

# School Performance Plan

School Name  
MORROW, SUE H. ES

Address (City, State, Zip Code, Telephone):  
1070 FEATHERWOOD AVENUE  
HENDERSON, NV 89015, 7027993550

Superintendent/Region Superintendent: Jesus Jara / Dr. Deanna Jaskolski

For Implementation During The Following Years: 2021-2022

**The Following MUST Be Completed:**

Title I Status: NA

Designation: NA

Grade Level Served: Elementary

Classification: 4 Star

NCCAT-S: Initial

**\*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
Angel Giaraffa	Parent	Meridee Turner	Parent
Nathan Conrad	Parent	Christine Vasquez	Assistant Principal
Melissa Galbraith	Office Manager	Jaime Witte	Principal
Nina Johnson	Strategist	Angela Barton	Teacher

**COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)****DATA REVIEWED & ANALYZED:**

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	AMAOs/ELPA Analysis	NA
Statewide Assessments	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other: WIDA/ACCESS data	Other:
Other:	Other:	Other:

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

Due to Covid-19 and distance learning our data will remain the same. In the 2018-2019 school year the average reading proficiency in grades 3-5 averaged 67%. Students in 3rd grade showed 55%, 4th grade 77%, and fifth grade 70% proficient in reading proficiency. Overall reading proficiency in 2017-2018 from the SBAC summative assessments results showed grades 3-5 averaged 71%, 3rd grade showed 68% proficient, 4th grade 74%, and fifth grade 71% proficient in reading proficiency. In the 2016-2017 school year the average reading proficiency in grades 3-5 averaged 73.3%. Students in 3rd grade were 75%, 4th grade 70% and fifth grade was 75%.

Based off 2018-2019 WIDA/ACCESS for ELLs 13 of our K-5 students were assessed and 5 of the students were exited/proficient. Our WIDA showed 78% of our students showed growth. Based off 2017-2018 WIDA/ACCESS for ELLs 13 of our K-5 students were assessed and 3 of the students were exited/proficient in the English language based off our 2015-2016 data. Based off the 2016-2017 WIDA/ACCESS for ELLs 11 of our K-5 students were assessed and 2 of the students were exited/proficient.

**Prioritized Needs:**

- 1.3 All instructional staff members use effective instructional strategies to meet the learning needs of all students.
- 1.4 All instructional staff members routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly.
- 2.1 All instructional staff members use classroom assessments aligned to state content standards.
- 3.1 School leadership develops and communicates a clear, shared vision and mission.
- 3.2 School leadership focuses the entire school community on school improvement.

**Interim Needs Assessment:**

Through the needs assessment conversation and analysis of data, Morrow ES determined the needs previously identified during the full needs assessment conducted during the 2019-2020 school year still exist.

Action steps will remain primarily the same, as data suggest improvements are beginning to emerge, and more time is needed to fully resolve the above priority need(s).

## 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:**

Increase the percent of 3rd-grade students proficient in reading from XX% to YY% by 2022 as measured by summative assessments. All students will increase proficiency in mathematics from XX% to YY% by 2022 as measured by state summative assessments.

**Root Causes:**

There was inconsistency in instructional materials and alignment to the NVACS. There were not consistent expectations in differentiating based on data. There was inconsistent use of ELA and Math supplemental materials.

**Measurable Objective 1:**

Increase the percent of students in kindergarten scoring above the 41st percentile in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) May 2022 and Math from XX% (fall), YY%(winter), ZZ%(spring) May 2022 as measured by MAP Growth Assessment. The percent of students in kindergarten scoring above the 41st percentile in ELA in the 2020-2021 school year was 92%(fall) and 82% (winter) and XX% (spring) and Math 96%(fall) and 87%(winter) and XX%(spring)- (Distance Learning Results) \*increase the percent of ASF eligible students increasing proficiency in reading from X% (Fall) to Y% (Spring) and math X%(Fall) and Y% (Spring) as measured by MAP Assessments.

**Measurable Objective 2:**

Increase the percent of students in first grade scoring above the 41st percentile in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 and Math from XX% (fall), YY% (winter), ZZ%(spring) by May 2022 as measured by MAP Growth Assessment. The percent of students in first grade scoring above the 41st percentile in ELA in the 2020-2021 school year was 78%(fall) and 63%(winter) and XX% (spring) and Math 74%(fall) and 64%(winter) and XX% (spring)-(Distance Learning Results)

**Measurable Objective 3:**

Increase the percent of students in second grade scoring above the 41st percentile in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 and Math from XX% (fall), YY% (winter), ZZ% (spring) by May 2022 as measured by MAP Growth Assessment. The percent of students in second grade scoring above the 41st percentile in ELA in the 2020-2021 school year was 67%(fall) and 61%(winter) and XX% (spring) and Math 61%(fall) and 58%(winter) and XX% (spring)-(Distance Learning Results)

**Measurable Objective 4:**

Increase the percent of students in third grade scoring above the 41st percentile in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 and Math from XX% (fall), YY% (winter), ZZ% (spring) by May 2022 as measured by MAP Growth Assessment. The percent of students in third grade scoring above the 41st percentile in ELA in the 2020-2021 school year was 67%(fall) and 66%(winter) and XX% (spring) and Math 58% (fall) and 53%(winter) and XX% (spring)

**Measurable Objective 5:**

Increase the percent of kindergarten students on track for end of year mastery in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) and in math from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 as measured by i-Ready. The percent of students in kindergarten scoring end of year mastery in ELA in the 2020-2021 school year was 25% (fall) and 36%(winter) and XX% (spring) and Math 35%(fall) and 47%(winter) and XX% (spring)-(Distance Education Scores). Increase the percent of 1st grade students on track for end of year mastery in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) and in math from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 as measured by i-Ready. The percent of students in first grade scoring end of year mastery in ELA in the 2020-2021 school year was 35% (fall) and 24%(winter) and XX% (spring) and Math 23%(fall) and 21%(winter) and XX% (spring)-(Distance Education Scores). Increase the percent of 2nd grade students on track for end of year mastery in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) and in math from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 as measured by i-Ready. The percent of students in second grade scoring end of year mastery in ELA in the 2020-2021 school year was 22% (fall) and 26%(winter) and XX% (spring) and Math 3%(fall) and 11%(winter) and XX% (spring)-(Distance Education Scores). Increase the percent of 3rd grade students on track for end of year mastery in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) and in math from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 as measured by i-Ready. The percent of students in third grade scoring end of year mastery in ELA in the 2020-2021 school year was 24% (fall) and 29%(winter) and XX% (spring) and Math 10%(fall) and 15%(winter) and XX% (spring)-(Distance Education Scores).

### Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 3.1, 3.2</b>	
All teachers will complete district provided training. Teachers received support from Read by Grade 3 Strategist on MAPS. Teachers will increase their understanding of how to integrate leveled/tiered assessments into their instruction based on students' performance data on the MAP assessment. Teachers will be supported in learning how to utilize the MAP reports and Learning Continuum to support student growth and proficiency. Professional development will be provided to teachers on the standards and indicators of the NEPF, Nevada Academic Content Standards, and the Ready Common Core Reading series. Teachers are utilizing Ready materials, easyCBM and Reading A-Z as supplemental materials. Teachers will continue to discuss and utilize the Achieve the Core materials and how using the Bridging documents to support their instructional planning . Teachers also attended online learning through i-Ready and Ready Common Core to learn ways to align common assessments (Standards Mastery) based on NVACS and support differentiation. Discussions around multiple measures of data such as MAP, i-Ready, and Observation data will occur with administration, lead team, and support from our Read by Grade 3 strategist.	Read by 3 strategist, Teachers, administration, Instructional Assistants, technology, technology platforms, Chromebooks, i-Ready, Ready, easyCBM, RAZ, funded through the general budget or Special Education, RB3 funding and Academic Support Funds.	Observations, Teacher goal-setting conferences, Google Classroom, Canvas, Pre- and Post Conferences,	August 2021-May 2022 Teachers, Admin, SBT, and office staff	N/A

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: 3.1, 3.2, 1.3</b>	

An open House or virtual open house for families will be provided by Administration and teachers. We have a new website to communicate with families. In addition, we have a Facebook page for ongoing communications. The administration will create and send surveys to staff and families for information/decision-making purposes. Parent-Link will continue to be utilized for parent communication as well.	Home reading strategies by providing additional home to school connections, PSTAPT, Chromebooks, hot spots, Google Meet	Google survey results, sign-in sheets	August 2021-May 2022 Teachers, Administration, SBT, and office staff	N/A
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Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.3,2.1</b>	
Teachers will ensure students engage in daily lessons with students. Students will also receive small group and individualized instruction. Teachers will continue to research differentiated distance learning techniques; for example, Peardeck, Kami, Nearpod, i-Ready, Google slides, Google classroom, and Canvas to utilize during distance learning in the event we are still participating in Hybrid/distance education. Teachers will collaborate to create and utilize common assessments aligned to the NVACS. Teachers will discuss data during PLC's.	People: Teachers, Instructional Assistants, Administration, Materials: technology, tech platforms, Chromebooks, i-Ready, easyCBM, RAZ, Funding Source: Strategic Budget, Special Education, RB3, Academic Support Funds.	Observations, easyCBM, Canvas/Google Classroom review and MAP K-5 data analysis, SBAC data, i-Ready data,	August 2021- May 2022 Administration, teachers, Instructional Assistants, Site-Based Tech, and office staff	N/A

Comments:

<b>1.4 Other (Optional)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators: 1.3,1.4,2.1</b>	
Utilization of a CSR (class size reduction teacher) will be able to further assist students in their class who are at or below the 25th percentile on the MAP assessment as class sizes will be smaller allowing for further differentiation. Students will receive adequate tier-one instruction that is aligned to the NVACS, have small group interventions as well as individualized intervention in place. Instruction will be focused on increasing proficiency levels in reading and math skills. Teachers will utilize differentiated instructional practices, meet with students on a regular basis, and will provide feedback to students on progress and next steps. Teachers will participate in PLC discussions to analyze data and discuss changes in instruction to meet student needs.	Classroom teachers for Class-size reduction, Funding-Academic Support Funds=\$107,590.00 First Grade Teacher-\$88,018.42 Second Grade Split fund-22.24%-\$19,571.60	Observations, easy-CBM, MAP data, i-Ready data.	Teachers, Learning Strategist, Administrator	N/A

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 number of proficient students in fourth-grade mathematics from XX% to YY% as measured by 2021 SBAC state assessments. Increase the number of proficient students in fifth-grade mathematics from XX% to YY% as measured by 2021 SBAC state assessments.

**Root Causes:**

Grade level teams inconsistent use of curriculum and supplemental resources and implementing strategies to reach the rigor required by the NVACS. Teacher will continue to develop strategies to support a high quality Tier 1 instruction. Teachers and staff will use data to drive instructional practice and differentiate for students.

**Measurable Objective 1:**

Increase the percent of fourth and fifth-grade students scoring above the 41st percentile in reading XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 and from math from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 as measured by MAP Growth Assessment. The percent of students in fourth and fifth grade scoring above the 41st percentile in ELA in the 2020-2021 school year was 69.5%(fall) and 61%(winter) and XX% (spring) and Math 53%(fall) and 48% (winter)and XX% (spring) (Distance Education Scores).

**Measurable Objective 2:**

Increase the percent of students in fourth grade scoring above the 41st percentile in ELA from XX%(fall) to YY% (winter) to ZZ% (spring) May 2022, and Math from XX% (fall), YY% (winter), ZZ% (spring) May 2022 as measured by MAP Growth Assessment. The percent of students in fourth grade scoring above the 41st percentile in ELA in the 2020-2021 school year was 61%(fall) and 56%(winter) and XX% (spring) and Math 47%(fall) and 45% (winter)and XX% (spring)-(Distance Education Scores).

**Measurable Objective 3:**

Increase the percent of students in fifth grade scoring above the 41st percentile in ELA from XX%(fall) to YY% (winter) to ZZ% (spring) May 2022, and Math from XX% (fall), YY% (winter), ZZ% (spring), by May 2022 as measured by MAP Growth Assessment. The percent of students in fifth grade scoring above the 41st percentile in ELA in the 2020-2021 school year was 78% (fall) and 66%(winter) and XX% (spring) and Math 59%(fall) and 51%(winter) and XX% (spring)-(Distance Education Scores).

**Measurable Objective 4:**

Increase the percent of 4th grade students on track for the end of year mastery in reading from XX% (fall) to YY% (winter) to ZZ% (spring), and in math fromXX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 as measured by i-Ready. The percent of students in fourth grade scoring end of year mastery in ELA in the 2020-2021 school year in i-Ready was 16% (fall) and 16%(winter) and XX% (spring) and Math 3%(fall) and 6%(winter) and XX% (spring)-(Distance Education Scores).

**Measurable Objective 5:**

Increase the percent of 5th grade students on track for the end of year mastery in reading from XX% (fall) to YY% (winter) to ZZ% (spring), and in math from XX% (fall) to YY% (winter) to ZZ% (spring) May 2022 as measured by i-Ready. The percent of students in fifth grade scoring end of year mastery in ELA in the 2020-2021 school year was 14% (fall) and 13%(winter) and XX% (spring) and Math 12%(fall) and 14%(winter) and XX% (spring)-(Distance Education Scores).

**Monitoring Status**

N/A

<b>ACTION PLAN</b>	<b>MONITORING PLAN</b>
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<b>Action Step</b> (please only list one action step per box)	<b>Resources and Amount Needed for Implementation</b> (people, time, materials, funding sources)	<b>List Artifacts/Evidence of Progress:</b> Information (Data) that will verify the action step is in progress or has occurred.	<b>List Timeline, Benchmarks, and Position Responsible</b>	<b>Monitoring Status</b>
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.3, 1.4, 2.1, 3.1</b>	
All teachers will complete district provided training. Teachers received support from Read by Grade 3 Strategist on MAPS. Teachers will increase their understanding of how to integrate leveled/tiered assessments into their instruction based on students' performance data on the MAP assessment. Teachers will be supported in learning how to utilize the MAP reports and Learning Continuum to support student growth and proficiency. Professional development will be provided to teachers on the standards and indicators of the NEPF, Nevada Academic Content Standards (NVACS) and the Ready Common Core Reading series. Teachers are utilizing Ready materials, easyCBM and Reading A-Z as supplemental materials. Teachers will continue to discuss and utilize the Achieve the Core materials and how using the Bridging documents to support their instructional planning . Teachers also attended online learning through i-Ready and Ready Common Core to learn ways to align common assessments (Standards Mastery) based on NVACS and support differentiation. Discussions around multiple measures of data such as MAP, i-Ready, and Observation data will occur with administration, lead team, and support from our Read by Grade 3 strategist.	People: Teachers, administration, Instructional Assistants, Materials: technology, tech platforms, Chromebooks, i-Ready, Funding Sources: Strategic Budget, Special Education, Nevada Academic Content Standards	Observations, Teacher goal-setting conferences, Google Classroom, Canvas, Pre- and Post Conferences	August 2021-May 2022 Teachers, Administration, Site Based-Tech, and office staff	N/A

Comments:

<b>Action Step</b>	<b>Resources and Amount Needed</b>	<b>List Artifacts/Evidence</b>	<b>Timeline and Position Responsible</b>	<b>Monitoring Status</b>
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 3.2</b>	
An open House or virtual open house for families will be provided by Administration and teachers. We have a new website to communicate with families. In addition, we have a Facebook page for ongoing communications. The administration will create and send surveys to staff and families for information/decision-making purposes. Parent-Link will continue to be utilized for parent communication as well.	Home math strategies and school connections, PSTAPT, Chromebooks, hot spots, Google Meet	Google survey sign-in sheets	August 2021-May 2022 Teachers, Administration, Site-Based Tech, and office staff	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.3, 1.4, 2.1</b>	
<p>Teachers will ensure students engage in daily lessons with students. Students will also receive small group and individualized instruction. Teachers will continue to research differentiated distance learning techniques; for example, Peardeck, Kami, Nearpod, i-Ready, Google slides, Google classroom, and Canvas to utilize during distance learning in the event we are still participating in Hybrid/distance education. Teachers will collaborate to create and utilize common assessments aligned to the NVACS. Teachers will discuss data during PLC's.</p>	<p>People: Materials: Professional Development on NEPF standards, NVACS, Curriculum Engine to assist with planning, implementation of iPad apps to assist with small group/centers for skill practice and reinforcement and MAPS assessment data. Funding: Strategic Budget, Academic Support Funds</p>	<p>Observations, easyCBM, Ready, Canvas/Google Classroom review and MAP K-5 data analysis, SBAC claim data, i-Ready data</p>	<p>August 2021-May 2022 Teachers, Administration, Site-Based Tech, and office staff</p>	<p>N/A</p>

Comments:

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

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:**

**Root Causes:**

**Measurable Objective 1:**

1

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: Yes</b>	<b>NCCAT-S Indicators:</b>	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	

				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

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

Comments:

## COMPONENT III: Budget Plan

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:** Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Strategic Budget	2,672,909.76	General Fund	Goals 1 and 2
Read By Three	88,018.42		Goals 1 and 2
Academic Support Funding (ASF)	\$107,590.00	Classroom teachers for Class-size reduction	Goals 1 and 2

## Plan for improving the school climate

**Goal:**

Increase the percent of students who respond "strongly agree" to the following statement, "I am learning with technology such as computers, mobile devices, and the internet at this school" from 37.2% to 80% by December 2022 as measured by the districtwide survey.

**Action Plan:** How will this plan improve the school climate?

The school community will collaborate to utilize technology, online supplemental programs, to engage in Tier 1 high quality instruction and to differentiate instruction. Teachers will collaborate and utilize data and goal setting conferences to assist students in setting personal goals.

**Monitoring Plan:** How will you track the implementation of this plan?

We will monitor the plan through data analysis of instructional program usage, surveys and informal and formal feedback with all stakeholders.

**Evaluation Plan:** What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

The effectiveness of this plan will be evaluated through the School Climate survey & District-wide Survey each year.

## APPENDIX A - Professional Development Plan

### 1.1

All teachers will complete district provided training. Teachers received support from Read by Grade 3 Strategist on MAPS. Teachers will increase their understanding of how to integrate leveled/tiered assessments into their instruction based on students' performance data on the MAP assessment. Teachers will be supported in learning how to utilize the MAP reports and Learning Continuum to support student growth and proficiency. Professional development will be provided to teachers on the standards and indicators of the NEPF, Nevada Academic Content Standards, and the Ready Common Core Reading series. Teachers are utilizing Ready materials, easyCBM and Reading A-Z as supplemental materials. Teachers will continue to discuss and utilize the Achieve the Core materials and how using the Bridging documents to support their instructional planning . Teachers also attended online learning through i-Ready and Ready Common Core to learn ways to align common assessments (Standards Mastery) based on NVACS and support differentiation. Discussions around multiple measures of data such as MAP, i-Ready, and Observation data will occur with administration, lead team, and support from our Read by Grade 3 strategist.

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

### 2.1

All teachers will complete district provided training. Teachers received support from Read by Grade 3 Strategist on MAPS. Teachers will increase their understanding of how to integrate leveled/tiered assessments into their instruction based on students' performance data on the MAP assessment. Teachers will be supported in learning how to utilize the MAP reports and Learning Continuum to support student growth and proficiency. Professional development will be provided to teachers on the standards and indicators of the NEPF, Nevada Academic Content Standards (NVACS) and the Ready Common Core Reading series. Teachers are utilizing Ready materials, easyCBM and Reading A-Z as supplemental materials. Teachers will continue to discuss and utilize the Achieve the Core materials and how using the Bridging documents to support their instructional planning . Teachers also attended online learning through i-Ready and Ready Common Core to learn ways to align common assessments (Standards Mastery) based on NVACS and support differentiation. Discussions around multiple measures of data such as MAP, i-Ready, and Observation data will occur with administration, lead team, and support from our Read by Grade 3 strategist.

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

### 3.1

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

## APPENDIX B - Family Engagement Plan

### 1.2

An open House or virtual open house for families will be provided by Administration and teachers. We have a new website to communicate with families. In addition, we have a Facebook page for ongoing communications. The administration will create and send surveys to staff and families for information/decision-making purposes. Parent-Link will continue to be utilized for parent communication as well.

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

This year we planned a Virtual Open House for families by Administration and teachers. This year administration created a new website to improve communication with families. In addition, there was a new Facebook page for ongoing communications. Administration created and sent surveys and PearDeck interactive slides to communicate and gather feedback from families.

### 2.2

An open House or virtual open house for families will be provided by Administration and teachers. We have a new website to communicate with families. In addition, we have a Facebook page for ongoing communications. The administration will create and send surveys to staff and families for information/decision-making purposes. Parent-Link will continue to be utilized for parent communication as well.

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

Virtual Open House for families by Admin and teachers. New website to communicate with families. Facebook page for ongoing communications. Survey and Pear Deck interactive slide to communicate with families.

### 3.2

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

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

Increase the percent of 3rd-grade students proficient in reading from XX% to YY% by 2022 as measured by summative assessments. All students will increase proficiency in mathematics from XX% to YY% by 2022 as measured by state summative assessments.

**Measurable Objective(s):**

- Increase the percent of students in kindergarten scoring above the 41st percentile in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) May 2022 and Math from XX% (fall), YY%(winter), ZZ%(spring) May 2022 as measured by MAP Growth Assessment. The percent of students in kindergarten scoring above the 41st percentile in ELA in the 2020-2021 school year was 92%(fall) and 82% (winter) and XX% (spring) and Math 96%(fall) and 87%(winter) and XX%(spring)- (Distance Learning Results) \*Increase the percent of ASF eligible students increasing proficiency in reading from X% (Fall) to Y% (Spring) and math X%(Fall) and Y% (Spring) as measured by MAP Assessments.
- Increase the percent of students in first grade scoring above the 41st percentile in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 and Math from XX% (fall), YY% (winter), ZZ%(spring) by May 2022 as measured by MAP Growth Assessment. The percent of students in first grade scoring above the 41st percentile in ELA in the 2020-2021 school year was 78%(fall) and 63%(winter) and XX% (spring) and Math 74%(fall) and 64%(winter) and XX% (spring)-(Distance Learning Results)
- Increase the percent of students in second grade scoring above the 41st percentile in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 and Math from XX% (fall), YY% (winter), ZZ% (spring) by May 2022 as measured by MAP Growth Assessment. The percent of students in second grade scoring above the 41st percentile in ELA in the 2020-2021 school year was 67%(fall) and 61%(winter) and XX% (spring) and Math 61%(fall) and 58%(winter) and XX% (spring)-(Distance Learning Results)
- Increase the percent of students in third grade scoring above the 41st percentile in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 and Math from XX% (fall), YY% (winter), ZZ% (spring) by May 2022 as measured by MAP Growth Assessment. The percent of students in third grade scoring above the 41st percentile in ELA in the 2020-2021 school year was 67%(fall) and 66%(winter) and XX% (spring) and Math 58% (fall) and 53%(winter) and XX% (spring)
- Increase the percent of kindergarten students on track for end of year mastery in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) and in math from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 as measured by i-Ready. The percent of students in kindergarten scoring end of year mastery in ELA in the 2020-2021 school year was 25% (fall) and 36%(winter) and XX% (spring) and Math 35%(fall) and 47%(winter) and XX% (spring)-(Distance Education Scores). Increase the percent of 1st grade students on track for end of year mastery in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) and in math from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 as measured by i-Ready. The percent of students in first grade scoring end of year mastery in ELA in the 2020-2021 school year was 35% (fall) and 24%(winter) and XX% (spring) and Math 23%(fall) and 21%(winter) and XX% (spring)-(Distance Education Scores). Increase the percent of 2nd grade students on track for end of year mastery in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) and in math from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 as measured by i-Ready. The percent of students in second grade scoring end of year mastery in ELA in the 2020-2021 school year was 22% (fall) and 26%(winter) and XX% (spring) and Math 3%(fall) and 11%(winter) and XX% (spring)-(Distance Education Scores). Increase the percent of 3rd grade students on track for end of year mastery in ELA from XX% (fall) to YY% (winter) to ZZ% (spring) and in math from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 as measured by i-Ready. The percent of students in third grade scoring end of year mastery in ELA in the 2020-2021 school year was 24% (fall) and 29%(winter) and XX% (spring) and Math 10%(fall) and 15%(winter) and XX% (spring)-(Distance Education Scores).

<b>Status</b>
N/A

**Comments:**

1. Professional development 2. Assessment & Instruction

**1.1 Professional Development:**

**1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:**

**1.4 Other:**

	<b>Mid-Year</b>	<b>End-of-Year</b>
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1.1	All teachers will complete district provided training. Teachers received support from Read by Grade 3 Strategist on MAPS. Teachers will increase their understanding of how to integrate leveled/tiered assessments into their instruction based on students' performance data on the MAP assessment. Teachers will be supported in learning how to utilize the MAP reports and Learning Continuum to support student growth and proficiency. Professional development will be provided to teachers on the standards and indicators of the NEPF, Nevada Academic Content Standards, and the Ready Common Core Reading series. Teachers are utilizing Ready materials, easyCBM and Reading A-Z as supplemental materials. Teachers will continue to discuss and utilize the Achieve the Core materials and how using the Bridging documents to support their instructional planning . Teachers also attended online learning through i-Ready and Ready Common Core to learn ways to align common assessments (Standards Mastery) based on NVACS and support differentiation. Discussions around multiple measures of data such as MAP, i-Ready, and Observation data will occur with administration, lead team, and support from our Read by Grade 3 strategist.	N/A
Progress	Professional development was given on using Bridging documents and Achieve the Core to assist in planning, support was given on MAPS, school-wide data discussions.	
Barriers	Implementing consistent use of NVACS, using data to drive instructional decisions, and planning with the NEPF in mind.	
Next Steps	Ensuring consistent implementation of Nevada Academic Content Standards, data-analysis, planning with the NEPF in mind, vertical alignment and PLC processes.	
1.2	An open House or virtual open house for families will be provided by Administration and teachers. We have a new website to communicate with families. In addition, we have a Facebook page for ongoing communications. The administration will create and send surveys to staff and families for information/decision-making purposes. Parent-Link will continue to be utilized for parent communication as well.	N/A
Progress	20/21 A virtual open house was held for families and virtual winter read aloud. From the 19/20 School Year Family Academic Night occurred Jan. 23, 2020 and 62% of families were in attendance.	
Barriers	Family conflict with other events and transportation.	
Next Steps	Offer an additional Family Academic Night in the fall with resources to help parents at home.	
1.3	Teachers will ensure students engage in daily lessons with students. Students will also receive small group and individualized instruction. Teachers will continue to research differentiated distance learning techniques; for example, Peardeck, Kami, Nearpod, i-Ready, Google slides, Google classroom, and Canvas to utilize during distance learning in the event we are still participating in Hybrid/distance education. <del>Teachers will collaborate to create and utilize common assessments aligned to the NVACS. Teachers will discuss data during PLC's.</del>	N/A
Progress	20/21 Discussions were held around NVACS, aligning instruction to standards, observations aligned to the NEPF. Previous year 19/20 Instructional Rounds showed that teachers are aligning their tasks to the standards. Classroom observations have ensured differentiated instructional practices and instruction that meets the NEPF.	
Barriers	Teachers using resources that do not promote high cognitive rigor in their learning tasks. Differentiation for all levels of students is needed.	



Next Steps	Classroom observations with a focus on Standard 2, 4, and 5 of the NEPF. Professional development on unwrapping standards, using data sources (MAPS, SBAC, i-Ready to support high-quality tier 1, PLC training, and vertical alignment collaborative discussions.	
1.4	Utilization of a CSR (class size reduction teacher) will be able to further assist students in their class who are at or below the 25th percentile on the MAP assessment as class sizes will be smaller allowing for further differentiation. Students will receive adequate tier-one instruction that is aligned to the NVACS, have small group interventions as well as individualized intervention in place. Instruction will be focused on increasing proficiency levels in reading and math skills. Teachers will utilize differentiated instructional practices, meet with students on a regular basis, and will provide feedback to students on progress and next steps. Teachers will participate in PLC discussions to analyze data and discuss changes in instruction to meet student needs.	N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Increase the number of proficient students in fourth-grade mathematics from XX% to YY% as measured by 2021 SBAC state assessments. Increase the number of proficient students in fifth-grade mathematics from XX% to YY% as measured by 2021 SBAC state assessments.

**Measurable Objective(s):**

- Increase the percent of fourth and fifth-grade students scoring above the 41st percentile in reading XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 and from math from XX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 as measured by MAP Growth Assessment. The percent of students in fourth and fifth grade scoring above the 41st percentile in ELA in the 2020-2021 school year was 69.5%(fall) and 61%(winter) and XX% (spring) and Math 53%(fall) and 48% (winter)and XX% (spring) (Distance Education Scores).
- Increase the percent of students in fourth grade scoring above the 41st percentile in ELA from XX%(fall) to YY% (winter) to ZZ% (spring) May 2022, and Math from XX% (fall), YY% (winter), ZZ% (spring) May 2022 as measured by MAP Growth Assessment. The percent of students in fourth grade scoring above the 41st percentile in ELA in the 2020-2021 school year was 61%(fall) and 56%(winter) and XX% (spring) and Math 47%(fall) and 45% (winter)and XX% (spring)-(Distance Education Scores).
- Increase the percent of students in fifth grade scoring above the 41st percentile in ELA from XX%(fall) to YY% (winter) to ZZ% (spring) May 2022, and Math from XX% (fall), YY% (winter), ZZ% (spring), by May 2022 as measured by MAP Growth Assessment. The percent of students in fifth grade scoring above the 41st percentile in ELA in the 2020-2021 school year was 78% (fall) and 66%(winter) and XX% (spring) and Math 59%(fall) and 51%(winter) and XX% (spring)-(Distance Education Scores).
- Increase the percent of 4th grade students on track for the end of year mastery in reading from XX% (fall) to YY% (winter) to ZZ% (spring), and in math fromXX% (fall) to YY% (winter) to ZZ% (spring) by May 2022 as measured by i-Ready. The percent of students in fourth grade scoring end of year mastery in ELA in the 2020-2021 school year in i-Ready was 16% (fall) and 16%(winter) and XX% (spring) and Math 3%(fall) and 6%(winter) and XX% (spring)-(Distance Education Scores).
- Increase the percent of 5th grade students on track for the end of year mastery in reading from XX% (fall) to YY% (winter) to ZZ% (spring), and in math from XX% (fall) to YY% (winter) to ZZ% (spring) May 2022 as measured by i-Ready. The percent of students in fifth grade scoring end of year mastery in ELA in the 2020-2021 school year was 14% (fall) and 13%(winter) and XX% (spring) and Math 12%(fall) and 14%(winter) and XX% (spring)-(Distance Education Scores).

<b>Status</b>
N/A

**Comments:**

**2.1 Professional Development:**

**2.2 Family Engagement:**

**2.3 Curriculum/Instruction/Assessment:**

**2.4 Other:**

	<b>Mid-Year</b>	<b>End-of-Year</b>
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2.1	All teachers will complete district provided training. Teachers received support from Read by Grade 3 Strategist on MAPS. Teachers will increase their understanding of how to integrate leveled/tiered assessments into their instruction based on students' performance data on the MAP assessment. Teachers will be supported in learning how to utilize the MAP reports and Learning Continuum to support student growth and proficiency. Professional development will be provided to teachers on the standards and indicators of the NEPF, Nevada Academic Content Standards (NVACS) and the Ready Common Core Reading series. Teachers are utilizing Ready materials, easyCBM and Reading A-Z as supplemental materials. Teachers will continue to discuss and utilize the Achieve the Core materials and how using the Bridging documents to support their instructional planning . Teachers also attended online learning through i-Ready and Ready Common Core to learn ways to align common assessments (Standards Mastery) based on NVACS and support differentiation. Discussions around multiple measures of data such as MAP, i-Ready, and Observation data will occur with administration, lead team, and support from our Read by Grade 3 strategist.	N/A
Progress	Professional development was given on Bridging documents, Acheive the Core, data analysis, i-Ready. Observations were discussed with aligning teaching to NVACS, use of Curriculum Engine, and using data to support instruction.	
Barriers	Some teachers are not taking next steps to use the MAP data to make instructional decisions and aligning instruction to NVACS.	
Next Steps	Professional development sessions to discuss the MAP data as a school, grade level and classroom teacher	
2.2	An open House or virtual open house for families will be provided by Administration and teachers. We have a new website to communicate with families. In addition, we have a Facebook page for ongoing communications. The administration will create and send surveys to staff and families for information/decision-making purposes. Parent-Link will continue to be utilized for parent communication as well.	N/A
Progress	Family Academic Night occurred Jan. 23, 2020 and 62% of families were in attendance.	
Barriers	Transportation or other conflicting events	
Next Steps	Offer a Family Academic Night in the fall to assist families with helping their child at home.	
2.3	Teachers will ensure students engage in daily lessons with students. Students will also receive small group and individualized instruction. Teachers will continue to research differentiated distance learning techniques; for example, Peardeck, Kami, Nearpod, i-Ready, Google slides, Google classroom, and Canvas to utilize during distance learning in the event we are still participating in Hybrid/distance education. Teachers will collaborate to create and utilize common assessments aligned to the NVACS. Teachers will discuss data during PLC's.	N/A
Progress	Instructional Rounds showed that teachers are aligning their tasks to the standards. Classroom observations have ensured differentiated instructional practices and instruction that meets the NEPF.	
Barriers	Teachers using resources that do not promote high cognitive rigor in their learning tasks.	

Next Steps	Aligned to Standard 2, 4, and 5 of the NEPF	
2.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

**Measurable Objective(s):**

- 1

<b>Status</b>
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		N/A
Progress	From the 19/20 school year: A safety/behavioral time is established and numerous sessions related to safety and behavior. Behavior assemblies and a school-wide behavior plan is implemented.	Due to distance Learning, these previous action steps will be revisited.
Barriers	From the 19/20 school year: Parents are not aligned with the school in terms of policy and procedures. Teachers are not putting referrals into IC for tracking purposes.	Due to distance Learning, these previous action steps will be revisited.
Next Steps	From the 19/20 School year: Communication made with staff that all students need an IC referral when sent to the office to support data decision making regarding behavior.	Due to distance Learning, these previous action steps will be revisited.
3.2		N/A
Progress		
Barriers		

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