School Performance Plan

School Name

Tobler, R E ES

Address (City, State, Zip Code, Telephone):

6510 Buckskin Ave
Las Vegas, NV 89108-4904, 7027994500

Superintendent/Region Superintendent: Jesus Jara /

For Implementation During The Following Years: 2019-2020

The Following MUST Be Completed:

Title I Status:	Served
Designation:	atsi
Grade Level Served:	Elementary
Classification:	3 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
Bernice Bamburak	Parent	Amy Godinez	Principal
Kim Todd	Assistant Principal	Diane LaFontaine	Support Staff
Katie Lalli	Teacher	Katie Mazar	Strategist
Shonna Oranchak	Teacher	Douglas Grandstaff	Teacher
Lee Shaffer	Teacher	Jaclyn Jackson	Teacher
Karen Falk	Teacher	Alan Alden	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
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	ELL Program Policies and Procedures	Individualized Education Programs (IEP)
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
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.

ELA achievement for all students (3-5) has increased from 29.5% (77 students) in 2016 to 34.3% (92 students) in 2018. When dis-aggregated by ethnicity, black students demonstrated 81.6% non-proficiency (31 students) in 2016 and 79.3% non-proficiency (46 students) in 2018. We have decreased non--proficiency in our Hispanic subgroup: 74.5% non-proficient (105 students) in 2016 and 63.9% non-proficient (83 students) in 2018. We have also decreased non-proficiency rates in our Caucasian subgroup: 63.2% (36 students) non-proficient in 2016 and 54.9% (28 students) non-proficient in 2018.

Math achievement for all students (3-5) has increased from 20.3% (53 students) in 2016 to 27.8% (77 students) in 2018. When considering ethnic subgroups, our black students have shown an increase in non-proficiency: 84.2% (32 students) non-proficient in 2016 and 91.5% (54 students) non-proficient in 2018. Our Hispanic population has shown a decrease in non-proficiency: 83.7% 118 students) non-proficient in 2016 and 66.7% 90 students) non-proficient in 2018. Our Caucasian subgroup has also shown a decrease in non-proficiency: 71.9% (41 students) non-proficient in 2016 and 64.2% (34 students) non-proficient in 2018.

2-Year Trend Data for WIDA, grade K-5:
We have increased the percent of English Learners (Current & Former) meeting AGP in ELA from 37.2% in 2017 to 41.1% in 2018.

Strengths: Staff and students are dedicated to supporting school wide expectations. Site leadership and staff are committed to actively improving student outcomes for students at Tobler and to increasing family engagement. Data-drives decision-making.

Areas of Concern:
Chronic Absenteeism
All instructional staff members must:
* deliver the standards-based curriculum to all students,
* routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly, and
* use classroom assessments aligned to state content standards.
School leadership must:
* develop and communicate a clear, shared vision and mission.

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 1:
Increase the percentage of students meeting Adequate Growth Percentile in ELA from 51.1% to 60% by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Root Causes:
Tier One instruction/classroom assessments are not consistently aligned with the rigor demanded by the NVACS and state assessments. Little to no consistent collaboration is in place (aligned to research-based best practices for Professional Learning Communities).

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**
1.1 Professional Development (Required)		**Continuation From Last Year: No**	**NCCAT-S Indicators: 1.2, 1.4, 1.5, 2.1, 3.1**	
* Establish a clear, shared vision and mission * Reduce class-sizes in 4th and 5th grades * Provide PD on effective Professional Learning Communities (PLCs) models in order to establish and maintain high-quality PLCs: attendance at PLC conferences, PLC book study, and on-site PLC professional coaching * Provide opportunities for coaching cycles aligned to PLC process * Collaborative, long-range planning * RBG3 strategist will provide push-in, small-group instruction on a rotating basis as a model for classroom teachers, teacher will then implement best practices, and administration will observe and provide feedback. * Provide student support via Communities in School site coordinator to enable teachers to devote more time to PLC work	* Coaching & PD by strategist (RBG3 Grant-funded) * Attendance at PLC conferences, PLC book study, and on-site PLC professional coaching (SB178-funded) * Teacher collaboration sessions (SB178-funded) * Before and/or after school tutoring (Title III-funded) * Class-size reduction in Grades 4 & 5 (Title I-funded) * Achieve 3000 (Title I-funded) * Communities in Schools site coordinator (SB178-funded)	* PLC agendas/notes/master calendar * Strategist calendar/coaching artifacts * Class rosters * Walk-through & observation data * Records of participation for conference attendees & for on-site PD * Records of Tier Two and Three participants in Communities in Schools program * Achieve 3000 student reports	* August-May: Coaching &/or PD-RBG3 Strategist, daily; * August-May: Master Calendar & monitoring of RBG3 Strategist coaching cycles- Admin, weekly; * August-May: PLC - Admin, strategist & PLC Chairs, weekly Quarterly- Instructional rounds - Title III partners, site admin, & site Title III Coordinator	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: No**	**NCCAT-S Indicators: 1.9**	
* Staff will offer frequent family engagement events * Staff will involve families through the use Class Dojo, a free of charge online/smart phone app. Each teacher will post at least twice a week to their Class Story and parent enrollment of 90% is the goal for each class, with every effort being made to reach 100% enrollment of families. Weekly posts will allow families to virtually see what their child is learning in school and also provides an easily accessible line of communication between families and teachers.	Family Training Materials (Title I-funded) One extra hour for school aide to communicate with parents regarding student progress and attendance (Title I-funded) Technology for parents' use RBG3 Strategist (RBG3 Grant-funded)	*Sign-In Sheets, Evaluations, & Agendas from Family Events *School website frequently refreshed/updated *Consistent class and school posts made via Class Dojo	Family engagement activities as monitored by admin team	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.5, 1.2	
* Establish a clear, shared vision and mission * Reduce class-sizes in 4th and 5th grades *Create and maintain a school wide reading incentive program (Accelerated Reader) * Provide opportunities for coaching cycles aligned to PLC process * Collaborative, long-range planning * RBG3 strategist will provide push-in, small-group instruction on a rotating basis as a model for classroom teachers, teacher will then implement best practices, and administration will observe and provide feedback. * Certified Temporary Tutors (CTTs) to work with bottom quartile as a Tier Two reading intervention	* Coaching & PD by strategist (RBG3 Grant-funded) * Teacher collaboration sessions (SB178-funded) * Before and/or after school tutoring (Title III-funded) * Class-size reduction in Grades 4 & 5 (Title I-funded) *Two extra hours for a the library aide to run a reading club before school and the aide will also host open library throughout the day (Title I-funded) * Achieve 3000 (Title I-funded) * Certified Temporary Tutors (CTTs) to work with bottom quartile as a Tier Two reading intervention (SB178-funded)	* PLC agendas/notes/master calendar * Strategist calendar/coaching artifacts * Class rosters * Walk-through & observation data/feedback	* August-May: Coaching &/or PD-RBG3 Strategist, daily; * August-May: Master Calendar - Admin, weekly; * August-May: PLC - Admin, strategist & PLC Chairs, weekly * Quarterly-Instructional rounds - Title III partners, site admin, & site Title III Coordinator	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.4, 1.5, 2.1	
Read By Three Initiative: A) Designate a strategist and provide training on implementation of Read By Three Initiatives. B) Strategist will train staff. C) Administer and analyze state approved assessments to identify students at-risk in order to provide additional intervention. D) Develop a literacy plan for students in grades K-3. E) Provide intervention and progress monitoring to identified students in addition to the reading block. F) Provide written notification to parents of students identified as having a deficiency in reading and devise a progress monitoring plan. G) Follow Senate Bill 391 regarding next steps.	* Literacy Plan * ELL Master Plan * Review of assessment data * Parent Read by 3 Letters and conference sign in sheets	* Literacy Plan * ELL Master Plan * Review of assessment data * Parent Read by 3 Letters and conference sign in sheets * Student Literacy Performance Plans in Infinite Campus * MAP Data	* Read-by-Three Literacy Coach, daily; * Master Calendar - Admin & Instr Coach, weekly; * Sign-In sheets - Admin, Bi-weekly; Agendas - Admin & PLC Chairs, Bi-weekly; Teacher Evals - Admin, annually;	N/A

Comments:

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 2:
Increase the percentage of students meeting Adequate Growth Percentile in Math from 39.5% to 50% by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Root Causes:
Tier One instruction/classroom assessments are not consistently aligned with the rigor demanded by the NVACS and state assessments. Little to no consistent collaboration is in place (aligned to research-based best practices for Professional Learning Communities).

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**
2.1 Professional Development (Required)		**Continuation From Last Year: No**	**NCCAT-S Indicators: 1.2, 1.4, 1.5, 2.1, 3.1**	

* Establish a clear, shared vision and mission * Reduce class-sizes in 4th and 5th grades * Provide PD on effective Professional Learning Communities (PLCs) models in order to establish and maintain high-quality PLCs (conference attendance, book study, and on-site professional PLC coaching) * Provide opportunities for coaching cycles aligned to PLC process * Collaborative, long-range planning * RBG3 strategist will provide push-in, small-group instruction on a rotating basis as a model for classroom teachers, teacher will then implement best practices, and administration will observe and provide feedback. * Teachers will implement the PD provided by Math Solutions on a regular basis in 2018-2019 * Provide student support via Communities in School site coordinator to enable teachers to devote more time to PLC work	* Teacher collaboration sessions (SB178-funded) * Before and/or after school tutoring (SB178 & Title III-funded) * Class-size reduction in Grades 4 & 5 (Title I-funded) * ST Math (Title I-funded) * Communities in School site coordinator (SB178-funded) * PD on effective Professional Learning Communities (PLCs) models in order to establish and maintain high-quality PLCs (conference attendance, book study, and on-site professional PLC coaching) (SB178-funded)	* PLC agendas/notes/master calendar * Strategist calendar/coaching artifacts * Class rosters * Walk-through & observation data/feedback * ST Math reports * Records of attendance/participation in PLC PD opportunities	* August-May: Coaching &/or PD-RBG3 Strategist, daily; * August-May: Master Calendar - Admin, weekly; * August-May: PLC - Admin, strategist & PLC Chairs, weekly * Quarterly-Instructional rounds - Title III partners, site admin, & site Title III Coordinator	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: 1.9**	
* Staff will offer frequent family engagement events * Staff will involve families through the use Class Dojo, a free of charge online/smart phone app. Each teacher will post at least twice a week to their Class Story and parent enrollment of 90% is the goal for each class, with every effort being made to reach 100% enrollment of families. Weekly posts will allow families to virtually see what their child is learning in school and also provides an easily accessible line of communication between families and teachers. * Families will be consistently included in the goings-on at the school via Dojo, ParentLink messages, and the school website/social media accounts	* Master Calendar *One extra hour for school aide to communicate with parents regarding student progress and attendance (Title I-funded) * Planning time for family engagement activities/events * Parent newsletter colored paper- Title I funds * Activity materials * Technology for parents' use * Title I & III funds	*Sign-In Sheets, Evaluations, & Agendas from Family Events *School website and social media accounts frequently refreshed/updated *Consistent class and school posts made via Class Dojo	* Family engagement activities at least once a month as monitored by admin team * Beginning of Year Family Newsletter - AP	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: No	NCCAT-S Indicators: 1.2, 1.4, 1.5, 2.1, 3.1	
* Establish a clear, shared vision and mission * Reduce class-sizes in 4th and 5th grades * Provide opportunities for coaching cycles aligned to PLC process * Engage in collaborative, long-range planning * Provide student support via Communities in School site coordinator to enable teachers to devote more time to PLC work	* Teacher collaboration sessions (SB178-funded) * Before and/or after school tutoring (Title III-funded) * Class-size reduction in Grades 4 & 5 (Title I-funded) * ST Math (Title I-funded) *Communities in Schools site coordinator (SB178-funded)	* PLC agendas/notes/master calendar * Strategist calendar/coaching artifacts * Class rosters * Walk-through & observation data/feedback * ST Math reports * Record of students receiving Tier Two/Three supports from Communities in Schools	* August-May: Coaching &/or PD-RBG3 Strategist, daily; * August-May: Master Calendar - Admin, weekly; * August-May: PLC - Admin, strategist & PLC Chairs, weekly * Quarterly-Instructional rounds - Title III partners, site admin, & site Title III Coordinator	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:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 3:
Decrease chronic absenteeism from 21.5 in 2017-18 by 3 percent, to 18.5.

Root Causes:
In addition to family concerns that interfere with regular attendance, we face behavioral concerns that result in missed instructional time. We lack the necessary personnel to make a real difference in decreasing chronic absenteesim: we need an on-site Communities in Schools representative to help support our students in this effort.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline, Benchmarks, and Position Responsible**	**Monitoring Status**
3.1 Professional Development (Required)		**Continuation From Last Year: No**	**NCCAT-S Indicators: 1.8**	
* Utilize SB178 funds to secure a full-time, Communities in Schools site coordinator.	Full-time Communities in Schools site coordinator	* Attendance Data * Evidence of which students are receiving Tier One, Two, and Three levels of support from our CIS site coordinator.	August - May: * Strategic planning with counselor, daily * Monitoring of impact by admin, weekly	N/A

Comments:

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

				N/A

Comments:

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

Comments:

3.4 Other (Optional)		Continuation From Last Year:	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)
Title 1	$82,159.68	Buy down class size in 5th grade.	Goals 1 and 2
Title 1	$82,159.68	Buy down class size in 4th grade.	Goals 1 and 2
Title 1	$6,646.85	Pay for two extra hours for the library aide to run a reading club and promote the Roaring Readers program.	Goal 1
Title 1	$10,860.00	Purchase Achieve 3000 software for reading intervention.	Goal 1
Title 1	$3,750.00	Puchase ST Math software for math intervention.	Goal 2
Title 1	$1,908.00	Parent involvement funds.	Goals 1, 2 and 3
Title1	$2,250.00	Substitutes for teacher collaboration.	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.
R.E. Tobler Elementary School attracts highly-qualified teachers by providing an open door policy between teachers and administrators which creates a supportive and positive work environment. Teachers are provided school-wide common curriculum as well as PD on how to differentiate and adjust the curriculum to meet every student's needs. Site expectations are clearly communicated, and frequent feedback and support is provided. Our strong belief in the power of teacher efficacy and outcomes-oriented thinking attracts like-minded, dedicated professionals who are motivated to work hard to increase student achievement at R.E. Tobler.

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.
Family engagement is critical. We take a multi-faceted approach by offering many different opportunities for families to truly feel they are important members of our school community: communication tools such as Class Dojo, the school's frequently-updated website and social media accounts, and frequent ParentLink messages. In addition, at least once a month we offer a face-to-face family event, such as Family Game Nights, academic nights (a variety of days/times offered), story nights, Pastries with My Peeps, breakfast hangouts, etc. We also frequently update the marquis sign at the front of the building as well as send home paper flyers with information the community may find interesting.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).
Students coming to R.E. Tobler from early childhood programs or other schools are introduced to new teachers at the fall Meet-the-Teacher event. Fifth grade students are visited by their middle school counselor in the spring to give assistance in pre-registering. Students are also invited by middle school principals to attend a sixth grade orientation and tour of the assigned middle school. Our school counselor and classroom teachers provide Social Emotional Learning opportunities to ensure all students at R.E. Tobler are responsible, kind, and safe. This positive culture helps newcomers to be at ease as they transition to becoming Top Tigers themselves.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
Administration and teachers regularly meet to discuss instruction and assessment: Site-Based Collaboration Time, staff meetings, grade level meetings, Governance Team sessions, School Performance Planning Team sessions, School Organizational Team sessions, and the all-important and frequent impromptu conversations.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts
As evidenced throughout our School Performance Plan, without the coordination and support of federal, state, and local services, we would be severely limited in how we positively impact student achievement and family engagement at R. E. Tobler. It is only with this integrated approach that we can best support our young scholars.

APPENDIX A - Professional Development Plan

1.1
* Establish a clear, shared vision and mission * Reduce class-sizes in 4th and 5th grades * Provide PD on effective Professional Learning Communities (PLCs) models in order to establish and maintain high-quality PLCs: attendance at PLC conferences, PLC book study, and on-site PLC professional coaching * Provide opportunities for coaching cycles aligned to PLC process * Collaborative, long-range planning * RBG3 strategist will provide push-in, small-group instruction on a rotating basis as a model for classroom teachers, teacher will then implement best practices, and administration will observe and provide feedback. * Provide student support via Communities in School site coordinator to enable teachers to devote more time to PLC work

Goal 1 Additional PD Action Step (Optional)

2.1
* Establish a clear, shared vision and mission * Reduce class-sizes in 4th and 5th grades * Provide PD on effective Professional Learning Communities (PLCs) models in order to establish and maintain high-quality PLCs (conference attendance, book study, and on-site professional PLC coaching) * Provide opportunities for coaching cycles aligned to PLC process * Collaborative, long-range planning * RBG3 strategist will provide push-in, small-group instruction on a rotating basis as a model for classroom teachers, teacher will then implement best practices, and administration will observe and provide feedback. * Teachers will implement the PD provided by Math Solutions on a regular basis in 2018-2019 * Provide student support via Communities in School site coordinator to enable teachers to devote more time to PLC work

Goal 2 Additional PD Action Step (Optional)

3.1
* Utilize SB178 funds to secure a full-time, Communities in Schools site coordinator.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

* Staff will offer frequent family engagement events * Staff will involve families through the use Class Dojo, a free of charge online/smart phone app. Each teacher will post at least twice a week to their Class Story and parent enrollment of 90% is the goal for each class, with every effort being made to reach 100% enrollment of families. Weekly posts will allow families to virtually see what their child is learning in school and also provides an easily accessible line of communication between families and teachers.

Goal 1 Additional Family Engagement Action Step (Optional)

Increase the participation of parents and community members completing district surveys as it relates to Tober ES by providing computers during family literacy night, and other after-school family events so that all parents in attendance will fill out the survey. Procure incentives from community partners as incentives to motivate more parent involvement and encourage more volunteers.

2.2

* Staff will offer frequent family engagement events * Staff will involve families through the use Class Dojo, a free of charge online/smart phone app. Each teacher will post at least twice a week to their Class Story and parent enrollment of 90% is the goal for each class, with every effort being made to reach 100% enrollment of families. Weekly posts will allow families to virtually see what their child is learning in school and also provides an easily accessible line of communication between families and teachers. * Families will be consistently included in the goings-on at the school via Dojo, ParentLink messages, and the school website/social media accounts

Goal 2 Additional Family Engagement Action Step (Optional)

Staff will offer an Academic Math Night and parent meetings for families to learn: 1) All literacy initiatives in goal 1. 2) How to log on to ST Math at home. 3) What performance tasks look like and how to help their child at home. 4) DOK and Academic Vocabulary embedded into activities.

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:
Increase the percentage of students meeting Adequate Growth Percentile in ELA from 51.1% to 60% by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective(s):

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	* Establish a clear, shared vision and mission * Reduce class-sizes in 4th and 5th grades * Provide PD on effective Professional Learning Communities (PLCs) models in order to establish and maintain high-quality PLCs: attendance at PLC conferences, PLC book study, and on-site PLC professional coaching * Provide opportunities for coaching cycles aligned to PLC process * Collaborative, long-range planning * RBG3 strategist will provide push-in, small-group instruction on a rotating basis as a model for classroom teachers, teacher will then implement best practices, and administration will observe and provide feedback. * Provide student support via Communities in School site coordinator to enable teachers to devote more time to PLC work	N/A
Progress		
Barriers		
Next Steps		
1.2	* Staff will offer frequent family engagement events * Staff will involve families through the use Class Dojo, a free of charge online/smart phone app. Each teacher will post at least twice a week to their Class Story and parent enrollment of 90% is the goal for each class, with every effort being made to reach 100% enrollment of families. Weekly posts will allow families to virtually see what their child is learning in school and also provides an easily accessible line of communication between families and teachers.	N/A
Progress		

Barriers		
Next Steps		
1.3	* Establish a clear, shared vision and mission * Reduce class-sizes in 4th and 5th grades *Create and maintain a school wide reading incentive program (Accelerated Reader) * Provide opportunities for coaching cycles aligned to PLC process * Collaborative, long-range planning * RBG3 strategist will provide push-in, small-group instruction on a rotating basis as a model for classroom teachers, teacher will then implement best practices, and administration will observe and provide feedback. * Certified Temporary Tutors (CTTs) to work with bottom quartile as a Tier Two reading intervention	N/A
Progress		
Barriers		
Next Steps		
1.4	Read By Three Initiative: A) Designate a strategist and provide training on implementation of Read By Three Initiatives. B) Strategist will train staff. C) Administer and analyze state approved assessments to identify students at-risk in order to provide additional intervention. D) Develop a literacy plan for students in grades K-3. E) Provide intervention and progress monitoring to identified students in addition to the reading block. F) Provide written notification to parents of students identified as having a deficiency in reading and devise a progress monitoring plan. G) Follow Senate Bill 391 regarding next steps.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
Increase the percentage of students meeting Adequate Growth Percentile in Math from 39.5% to 50% by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective(s):

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	* Establish a clear, shared vision and mission * Reduce class-sizes in 4th and 5th grades * Provide PD on effective Professional Learning Communities (PLCs) models in order to establish and maintain high-quality PLCs (conference attendance, book study, and on-site professional PLC coaching) * Provide opportunities for coaching cycles aligned to PLC process * Collaborative, long-range planning * RBG3 strategist will provide push-in, small-group instruction on a rotating basis as a model for classroom teachers, teacher will then implement best practices, and administration will observe and provide feedback. * Teachers will implement the PD provided by Math Solutions on a regular basis in 2018-2019 * Provide student support via Communities in School site coordinator to enable teachers to devote more time to PLC work	N/A
Progress		
Barriers		
Next Steps		
2.2	* Staff will offer frequent family engagement events * Staff will involve families through the use Class Dojo, a free of charge online/smart phone app. Each teacher will post at least twice a week to their Class Story and parent enrollment of 90% is the goal for each class, with every effort being made to reach 100% enrollment of families. Weekly posts will allow families to virtually see what their child is learning in school and also provides an easily accessible line of communication between families and teachers. * Families will be consistently included in the goings-on at the school via Dojo, ParentLink messages, and the school website/social media accounts	N/A

Progress		
Barriers		
Next Steps		
2.3	* Establish a clear, shared vision and mission * Reduce class-sizes in 4th and 5th grades * Provide opportunities for coaching cycles aligned to PLC process * Engage in collaborative, long-range planning * Provide student support via Communities in School site coordinator to enable teachers to devote more time to PLC work	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:
Decrease chronic absenteeism from 21.5 in 2017-18 by 3 percent, to 18.5.

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	* Utilize SB178 funds to secure a full-time, Communities in Schools site coordinator.	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		