

# School Performance Plan

School Name  
Derfelt, Herbert A ES

Address (City, State, Zip Code, Telephone):  
1900 S Lisa Ln  
Las Vegas, NV 89117-1830, 7027994370

Superintendent/Region Superintendent: Jesus Jara / Debbie Brockett

For Implementation During The Following Years: 2019-2020

**The Following MUST Be Completed:**

<b>Title I Status:</b>	Served
<b>Designation:</b>	NA
<b>Grade Level Served:</b>	Elementary
<b>Classification:</b>	2 Star
<b>NCCAT-S:</b>	Initial

<b>*1 and 2 Star Schools Only:</b>	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
Tiffany Carlo	Parent	Britten Lawrence	Parent
Maria Gonzalez-Ramirez	Parent	Gina D. Howard	Principal
Tyler Yost	Assistant Principal	Brent Lindgren	Specialist
Barbara Lees	Specialist	Shiloh Larzik	Teacher
Shyla McCrossan	Learning Strategist	Stacy Moses	Learning Strategist
Delmar Haynes	Custodian		

**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	Achievement Gap Data	Achievement Gap Data
Summative Assessments	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

**Overview**

Herbert A Derfelt Elementary School (Derfelt ES) is a Title I school located in Region 2 of the Clark County School District (CCSD). Derfelt ES has decreased from 3 to 2 stars in the 18-19 school year, but has not received any designations from the Nevada Department of Education. Our analysis of assessment data was inquiry-based. It will guide and inform staff about our performance and needs for professional growth. Our In-House formative assessments are designed to improve student performance as measured by the SBAC, the State of Nevada summative assessment, and the Nevada Academic Content Standards. The staff will gather information and performance data for the purpose of collaborating to implement our action plan. This process will be used by staff to impact instruction, student achievement, and professional development.

**Positive Statements**

Derfelt ES maintained typical growth in Math MGP, ELA MGP, and ELA AGP. Additionally, we observed a significant increase, from 36.8% in 17-18 to 50.8% in 18-19, in the percent of EL students meeting their AGP towards English proficiency. These successes can be attributed to collaborative grouping strategy in classrooms, increase the level of rigor on formative/summative assessments, and ELL strategist preparing and reviewing with students for the WIDA assessment.

**Areas of Opportunity**

Through data analysis, observations, feedback conferences, the NCCAT-S analysis, and stakeholder input, it was determined that the largest area of opportunity is within the academic achievement indicator. Derfelt ES will be focused on increasing proficiency in ELA and math for all students through structured PLC's, targeted instruction blocks to meet the cognitive demands of each student, and developing rigorous assessments.

**Prioritized Needs**

Derfelt ES participated in the NCCAT-S in the 18-19 school year. Through this process we identified the following three priority needs to focus on: All instructional staff members use effective instructional strategies to meet the learning needs of all students; All instructional staff members provide students with additional instruction and intervention as needed to improve student achievement; All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance. These areas of opportunity will be addressed in our action plan.

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

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

All students will increase in reading proficiency from 44.7% in 2019 to 50.8% in 2020 as measured by state summative assessments. \*Percentages have been adjusted to meet the 2022 NDE targets.

**Root Causes:**

Lack of consistent curriculum across grade levels for Tier 1 instruction. Inconsistent levels of differentiated instruction for students with varied ability levels. Inconsistent utilization of instructional strategies designed to promote language development along with content development.

**Measurable Objective 1:**

Increase the percent of students above the 60th percentile from 27% to 50.8% as measured by MAP Growth Assessments for reading.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators: 1.3, 1.6</b>	

<p>Teachers will be provided with professional development on literacy, writing, and differentiated instructional strategies to improve Tier 1 instruction for all students. Teachers will also participate in professional development on strategic utilization of formative assessment data to promote student metacognition and reflective thinking. Teachers in K-5 will have face-to-face and digital professional learning opportunities to support the use of MAP interim assessments and MAP Fluency. Teachers in grades 3-5 will be provided with face-to-face and digital professional learning opportunities to support the use of Smarter Balanced interim assessments and Digital Library. Read By Grade 3 professional development will be provided by learning strategist, CCSD RBG3 division, and site-based team. The RBG3 strategist attends the TNTP professional development sessions and communicates and provides support to the teachers. Continue to strengthen and implement RTI squared practices.</p>	<p>SCHOOL RESOURCES: Weekly SBCT Trainings DISTRICT RESOURCES: MAP assessments Smarter Balanced interim assessments MAP for 4th grade READ BY GRADE THREE FUNDS: Read By Grade 3 Learning Strategist</p>	<p>Agendas and sign-in sheets from PD, lesson plans, observation notes from classroom visits, Common Assessment Tracking forms from grade level common assessments, 19-20 progress monitoring reports, MAP and Smarter Balanced interim assessment results.</p>	<p>PD will be provided weekly for x weeks during Site-Based Collaboration Time meetings October 2019 through May 2020. Administration, Learning Strategist, Read By Grade 3 Team, and Grade Level Chairpersons will ensure this action step is implemented and monitored.</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p><b>1.2 Family Engagement (Required)</b></p>		<p><b>Continuation From Last Year:</b></p>	<p><b>NCCAT-S Indicators:</b></p>	
<p>The Parent Involvement Committee will work with the POD to increase parent involvement in school activities during the school day and after hours. Family Academic Nights will be scheduled throughout the school year to support parents in working with their students at home to increase achievement. Adopted programs parents can access at home to use with students. FACES will implement family engagement workshops monthly after school.</p>	<p>SCHOOL RESOURCES: Parent Involvement Committee Partners of Derfelt (POD) TITLE I FUNDS: Refreshments and materials for parent trainings</p>	<p>Agenda, committee and POD meeting minutes, sign-ins, parent surveys</p>	<p>Monthly POD meetings Family Academic Nights scheduled throughout the year Administration, Licensed Staff, and Office Staff will ensure this action step is implemented and monitored.</p>	<p>N/A</p>

Comments:

<p><b>1.3 Curriculum/Instruction/Assessment (Required)</b></p>		<p><b>Continuation From Last Year:</b></p>	<p><b>NCCAT-S Indicators: 1.3, 1.6, 2.4</b></p>		
<p>Teachers will continue implementation of Google Classroom to strategically utilize formative assessment data and to promote student metacognition and reflective thinking. Students will participate in goal setting and monitoring toward proficiency goals. Teachers will administer regular formative assessments, including MAP and Smarter Balanced interim assessments, and use the results of those assessments to plan instruction and intervention (Tier 2) to meet the needs of students with varied ability levels. IEP students will receive more minutes of exposure/instruction to Tier 1 curriculum. Teachers will utilize standards-based curriculum to facilitate instruction.</p>	<p>STATE RESOURCES: MAP assessments Smarter Balanced interim assessments TITLE I FUNDS: Additional teacher for class size reduction in x grade</p>	<p>19-20 progress monitoring reports for RTI purposes, MAP and Smarter Balanced interim assessment results, classroom observations, lesson plans,</p>	<p>October 2019 through May 2020 Administration, Instructional Coaches, Grade Level Chairpersons, licensed staff, and office staff will ensure this action step is implemented and monitored.</p>	<p>N/A</p>	

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

<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:**

Students will increase proficiency in math from 33.7% in 2019 to 41% in 2020 as measured by state summative assessments. \*Percentages have been adjusted to meet the 2022 NDE targets.

**Root Causes:**

Inconsistent levels of differentiated instruction for students with varied ability levels. Inconsistent utilization of instructional strategies designed to develop mathematics vocabulary along with skill development. Insufficient collection, analysis, and communication of formative assessment data.

**Measurable Objective 1:**

Increase the percent of students in grades K-5 scoring above the 60th percentile from 27% to 41% as measured by MAP Growth Assessments for math.

<b>Monitoring Status</b>
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>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.3, 1.6</b>	
Teachers will be provided with professional development on smarter balanced math-specific writing activities, and differentiated instructional strategies. Professional development will also be provided in strategic utilization of formative assessment data to promote student metacognition and reflective thinking. Teachers in K-5 will have face-to-face and digital professional learning opportunities to support the use of MAP interim assessments. Teachers in grades 3-5 will be provided with face-to-face and digital professional learning opportunities to support the use of Smarter Balanced interim assessments and Digital Library.	SCHOOL RESOURCES: Weekly SBCT Trainings STATE/DISTRICT RESOURCES: MAP assessments Smarter Balanced interim assessments READ BY GRADE THREE FUNDS: Read By Grade 3 Learning Strategist	Agendas and sign-in sheets from PD, lesson plans, observation notes from classroom visits, Common Assessment Tracking forms from grade level common assessments, progress monitoring reports, MAP and Smarter Balanced interim assessment results	PD will be provided weekly for x weeks during Site-Based Collaboration Time meetings October 2019 through May 2020. Administration, Learning Strategist, Read By Grade 3 Team, and Grade Level Chairpersons will ensure this action step is implemented and monitored.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>  <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
The Parent Involvement Committee will work with the POD to increase parent involvement in school activities during the school day and after hours. Family Academic Nights will be scheduled throughout the school year to support parents in working with their students at home to increase achievement. Parents will have access to online math curriculum to use with students at home.	TITLE I FUNDS: Refreshments and materials for parent trainings	Agenda, committee and POD meeting minutes, sign-ins, parent surveys, student Goal Setting Trackers	Monthly POD meetings Family Academic Nights scheduled throughout the year Administration, Licensed Staff, and Office Staff will ensure this action step is implemented and monitored.	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.3, 1.6, 2.4</b>	
Teachers will strategically utilize formative assessment data and to promote student metacognition and reflective thinking. Student will participate in goal setting and monitoring. Teachers will administer regular formative assessments, including MAP and Smarter Balanced interim assessments, and use the results of those assessments to plan instruction and intervention (Tier 2) to meet the needs of students with varied ability levels. Teachers will use a standards-based curriculum to facilitate math instruction.	STATE RESOURCES: MAP assessments Smarter Balanced interim assessments TITLE I FUNDS: Additional teacher for class size reduction in x grade	progress monitoring reports, MAP and Smarter Balanced interim assessment results, classroom observations, lesson plans,	October 2019 through May 2020 Administration, Instructional Coaches, Grade Level Chairpersons, licensed staff, and office staff will ensure this action step is implemented and monitored.	N/A

Comments:

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

Comments:

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

<b>Based on the CNA, identify all that apply:</b>	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 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
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators: 1.3, 1.6, 2.4</b>	N/A

Comments:

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



				N/A
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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 III	\$5,874	Imagine Learning and ELL Academy	Goals 1 and 2
Title I	\$133,320	2 Class size reduction teachers, parent engagement materials and refreshments	Goals 1 and 2
Strategic Budget	\$3,486,564.45	General funding of the school including salaries and materials.	Goals 1 and 2
SB178	\$159,600	Learning Strategist, Instructional aide, MAP Skills, Technology	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.**

We employ a site based decision making model that involves all staff members in the process inclusive of formative assessment measures and resulting action. A leadership team that represents all sectors of the staff reviews all expenditures and instructional materials to be used. The result is a professional, collaborative climate that is rewarding for teachers. We also have teacher mentoring, professional collaboration, and site trainings to promote teacher growth and professional development.

### **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.**

We will host one after-hours parent training each semester for supporting their student(s) with the Nevada Academic Content Standards. Each parent training will last three hours and will be staffed by ten licensed teachers. Newsletters and communications are sent home in English and Spanish. Parents are able to access current grades and attendance through the Infinite Campus Parent Portal.

### **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.).**

We engage in regularly scheduled, ongoing articulation with our entire feeder school alignment for junior high and high school. Collaborative staff development days are planned and implemented. Results are tracked for student achievement when students leave elementary.

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

We employ a site based decision making model that involves all staff members in the process inclusive of formative assessment measures and resulting action. A leadership team that represents all sectors of the staff, regular education, special education, primary, intermediate, and specialists, reviews all expenditures and instructional materials to be used.

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

Title I funds will be utilized to purchase an additional teacher, language content development, and goal setting. Derfelt will host after hours Parent Trainings and purchase materials to help parents support their students with the Nevada Academic Content Standards. All funds are coordinated to support school improvement efforts and increase achievement.

## Plan for improving the school climate

**Goal:**

Increase the percent of students who agree with the following statement, "It's easy for me to focus on getting through something even when I feel frustrated," from 51.2% to 60% as measured by the district wide survey.

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

There is a schoolwide focus on the dolphin mindset (growth mindset). Teachers conduct mini lessons on mindfulness three times a day to assist students in utilizing breathing techniques to increase on task ability, increase ability to follow directions, and decrease frustration. Students will watch 3-5 minute respect video clips once a week during announcements. We will also be developing a peer mediation group to be implemented to assist students in solving problems in a respectful and cooperative manner.

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

Classroom walkthroughs and surveys

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

Districtwide survey results in December of 2020

## APPENDIX A - Professional Development Plan

### 1.1

Teachers will be provided with professional development on literacy, writing, and differentiated instructional strategies to improve Tier 1 instruction for all students. Teachers will also participate in professional development on strategic utilization of formative assessment data to promote student metacognition and reflective thinking. Teachers in K-5 will have face-to-face and digital professional learning opportunities to support the use of MAP interim assessments and MAP Fluency. Teachers in grades 3-5 will be provided with face-to-face and digital professional learning opportunities to support the use of Smarter Balanced interim assessments and Digital Library. Read By Grade 3 professional development will be provided by learning strategist, CCSD RBG3 division, and site-based team. The RBG3 strategist attends the TNTP professional development sessions and communicates and provides support to the teachers. Continue to strengthen and implement RTI squared practices.

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

### 2.1

Teachers will be provided with professional development on smarter balanced math-specific writing activities, and differentiated instructional strategies. Professional development will also be provided in strategic utilization of formative assessment data to promote student metacognition and reflective thinking. Teachers in K-5 will have face-to-face and digital professional learning opportunities to support the use of MAP interim assessments. Teachers in grades 3-5 will be provided with face-to-face and digital professional learning opportunities to support the use of Smarter Balanced interim assessments and Digital Library.

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

### 3.1

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

## APPENDIX B - Family Engagement Plan

### 1.2

The Parent Involvement Committee will work with the POD to increase parent involvement in school activities during the school day and after hours. Family Academic Nights will be scheduled throughout the school year to support parents in working with their students at home to increase achievement. Adopted programs parents can access at home to use with students. FACES will implement family engagement workshops monthly after school.

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

### 2.2

The Parent Involvement Committee will work with the POD to increase parent involvement in school activities during the school day and after hours. Family Academic Nights will be scheduled throughout the school year to support parents in working with their students at home to increase achievement. Parents will have access to online math curriculum to use with students at home.

#### 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 in reading proficiency from 44.7% in 2019 to 50.8% in 2020 as measured by state summative assessments. \*Percentages have been adjusted to meet the 2022 NDE targets.

**Measurable Objective(s):**

- Increase the percent of students above the 60th percentile from 27% to 50.8% as measured by MAP Growth Assessments for reading.

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	Teachers will be provided with professional development on literacy, writing, and differentiated instructional strategies to improve Tier 1 instruction for all students. Teachers will also participate in professional development on strategic utilization of formative assessment data to promote student metacognition and reflective thinking. Teachers in K-5 will have face-to-face and digital professional learning opportunities to support the use of MAP interim assessments and MAP Fluency. Teachers in grades 3-5 will be provided with face-to-face and digital professional learning opportunities to support the use of Smarter Balanced interim assessments and Digital Library. Read By Grade 3 professional development will be provided by learning strategist, CCSD RBG3 division, and site-based team. The RBG3 strategist attends the TNTP professional development sessions and communicates and provides support to the teachers. Continue to strengthen and implement RTI squared practices.	
Progress		
Barriers		
Next Steps		

1.2	The Parent Involvement Committee will work with the POD to increase parent involvement in school activities during the school day and after hours. Family Academic Nights will be scheduled throughout the school year to support parents in working with their students at home to increase achievement. Adopted programs parents can access at home to use with students. FACES will implement family engagement workshops monthly after school.	
Progress		
Barriers		
Next Steps		
1.3	Teachers will continue implementation of Google Classroom to strategically utilize formative assessment data and to promote student metacognition and reflective thinking. Students will participate in goal setting and monitoring toward proficiency goals. Teachers will administer regular formative assessments, including MAP and Smarter Balanced interim assessments, and use the results of those assessments to plan instruction and intervention (Tier 2) to meet the needs of students with varied ability levels. IEP students will receive more minutes of exposure/instruction to Tier 1 curriculum. Teachers will utilize standards-based curriculum to facilitate instruction.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		



## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Students will increase proficiency in math from 33.7% in 2019 to 41% in 2020 as measured by state summative assessments. \*Percentages have been adjusted to meet the 2022 NDE targets.

**Measurable Objective(s):**

- Increase the percent of students in grades K-5 scoring above the 60th percentile from 27% to 41% as measured by MAP Growth Assessments for math.

Status
N/A

**Comments:**

**2.1 Professional Development:**

**2.2 Family Engagement:**

**2.3 Curriculum/Instruction/Assessment:**

**2.4 Other:**

	Mid-Year	End-of-Year
2.1	Teachers will be provided with professional development on smarter balanced math-specific writing activities, and differentiated instructional strategies. Professional development will also be provided in strategic utilization of formative assessment data to promote student metacognition and reflective thinking. Teachers in K-5 will have face-to-face and digital professional learning opportunities to support the use of MAP interim assessments. Teachers in grades 3-5 will be provided with face-to-face and digital professional learning opportunities to support the use of Smarter Balanced interim assessments and Digital Library.	
Progress		
Barriers		
Next Steps		
2.2	The Parent Involvement Committee will work with the POD to increase parent involvement in school activities during the school day and after hours. Family Academic Nights will be scheduled throughout the school year to support parents in working with their students at home to increase achievement. Parents will have access to online math curriculum to use with students at home.	
Progress		

Barriers		
Next Steps		
2.3	Teachers will strategically utilize formative assessment data and to promote student metacognition and reflective thinking. Student will participate in goal setting and monitoring. Teachers will administer regular formative assessments, including MAP and Smarter Balanced interim assessments, and use the results of those assessments to plan instruction and intervention (Tier 2) to meet the needs of students with varied ability levels. Teachers will use a standards-based curriculum to facilitate math instruction.	
Progress		
Barriers		
Next Steps		
2.4		
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		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		