

School Performance Plan

School Name
HANCOCK, DORIS ES

Address (City, State, Zip Code, Telephone):
1661 LINDELL ROAD
LAS VEGAS, NV 89146, 7027994205

Superintendent/Region Superintendent: Jesus Jara / Samuel Scavella

For Implementation During The Following Years: 2020-2021

The Following MUST Be Completed:

Title I Status:	Served
Designation:	CSI
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	<input checked="" type="checkbox"/> Use of Core Instructional Materials	<input checked="" type="checkbox"/> Scheduling	<input checked="" 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
Derick Butler	Parent	Liz Gladden	Parent
Andrea Ljungquist	Parent	Sarah Payne	Principal
Christie McKenzie	Assistant Principal	Humberto Ramirez	Head Custodian
Ann Lehner-Marra	Teacher	Susan Gambarelli	Teacher
Sandra Banks	Strategist	Tina Redsull	Strategist
Rachel Marx	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)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other: 2020-2021 Enrollment Data	Other: 2020-2021 Enrollment Data	Other: 2020-2021 Enrollment Data
Other:	Other:	Other:

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

Overview

Doris Hancock Elementary School (Hancock ES) is a Title I school located in Region 2 of the Clark County School District (CCSD). The student population has remained mostly consistent over the last several years. Enrollment for the 2020-21 school year is as follows: 50.8% Hispanic, 23.62% Black, 11.8% White, 8.86% two or more races, 3.69% Asian, including 15.6% English Language Learner (ELL), 13.28% students with an Individual Education Plan (IEP), and 100% Free and Reduced Lunch (FRL). There were moderate shifts in all subgroups, most notably a decline in ELL and Hispanic students and an increase in Black students. Total enrollment has declined from 595 (2018-2019) to 544 (2020-2021). This is likely related to the COVID-19 closures in the Las Vegas Valley as well as the shift to distance learning.

Analysis of Data

Hancock ES fell from a two-star status in 2016-17 (27 index points) to a one-star status in 2017-18 (11 index points) and remained a one-star status in 2018-19, but increased in index points (18.5 index points) as reported on the Nevada School Performance Framework (NSPF). The increase in NSPF points was observed most drastically in the English Language Proficiency Indicator and an increase in overall reading proficiency from 25.4% to 33.7%. In reviewing data we have determined that this increase can be attributed to improvement to the implementation of Reading Rangers, a program that increased the amount of time that students read independently, and a focus on Tier I instruction strategies. Effective implementation of these strategies provide regular opportunities for academic language development for all students. The 17-18 school year was the first year of implementation with i-Ready and Ready programming funded through Title I (EBI Level 3) and Reading Rangers. Additional coaching and support with i-Ready and Ready program implementation was provided in 2018-19 by both i-Ready consultants and Hancock ES learning strategists.

Positive Statements

Positive trends can be seen in the increase in English Language Arts (ELA) Proficiency from 25.4% to 33.7% and the percent of chronically absent students reduced from 26.7% to 21.8%. The success in reading can be attributed to implementing Reading Rangers, ELA professional development for teachers, strategists supporting struggling teachers, and the use of iReady. The success in reducing the amount of chronically absent students can be attributed to attendance incentives and attendance phone calls made by the counselor and safe schools professional. This year, we will continue to recognize students for attending school regularly and make phone calls home when students are absent. In addition, we added a social worker this year so that the social worker and safe school professional will be able to do home visits for chronically absent students and get them additional support as needed.

Hancock ES started the 2020-2021 fully staffed for the first time in nearly 10 years. The 2020-2021 staff has embraced utilizing technology and grown in proficiency in a short time. Faculty and staff prepared and deployed distance learning materials to families and students and will continue to deploy materials on a monthly basis.

Areas of Opportunity

Math proficiency remains an area of concern at Hancock ES. Students proficient in math at Hancock were as follows: 16-17 24%, 17-18 21.3%, 18-19 23.5%. These rates consistently fall below the district average and conversations with our stakeholders have also revealed this area as a concern. In the 18-19 school year, Hancock ES focused mainly on improving reading skills and it was the first full year of implementation of the Eureka math program. As a result we would like to have a larger focus on mathematics and supporting our teachers with math instruction through the implementation of Number Talks and instructional rounds. Another area of concern is with students who were non-proficient the year before meeting the average growth percentile (AGP) were very low: 7.5% for math and 22.6% for reading. Students who meet AGP are on track for becoming proficient in that area in the next three years. In order to ensure that our students who are non-proficient are on track for meeting proficiency, we are instituting a schoolwide walk to intervention model with intervention supports for both reading and math. Corrective Reading and Reading Mastery (EBI Level 1) will be used for reading intervention, and iReady will be used for math intervention.

An additional area of opportunity for the 2020-2021 school year is identifying and implementing engagement strategies for digital learning.

Prioritized Needs

Hancock ES engaged in the Nevada Comprehensive Curriculum Audit Tool-Schools (NCCAT-S) in the Fall of 2019. The team identified the following priorities:

- 1.2 All instructional staff members deliver the standards-based curriculum to all students
- 1.3 All instructional staff members use effective instructional strategies to meet the learning needs of all students.
- 1.7 All instructional staff members use instructional materials that meet the identified needs of all students.
- 2.2 All instructional staff members develop unit/lesson plans based on student assessment results and adjust instruction accordingly.
- 3.1 School leadership develops and communicates a clear, shared vision and mission.

Interim Needs Assessment: Hancock ES staff have made great progress in addressing the needs identified through the NCCAT-S process. Additional work is needed to continue to improve and refine our implementation of a standards-based curriculum (virtually), use of effective instructional and engagement strategies and materials, use of student assessment results to guide instructional planning, and communication of a shared vision and mission. The 2021-2022 SPP will continue to focus on addressing these identified needs.

ESSA Levels of Evidence

Goals and action steps address the above areas of opportunity and priority.

We will implement the following evidence based programs with federal and state funding:

Corrective Reading EBI Level 1

Torgesen, J., Schirm, A., Castner, L., Vartivarian, S., Mansfield, W., Myers, D., ... Institute of Education Sciences (ED), W., DC. (2007). National Assessment of Title I. Final Report. Volume II: Closing the Reading Gap--Findings from a Randomized Trial of Four Reading Interventions for Striving Readers. NCEE 2008-4013. National Center for Education Evaluation and Regional Assistance. Retrieved from eric. (National Center for Education Evaluation and Regional Assistance.

Reading Mastery EBI Level 3

Gunn, B., Biglan, A., Smolkowski, K., & Ary, D. (2000). Journal of Special Education, 34(2), 90-103. Retrieved from: <https://eric.ed.gov/?id=EJ611322> Stockard, J. (2010). Eugene, OR: National Institute for Direct Instruction.

MAP EBI Level 3

National Center for Education Evaluation and Regional Assistance (12/2012). The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_20134000.pdf

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

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

All students will increase proficiency in ELA from 33.7% to 47.45% by 2021 as measured by state summative assessments.

Root Causes:

Inconsistent implementation of instruction aligned to the rigor and depth of the NVACS due to inconsistencies in staffing.

Measurable Objective 1:

Decrease the percent of K-5 students scoring at or below the 40th percentile from 34% to 30% by February 2021 as measured by the MAP ELA Growth Assessment.

Measurable Objective 2:

Fast Bridge MO

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:	NCCAT-S Indicators: 1.2, 1.7, 2.2	
-PLC Structure Revision - Instructional Rounds in the digital classrooms -Ron Clark Academy - Job Embedded Coaching: Standard Task Alignment, Differentiation, Digital learning Strategies -PL: School Programs and Assessments	People: principal, full-time assistant principal, teachers, coaches, site based technician, outside consultants Time: Sub-release days, PLC, PD days Materials: Technology, Instructional Software, Instructional Materials, MAP, Collaboration Documents, Google Classroom, Canvas, Google Meet Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	Staff meeting/professional development session/staff development day agendas, sign-in sheets/virtual attendance, professional development training evaluations, electronic PLC meeting notes, weekly common grade level formative assessment data, instructional rounds data	Administration and Learning Strategist will evaluate these data monthly. Journeys and Eureka Math development in Fall Weekly Reading Rangers support will start in the fall and continue throughout the year.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators: 3.1	
<p>Monthly materials Deployment Immediate technology help line manned by two strategists Virtual Orientation and Virtual Open House Safe School Professional will support families with wraparound services and wellness checks. Social Worker will support families to address attendance concerns and support with wellness checks. School will partner with FACES (Family and Community Engagement Services) division of CCSD to provide supports to families. Weekly library book deployment. Utilize multiple forms of parent communication- email, phone, parentlink, etc.</p>	<p>People: Admin, teachers, coaches, SPP, outside consultants, FACES personnel Time: after-school and school hours to meet community needs Materials: ParentLink, Website, Google Classroom, Canvas Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>Calendar, Parentlink, emails, wellness check documentation</p>	<p>Administration, Learning Strategist, and the School Guidance Counselor will evaluate these artifacts on a regular basis to ensure family needs are being identified and addressed</p>	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators: 1.2, 1.3, 1.7, 2.2	
<p>Student Goal Setting using FastBridge and STAR data Curriculum: Journeys, Reading Mastery, Corrective Reading, Creating Better Writers, Use of district-approved resources Instructional: Digital Learning Strategies Implementation of interventions (Reading Mastery/Corrective Reading) with fidelity; Implementation of RTI Systems and Structures, Differentiation, Standard Task Alignment, Strengthen Tier 1, Reading Rangers Assessment: MAP Growth, FastBridge, STAR</p>	<p>People: Admin, teachers, coaches, site based technician, CTTs Time: PLC and Planning time, RTI Meetings, etc. Materials: Technology, Instructional Software, Instructional Materials, MAP, Collaboration Documents, Google Meet, Google Classroom, Canvas Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>Lesson plans, administration observations, grade level PLC agendas and minutes, Reading Rangers data, Journeys assessments, MAP, FastBridge Data, Google Classroom/Canvas</p>	<p>Administration, Learning Strategist, and Read by 3 Literacy Team will evaluate these artifacts monthly. Weekly grade level meetings to review data</p>	N/A

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

All students will increase proficiency in Math from 23.5% to 38.5% by 2021 as measured by state summative assessments.

Root Causes:

Inconsistent implementation of instruction aligned to the rigor and depth of the NVACS due to inconsistencies in staffing.

Measurable Objective 1:

Decrease the percent of K-5 students scoring at or below the 40th percentile from 40% to 35% by February 2021 as measured by the MAP Math Growth Assessment.

Measurable Objective 2:

Fast Bridge MO when available

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:	NCCAT-S Indicators: 1.2, 1.7, 2.2	
-PLC Structure Revision - Instructional Rounds in the digital classrooms -Ron Clark Academy - Job Embedded Coaching: Standard Task Alignment, Differentiation, Digital learning Strategies -PL: School Programs and Assessments	People: principal, full-time assistant principal, teachers, coaches, site based technician, outside consultants Time: Sub-release days, PLC, PD days Materials: Technology, Instructional Software, Instructional Materials, MAP, Collaboration Documents, Google Classroom, Canvas, Google Meet Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.	Staff meeting/professional development session/staff development day agendas, sign-in sheets/virtual attendance, professional development training evaluations, electronic PLC meeting notes, weekly common grade level formative assessment data, instructional rounds data	Administration and Learning Strategist will evaluate these data monthly. Journeys and Eureka Math development in Fall Weekly Reading Rangers support will start in the fall and continue throughout the year.	N/A

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:	NCCAT-S Indicators: 3.1	
<p>Monthly materials Deployment Immediate technology help line manned by two strategists Virtual Orientation and Virtual Open House Safe School Professional will support families with wraparound services and wellness checks. Social Worker will support families to address attendance concerns and support with wellness checks. School will partner with FACES (Family and Community Engagement Services) division of CCSD to provide supports to families. Weekly library book deployment. Utilize multiple forms of parent communication- email, phone, parentlink, etc.</p>	<p>People: Admin, teachers, coaches, SPP, outside consultants, FACES personnel Time: after-school and school hours to meet community needs Materials: ParentLink, Website, Google Classroom, Canvas Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step this action step.</p>	<p>Calendar, Parentlink, emails, wellness check documentation</p>	<p>Administration, Learning Strategist, and the School Guidance Counselor will evaluate these artifacts on a regular basis to ensure family needs are being identified and addressed</p>	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators: 1.2, 1.3, 1.7, 2.2	
<p>Student Goal Setting with FastBridge Curriculum: Eureka math, Kathy Richardson, Khan Academy Instruction: Digital Learning Strategies, Math Intervention Groups (walk to intervention model), Number Talks, Standard Task Alignment Assessment:MAP, Fast Bridge</p>	<p>People: Admin, teachers, coaches, site based technician, CTTs Time: PLC and Planning time, RTI Meetings, etc. Materials: Technology, Instructional Software, Instructional Materials, MAP, Collaboration Documents, Google Meet, Google Classroom, Canvas Funding: Federal, state and local funds, including Title I have been blended and braided to implement this action step.</p>	<p>Lesson plans, administration observations, grade level PLC agendas and minutes, Reading Rangers data, Journeys assessments, MAP, FastBridge Data, Google Classroom/Canvas</p>	<p>Administration, learning strategist, site based technician, and Read by 3 literacy team will evaluate these artifacts monthly.</p>	N/A

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Root Causes:

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:	NCCAT-S Indicators:	N/A

Comments:

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

				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)
SB178	\$181,200	Counselor, Intervention Strategist, Fast Bridge, CTT (partial)	Goals 1 and 2
Title I	\$246,925	Strategist, 2 CSR Teachers, 2 CTT	Goals 1 and 2
Title III	TBD	Imagine Learning, Tutoring	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.

Staff members will be interviewed by a panel consisting of administration, learning strategists, and grade level teachers as applicable. Artifacts will be reviewed during the teacher interview process (resume, NV teaching license, HQT certificate, letters of reference, phone call references, classroom observations, university transcripts, principal interviews) and other artifacts as they were available through SearchSoft, CCSD's online database of new hires. Our promotion of strong reading skills will be a draw for the coming year. Extra-curricular activities, open-door policy, and site-based decision making are available for teachers at Hancock ES.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (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.

During the 2020-2021 school year, Doris Hancock ES will provide a variety of academic and social family engagement opportunities. Family engagement opportunities include: Open House, Parent Teacher Conferences, Virtual Family Fitness Week, Virtual Family Literacy Night, Virtual Family Math and Science Night, Spring Concert. Parents are able to access the Infinite Campus Parent Portal for information about student grades and attendance. FACES provides monthly parent meetings that focus on ways to support academics in the home (i.e. public library services, family math activities, transitioning to middle school, etc.). Written school communication is sent home in both English and Spanish. All teachers use Class Tag. When necessary, family members can access staff members who speak English, Spanish, French, Chinese, Japanese and Tagalog. The pre-kindergarten and ECSE programs provide monthly family activities for parents to come on campus and work with their child in the classroom and hear how to support learning in the home.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

The PreKindergarten team (both special education and general education classrooms) meet with the Kindergarten team periodically to share strategies and ideas for exposing the prekindergarten students to kindergarten curriculum. Parents attend virtual monthly parent meetings where the Prekindergarten staff keeps parents informed of their children's academic progress and the transition to kindergarten. Students in self-contained special education programs "push in" to the general education virtual setting as part of their IEPs through socialization periods when we return to face-to-face instruction (i.e. recess and lunch) and during the virtual instructional day. The PreK program collaborates with the CCSD FACES Division, Cherish, and UNR Cooperative Extension to provide parent engagement/educational opportunities. Hancock Elementary School's guidance counselor and the fifth grade team assist students in transitioning to middle school. The guidance counselor will schedule a series of magnet schools to come to campus to present or virtually present, as well as lead a virtual parent night on magnet schools. The guidance counselor and fifth grade team will take the fifth graders on virtual or physical field trips to the middle schools (as determined by where students are zoned to go) in the spring.

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

Hancock Elementary School teachers collaborate in their grade level teams and department teams on a weekly basis to provide standards-based instruction (NVACs) to students. Based upon the Nevada Academic Content Standards, NWEA MAP data (K-5), FastBridge assessments (K-5), and a variety of other school-based formative assessments, teachers provide intervention and remediation to students. In addition, teachers are required to progress monitor all Tier II students in order to make instructional decisions for interventions. Teachers use FastBridge, Reading Ranger assessments, common grade level assessments, and MAP assessments (K-5) to create a plan for Tier II instruction. Teachers utilize a variety of informal assessment strategies to check for understanding throughout a lesson.

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

Student achievement data is monitored using the NWEA MAP assessment (K-5), and Reading Rangers data (K-5). In addition, weekly formative assessment data as well as various diagnostic data is utilized to monitor student achievement as part of the school improvement process. Title I funds are used to provide two class size reduction teachers, a learning strategist, CTT, and Accelerated Reader (Reading Rangers) programs to support the School Performance Plan.

Plan for improving the school climate

Goal:

Increase the percentage of students responding positively to the item, "This school is safe," from 82.2% to 90% by 2021 as measured by the Districtwide survey.

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

-Implementing supports with counselor and/or social workers -Ensuring students are placed in the most appropriate setting -Implement Ron Clark Academy -Trauma Informed Practice PL

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

-Committee Meetings -Admin Meetings -Counselor, Social Worker, and Safe Schools Professional Data

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

Increase in positive responses on districtwide survey.

APPENDIX A - Professional Development Plan

1.1

-PLC Structure Revision -Instructional Rounds in the digital classrooms -Ron Clark Academy -Job Embedded Coaching: Standard Task Alignment, Differentiation, Digital learning Strategies -PL: School Programs and Assessments

Goal 1 Additional PD Action Step (Optional)

2.1

-PLC Structure Revision -Instructional Rounds in the digital classrooms -Ron Clark Academy -Job Embedded Coaching: Standard Task Alignment, Differentiation, Digital learning Strategies -PL: School Programs and Assessments

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Monthly materials Deployment Immediate technology help line manned by two strategists Virtual Orientation and Virtual Open House Safe School Professional will support families with wraparound services and wellness checks. Social Worker will support families to address attendance concerns and support with wellness checks. School will partner with FACES (Family and Community Engagement Services) division of CCSD to provide supports to families. Weekly library book deployment. Utilize multiple forms of parent communication- email, phone, parentlink, etc.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Monthly materials Deployment Immediate technology help line manned by two strategists Virtual Orientation and Virtual Open House Safe School Professional will support families with wraparound services and wellness checks. Social Worker will support families to address attendance concerns and support with wellness checks. School will partner with FACES (Family and Community Engagement Services) division of CCSD to provide supports to families. Weekly library book deployment. Utilize multiple forms of parent communication- email, phone, parentlink, etc.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

All students will increase proficiency in ELA from 33.7% to 47.45% by 2021 as measured by state summative assessments.

Measurable Objective(s):

- Decrease the percent of K-5 students scoring at or below the 40th percentile from 34% to 30% by February 2021 as measured by the MAP ELA Growth Assessment.
- Fast Bridge MO

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	-PLC Structure Revision -Instructional Rounds in the digital classrooms -Ron Clark Academy -Job Embedded Coaching: Standard Task Alignment, Differentiation, Digital learning Strategies -PL: School Programs and Assessments	
Progress		
Barriers		
Next Steps		
1.2	Monthly materials Deployment Immediate technology help line manned by two strategists Virtual Orientation and Virtual Open House Safe School Professional will support families with wraparound services and wellness checks. Social Worker will support families to address attendance concerns and support with wellness checks. School will partner with FACES (Family and Community Engagement Services) division of CCSD to provide supports to families. Weekly library book deployment. Utilize multiple forms of parent communication- email, phone, parentlink, etc.	
Progress		

Barriers		
Next Steps		
1.3	Student Goal Setting using FastBridge and STAR data Curriculum: Journeys, Reading Mastery, Corrective Reading, Creating Better Writers, Use of district-approved resources Instructional: Digital Learning Strategies Implementation of interventions (Reading Mastery/Corrective Reading) with fidelity; Implementation of RTI Systems and Structures, Differentiation, Standard Task Alignment, Strengthen Tier 1, Reading Rangers Assessment: MAP Growth, FastBridge, STAR	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

All students will increase proficiency in Math from 23.5% to 38.5% by 2021 as measured by state summative assessments.

Measurable Objective(s):

- Decrease the percent of K-5 students scoring at or below the 40th percentile from 40% to 35% by February 2021 as measured by the MAP Math Growth Assessment.
- Fast Bridge MO when available

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	-PLC Structure Revision -Instructional Rounds in the digital classrooms -Ron Clark Academy -Job Embedded Coaching: Standard Task Alignment, Differentiation, Digital learning Strategies -PL: School Programs and Assessments	N/A
Progress		
Barriers		
Next Steps		
2.2	Monthly materials Deployment Immediate technology help line manned by two strategists Virtual Orientation and Virtual Open House Safe School Professional will support families with wraparound services and wellness checks. Social Worker will support families to address attendance concerns and support with wellness checks. School will partner with FACES (Family and Community Engagement Services) division of CCSD to provide supports to families. Weekly library book deployment. Utilize multiple forms of parent communication- email, phone, parentlink, etc.	N/A
Progress		

Barriers		
Next Steps		
2.3	Student Goal Setting with FastBridge Curriculum: Eureka math, Kathy Richardson, Khan Academy Instruction: Digital Learning Strategies, Math Intervention Groups (walk to intervention model), Number Talks, Standard Task Alignment Assessment:MAP, Fast Bridge	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

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		N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		
Barriers		

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