funding (Certified Temporary Tutor for K-3, Substitute Release Time for Teacher PD/Collaboration, Instructional Materials) *Title I Funds: Licensed Extra Duty Pay for PD and Collaboration, PISA for Family Events *Title I Funding: myON, ST Math, Renaissance Products, AIMSweb *Staff Development Day Sessions for PD and Collaboration *General Funds for Curriculum and Training Materials *Administration (Plan, Deliver, Facilitate PD and Collaboration)	*Session Objectives, Outcomes, and Anticipated Application Documents *Lesson Plans Refined Based on PD and Collaboration Outcomes *Classroom Observation Data (including specific emphasis on PD session outcomes) *Improvement In Student Growth Measures (STAR, MAP, AIMSweb, etc.)	All Steps: Entire School Year Administrators Teacher Facilitators Teachers & Staff Title I Liaison	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Family Training and Informational Campaign: Increase understanding of student performance data (e.g., STAR) Family Training and Informational Campaign: Increase understanding of mathematics strategies and the instructional scope and sequence Family Training and Informational Campaign: Increase family knowledge of at-home resources Family Training and Informational Campaign: Importance of School Attendance and How to Monitor Student Progress Toward Year-End Mastery	*Title I Funds: Licensed Extra Duty Pay for PD and Collaboration, PISA for Family Events *Title I Funding: myON, ST Math, Renaissance Products, AIMSweb *Administration (Plan, Deliver, Facilitate PD and Collaboration) *Counselor, Safe Schools Professional	*Session Objectives, Outcomes, and Anticipated Application Documents Sign Ins from Family Events *Improvement In Student Growth Measures (STAR, MAP, AIMSweb, etc.)	All Steps: Entire School Year Administrators Teachers & Staff Title I Liaison Counselor, Safe Schools Professional	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
CIA: Supplementing Foundational Curriculum Materials for Individual Growth CIA: Using Student Growth Information to Inform Instruction CIA: Analyzing Benchmark Assessments, Summative Assessments, and Formative Assessments for Student Success and Needs	*Read by Grade 3 Funding (Certified Temporary Tutor for K-3, Substitute Release Time for Teacher PD/Collaboration, Instructional Materials) *Title I Funds: Licensed Extra Duty Pay for PD and Collaboration, PISA for Family Events *Title I Funding: myON, ST Math, Renaissance Products, AIMSweb *Staff Development Day Sessions for PD and Collaboration *General Funds for Curriculum and Training Materials *Administration (Plan, Deliver, Facilitate PD and Collaboration)	*Session Objectives, Outcomes, and Anticipated Application Documents *Lesson Plans Refined Based on PD and Collaboration Outcomes *Classroom Observation Data (including specific emphasis on PD session outcomes) *Improvement In Student Growth Measures (STAR, MAP, AIMSweb, etc.)	All Steps: Entire School Year Administrators Teacher Facilitators Teachers & Staff Title I Liaison	N/A

Comments:

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



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

<b>Based on the CNA, identify all that apply:</b>	<input 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 percent of students achieving AGP toward proficiency from X% to Y% as measured by ELPA by 2019.

**Root Causes:**

Our percentage of EL students meeting their AGP on the ELPA was lower than the CCSD percentage. Our students who are active language learners must increase the rate at which they are acquiring knowledge and skills in order to maintain their level of growth to be proficient or become proficient as soon as possible. This applies to both their general language development and application and their performance in mathematics.

**Measurable Objective 1:**

Increase ELPA AGP from X% to Y% by 2019 on ELPA.

Monitoring Status
N/A

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

Teacher Professional Development: Assessing Mathematics Training by Kathy Richardson Teacher Professional Development: Better Conversations (skills to build conversation, collaboration, and commitment) Teacher Professional Development: Gradual Release Model Training (to include job alike and vertical collaboration) Teacher Professional Development: Differentiated Instructional Practices (Tier I, Tier II/III) Teacher Professional Development: Understanding and Celebrating Student Growth Teacher Professional Development: Analysis of Benchmark Assessments for Student Growth	*Read by Grade 3 Funding (Certified Temporary Tutor for K-3, Substitute Release Time for Teacher PD/Collaboration, Instructional Materials) *Title I Funds: Licensed Extra Duty Pay for PD and Collaboration, PISA for Family Events *Title I Funding: myON, ST Math, Renaissance Products, AIMSweb *Staff Development Day Sessions for PD and Collaboration *General Funds for Curriculum and Training Materials *Administration (Plan, Deliver, Facilitate PD and Collaboration) *Counselor, Safe Schools Professional	*Session Objectives, Outcomes, and Anticipated Application Documents *Lesson Plans Refined Based on PD and Collaboration Outcomes *Classroom Observation Data (including specific emphasis on PD session outcomes) *Improvement In Student Growth Measures (STAR, MAP, AIMSweb, etc.)	All Steps: Entire School Year Administrators Teacher Facilitators Teachers & Staff Title I Liaison Counselor, Safe Schools Professional	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Optional)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	
Family Training and Informational Campaign: Increase understanding of student performance data (e.g., STAR) Family Training and Informational Campaign: Increase understanding of mathematics strategies and the instructional scope and sequence Family Training and Informational Campaign: Increase family knowledge of at-home resources Family Training and Informational Campaign: Importance of School Attendance and How to Monitor Student Progress Toward Year-End Mastery	*Title I Funds: Licensed Extra Duty Pay for PD and Collaboration, PISA for Family Events *Title I Funding: myON, ST Math, Renaissance Products, AIMSweb *Administration (Plan, Deliver, Facilitate PD and Collaboration) *Counselor, Safe Schools Professional	*Session Objectives, Outcomes, and Anticipated Application Documents *Sign Ins from Family Events *Improvement In Student Growth Measures (STAR, MAP, AIMSweb, etc.)	All Steps: Entire School Year Administrators Teachers & Staff Title I Liaison Counselor, Safe Schools Professional	N/A

Comments:

<b>3.3 Curriculum/Instruction/Assessment (Optional)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	
CIA: Aligning Assessments and Instruction (Understanding by Design/Backwards Assessment Model) CIA: Measuring What Is Learned, Not What Was Taught CIA: Increasing Teacher Knowledge and Understanding of Mathematical Concepts and Models CIA: Supplementing Foundational Curriculum Materials for Individual Growth CIA: Using Student Growth Information to Inform Instruction CIA: Analyzing Benchmark Assessments, Summative Assessments, and Formative Assessments for Student Success and Needs	*Read by Grade 3 Funding (Certified Temporary Tutor for K-3, Substitute Release Time for Teacher PD/Collaboration, Instructional Materials) *Title I Funds: Licensed Extra Duty Pay for PD and Collaboration, Tutoring Funds, PISA for Family Events *Title I Funding: myON, ST Math, Renaissance Products, AIMSweb *Staff Development Day Sessions for PD and Collaboration *General Funds for Curriculum and Training Materials *Administration (Plan, Deliver, Facilitate PD and Collaboration) *Counselor, Safe Schools Professional	*Session Objectives, Outcomes, and Anticipated Application Documents *Lesson Plans Refined Based on PD and Collaboration Outcomes *Classroom Observation Data (including specific emphasis on PD session outcomes) *Improvement In Student Growth Measures (STAR, MAP, AIMSweb, etc.)	All Steps: Entire School Year Administrators Teacher Facilitators Teachers & Staff Title I Liaison Counselor, Safe Schools Professional	N/A

Comments:

<b>3.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
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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)
Title I	74290	Support Students, Families, and Staff with: Collaboration time for teachers Tutoring hours for students Hours for parent trainings Software K-5 (ST Math, myON, Renaissance-STAR & AR, AIMSweb) 36 new desktop computers 35 new Chromebooks Funds for apps on iPads Race to Read materials for kindergarteners Paper and Toner for student copies	Goals 1, 2 and 3
Title III	3968	Additional instruction for students	Goals 1, 2 and 3

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

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

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

When positions become available, the interview process and reference check are used to ensure Highly Qualified teachers are selected for the school. Our goal is to have staff who create a collegial and collaborative environment for their students, their colleagues, and the school.

**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.**

The school has implemented parent training opportunities to increase parent engagement and allow a time for parent trainings and input. Parent Student Teacher Academic Planning Time (PSTAPT) is conducted when scheduled by the District. Evening times are offered to increase parent participation. Translation is offered to parents if needed during this time.

Letters/communication are sent home in Spanish when available. Parents are able to access the Infinite Campus Parent Portal for information about student grades and attendance.

**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.).**

In early winter, the magnet school information is presented to all 5th grade students. Information is sent home to parents about magnet schools. In the spring, the feeder Middle schools present to the Elementary school and provides the students with information. Race to Read is provided to kindergarten families.

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

District mandated assessments will be administered. As a school, the leadership team works with administration to identify common schoolwide assessments to track and progress monitor students. These assessments include AIMSweb, MAP, STAR, and the CORE Phonics Survey. In addition, grade levels work together to develop common grade level assessments for NVACS standards to guide their instruction.

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

All federal, state, and local educational services are coordinated and integrated into the school improvement plan. All support and money is used to increase student achievement, such as Title I, Title III, School Generated Funds, and general funds.

## APPENDIX A - Professional Development Plan

### 1.1

Teacher Professional Development: Assessing Mathematics Training by Kathy Richardson Teacher Professional Development: Better Conversations (skills to build conversation, collaboration, and commitment) Teacher Professional Development: Gradual Release Model Training (to include job alike and vertical collaboration)

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

### 2.1

Teacher Professional Development: Differentiated Instructional Practices (Tier I, Tier II/III) Teacher Professional Development: Understanding, Identifying, and Celebrating Student Growth Teacher Professional Development: Analysis of Benchmark Assessments for Student Growth

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

### 3.1

Teacher Professional Development: Assessing Mathematics Training by Kathy Richardson Teacher Professional Development: Better Conversations (skills to build conversation, collaboration, and commitment) Teacher Professional Development: Gradual Release Model Training (to include job alike and vertical collaboration) Teacher Professional Development: Differentiated Instructional Practices (Tier I, Tier II/III) Teacher Professional Development: Understanding and Celebrating Student Growth Teacher Professional Development: Analysis of Benchmark Assessments for Student Growth

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

## APPENDIX B - Family Engagement Plan

### 1.2

Family Training and Informational Campaign: Increase understanding of student performance data (e.g., CRT, STAR) Family Training and Informational Campaign: Increase understanding of mathematics strategies and the instructional scope and sequence Family Training and Informational Campaign: Increase family knowledge of at-home resources Family Training and Informational Campaign: Importance of School Attendance and How to Monitor Student Progress Toward Year-End Mastery

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

### 2.2

Family Training and Informational Campaign: Increase understanding of student performance data (e.g., STAR) Family Training and Informational Campaign: Increase understanding of mathematics strategies and the instructional scope and sequence Family Training and Informational Campaign: Increase family knowledge of at-home resources Family Training and Informational Campaign: Importance of School Attendance and How to Monitor Student Progress Toward Year-End Mastery

### Goal 2 Additional Family Engagement Action Step (Optional)

### 3.2

Family Training and Informational Campaign: Increase understanding of student performance data (e.g., STAR) Family Training and Informational Campaign: Increase understanding of mathematics strategies and the instructional scope and sequence Family Training and Informational Campaign: Increase family knowledge of at-home resources Family Training and Informational Campaign: Importance of School Attendance and How to Monitor Student Progress Toward Year-End Mastery

### Goal 3 Additional Family Engagement Action Step (Optional)

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

All students will increase proficiency in ELA from X% to Y% by 2019 as measured by state summative assessments.

**Measurable Objective(s):**

- Increase ELA proficiency from X% to Y% on the 2019 CRT for grades 3-5.
- Increase Mathematics proficiency from X% to Y% on the 2019 CRT for grades 3-5.
- Increase ELA proficiency from X% to Y% on the 2019 MAP assessment for grades K-3.
- Increase mathematics proficiency from X% to Y% on the 2019 MAP assessment for grades K-3.

<b>Status</b>
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N/A
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**Comments:**

**1.1 Professional Development:**

**1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:**

**1.4 Other:**

	Mid-Year	End-of-Year
1.1	Teacher Professional Development: Assessing Mathematics Training by Kathy Richardson Teacher Professional Development: Better Conversations (skills to build conversation, collaboration, and commitment) Teacher Professional Development: Gradual Release Model Training (to include job alike and vertical collaboration)	
Progress		
Barriers		
Next Steps		
1.2	Family Training and Informational Campaign: Increase understanding of student performance data (e.g., CRT, STAR) Family Training and Informational Campaign: Increase understanding of mathematics strategies and the instructional scope and sequence Family Training and Informational Campaign: Increase family knowledge of at-home resources Family Training and Informational Campaign: Importance of School Attendance and How to Monitor Student Progress Toward Year-End Mastery	



Progress		
Barriers		
Next Steps		
1.3	CIA: Aligning Assessments and Instruction (Understanding by Design/Backwards Assessment Model) CIA: Measuring What Is Learned, Not What Was Taught CIA: Increasing Teacher Knowledge and Understanding of Mathematical Concepts and Models	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Increase the Median Growth Percentile in Mathematics from X to Y and in ELA from X to Y by 2019 as measured by state summative assessments and reported on the Nevada School Performance Framework.

**Measurable Objective(s):**

- Increase the MGP in mathematics from X to Y on the NSPF.
- Increase the percentage of students achieving the mathematics Adequate Growth Percentile from X% to Y% on the NSPF.
- Increase the MGP in ELA from X to Y on the NSPF.
- Increase the percentage of students achieving the ELA Adequate Growth Percentile from X% to Y% on the NSPF.
- Increase the percentage of students closing opportunity gaps by increasing the percentage of students who were previously non-proficient on the state assessment but earned their AGP from X% to Y% in math and from X% to Y% on the NSPF.

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	Teacher Professional Development: Differentiated Instructional Practices (Tier I, Tier II/III) Teacher Professional Development: Understanding, Identifying, and Celebrating Student Growth Teacher Professional Development: Analysis of Benchmark Assessments for Student Growth	
Progress		
Barriers		
Next Steps		

2.2	Family Training and Informational Campaign: Increase understanding of student performance data (e.g., STAR) Family Training and Informational Campaign: Increase understanding of mathematics strategies and the instructional scope and sequence Family Training and Informational Campaign: Increase family knowledge of at-home resources Family Training and Informational Campaign: Importance of School Attendance and How to Monitor Student Progress Toward Year-End Mastery	
Progress		
Barriers		
Next Steps		
2.3	CIA: Supplementing Foundational Curriculum Materials for Individual Growth CIA: Using Student Growth Information to Inform Instruction CIA: Analyzing Benchmark Assessments, Summative Assessments, and Formative Assessments for Student Success and Needs	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

Increase the percent of students achieving AGP toward proficiency from X% to Y% as measured by ELPA by 2019.

**Measurable Objective(s):**

- Increase ELPA AGP from X% to Y% by 2019 on ELPA.

**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	Teacher Professional Development: Assessing Mathematics Training by Kathy Richardson Teacher Professional Development: Better Conversations (skills to build conversation, collaboration, and commitment) Teacher Professional Development: Gradual Release Model Training (to include job alike and vertical collaboration) Teacher Professional Development: Differentiated Instructional Practices (Tier I, Tier II/III) Teacher Professional Development: Understanding and Celebrating Student Growth Teacher Professional Development: Analysis of Benchmark Assessments for Student Growth	
Progress		
Barriers		
Next Steps		
3.2	Family Training and Informational Campaign: Increase understanding of student performance data (e.g., STAR) Family Training and Informational Campaign: Increase understanding of mathematics strategies and the instructional scope and sequence Family Training and Informational Campaign: Increase family knowledge of at-home resources Family Training and Informational Campaign: Importance of School Attendance and How to Monitor Student Progress Toward Year-End Mastery	
Progress		

Barriers		
Next Steps		
3.3	CIA: Aligning Assessments and Instruction (Understanding by Design/Backwards Assessment Model) CIA: Measuring What Is Learned, Not What Was Taught CIA: Increasing Teacher Knowledge and Understanding of Mathematical Concepts and Models CIA: Supplementing Foundational Curriculum Materials for Individual Growth CIA: Using Student Growth Information to Inform Instruction CIA: Analyzing Benchmark Assessments, Summative Assessments, and Formative Assessments for Student Success and Needs	
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		