

School Performance Plan

School Name	
Newton, Ulis ES	
Address (City, State, Zip Code, Telephone):	
571 Greenway Rd Henderson, NV 89015-7416, 7027990500	
Superintendent/Region Superintendent:	Jesus Jara / Karla Loria
For Implementation During The Following Years:	2019-2020

The Following MUST Be Completed:

Title I Status:	Not_Served
Designation:	TSI
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
Desiree Garland	Parent	Jorie DiCamillo	Principal
Steven Niemeier	Assistant Principal	Victoria Talbot	RBG3 Strategist
Amy Rice	Kindergarten Teacher	Alice Bellini	First Grade Teacher
Stephanie Richardson	Second Grade Teacher	Tia Martin	Third Grade Teacher
Jenny Nunn	Fifth Grade Teacher	Nicole Gimbel	Librarian
Rachel Nelson	Pre- K SPED	Katie Bitar	Counselor

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

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	AMAOs/ELPA Analysis	NA
Formative Assessments Practice	NA	NA
Teacher/Administrator Observation Data	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.

We met as a Leadership Team and School Organizational Team on 2-12-19 to review and revise this plan. All parents were invited to review the plan. The incoming SOT team reviewed the plan on 2-12-19.

State Assessments:

SBAC 2016-2017

ELA/ Math

3rd grade-56.44% proficient/ 3rd grade-57.43% proficient

4th grade-52.10% proficient/ 4th grade-45.38% proficient

5th grade-55.26% proficient/ 5th grade-28.95% proficient

Overall, students outperformed the district average in ELA and math (ELA – 54.4% proficient compared to the District rate of 47.8%. Math – 43.4% proficient compared to the district rate of 40.2%.) Proficiency in 4th and 5th grade was lower than in 3rd grade in both ELA and math. The team believes - Higher class sizes and new teachers in 4th and 5th grade may contribute to this. The median growth percentile is of typical growth in ELA and Low growth in Math. The team believes that there is no consistency with the curriculum currently in place or the administration. There has been a change of administrative leadership (eight administrators over the past two years). The grading is subjective and inconsistent among grade levels. There is also an inconsistency among the grade level. The team is concerned that Tier 2 is not implemented with consistency and needs continued support. Teachers need to consistently differentiate instruction for reading and include instructional strategies to meet the rigor of text complexity students will be expected to read and respond to in further grades. Instructional strategies including close reading and annotation of text were not evident in lessons across all grade levels.

SBAC 2017-2018

ELA/ Math/Science

3rd grade-52.78% proficient/ 3rd grade-56.48% proficient/

4th grade-61.90% proficient/ 4th grade-49.52% proficient/

5th grade-61.34% proficient/ 5th grade-30.25% proficient/ 5th grade-20.8% proficient

The school analyzed the summative data (SBAC) and found the following: Overall our scores were consistent with last year. There was an increase for ELA in 4th grade. Our 3rd grade performed higher than the district average. Attendance increased overall. Our math and science are lower than our Performance Zone. Math is an area of need in our school. In order to address this need, we've adopted a top-rated, rigorous math curriculum.

WIDA:

2016-2017

25% met growth

2017-2018

31.2% met growth

The school analyzed the summative data (WIDA) and found the following: Although we did increase 6% in ELPA we need to continue to focus on growth. We will continue tutoring and ELL cohort trainings for staff.

School Data 2016-2017:

Fall '17 MAP Reading Spring '18 MAP Reading

% of Students at Average or Above % of Students at Average or Above

1st- 68% 1st- 64%

2nd- 50% 2nd- 55%

3rd- 66% 3rd- 70%

Fall '17 MAP Math Spring '18 MAP Math

% of Students at Average or Above % of Students at Average or Above

1st- 63% 1st- 58%

2nd- 54% 2nd- 53%

3rd- 56% 3rd- 61%

The school analyzed the current MAP data and found the following: 3rd grade started a rigorous math curriculum. Third grade started a new math curriculum last year, which could have attributed to their growth compared to the other grade levels.

2018-2019

Fall MAP Reading Winter MAP Reading

% of Students at Average or Above % of Students at Average or Above

1st- 62% 1st- %

2nd- 61% 2nd- %

3rd- 61% 3rd- %

4th- 75% 4th- %

5th- 60% 5th- %

Fall MAP Math Winter MAP Math

% of Students at Average or Above % of Students at Average or Above

1st - 60% 1st- %

2nd - 54% 2nd- %

3rd - 55% 3rd-%

4th - 62% 4th-%

5th- 48% 5th %

Star Reading Assessment

STAR 2017-2018: Students at/above benchmark

Fall Spring

1st grade: 57% 1st grade: 77%

2nd grade: 55% 2nd grade: 67%

3rd grade: 63% 3rd grade: 75%

4th grade: 59% 4th grade: 68%

5th grade: 58% 5th grade: 59%

The school analyzed the current MAP data and found the following: 5th grade has not had growth in many areas.

STAR 2018-2019: Students at/above benchmark

Fall Spring

1st grade: 53% 1st grade: %
2nd grade: 62% 2nd grade: %
3rd grade: 54% 3rd grade: %
4th grade: 66% 4th grade: %
5th grade: 49% 5th grade: %

AIMSweb Data:

AIMSweb shows inconsistencies in grade level scores from the 2014-2015 school year to the 2016-2017 school year. Grade levels have increased and decreased from year to year providing no positive trend.

AIMSweb 2017-2018: Fall - Students in the 50th%tile or higher on RCBM

Fall Spring

1st Grade: 72% 1st grade: 78%
2nd Grade: 54% 2nd grade: 69%
3rd Grade: 60.2% 3rd Grade: 80%
4th Grade: 68% 4th Grade: 66%
5th Grade: 66% 5th Grade: 82%

AIMSweb 2018-2019: Fall - Students in the 50th%tile or higher on RCBM

Fall Winter

1st Grade: 67% 1st grade: %
2nd Grade: 71% 2nd grade: %
3rd Grade: 68% 3rd Grade: %
4th Grade: 73% 4th Grade: %
5th Grade: 68% 5th Grade: %

Demographics:

The total enrollment for the 2018-2019 school year was 719 (3.26% Asian, 24.65% Hispanic, 6.09% Black, 53.68% White, 12.32% Multiracial. 0% Native American, and 0% Native Hawaiian or other Pacific Islander). This demographic is fairly consistent with the previous year. Newton is on a lunch program that did not require families to complete FRL applications. Average Daily Attendance for students was 94.55% in 2016 and 94.59% in 2017. Attendance shows 10% as chronically absent. We improved from the previous year and earned a bonus point.

Parent Engagement:

Of the parents who participated in the 2017-2018 Survey, 87% felt engaged with the school community, 82% are happy with the school, 78% feel that the school is safe.

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 X% to Y% and in math from X% to Y% by 2020 as measured by state summative assessments.

Root Causes:

Tier 1 reading and math instruction was provided inconsistently throughout the grade levels. The level of rigor and cognitive demand used in reading instruction was not appropriate. There were inconsistencies in instruction from grade level to grade level. Intervention instruction for tier 2 and tier 3 and the implementation of the NVACS were not consistent among grade levels. Inconsistent differentiated, standards-based Tier 1 instruction that failed to address students' deficits. Lack of student engagement structures and student discourse. Lack of consistent analysis of valid formative assessment data to drive instruction.

Measurable Objective 1:

Increase the percent of 3rd -5th grade students proficient in reading from x% to y% and in math from x% to y% by 2020 as measured by state assessments. Previous- Increase the percent of 3rd - 5th grade students proficient in reading from 58.73% to 80% and in math from 43% to 80% by 2019 as measured by state assessments.

Measurable Objective 2:

Increase the percent of students scoring above the 40th percentile on MAP from x% to y%, by May 2020. Previous- Increase the percent of students scoring above the 50th percentile on the R-CBM measure using AIMSweb assessments from 69.8% to 80%, by May 2019.

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: Yes	NCCAT-S Indicators: 1.2, 2.1, 2.2, 3.7	

Professional development will be provided to support strong Tier 1 instruction in the areas of Accelerated Reader, Daily 5, Sanford Harmony, SBAC correlations, ELL Cohort C trainings, Google certification for staff, LLI training understanding the data-driven decision-making process, LEXIA, and Growth Mindset. Teachers also will receive professional development in differentiated reading instruction for tier 2 students to use the Leveled Literacy Intervention and tier 1 instruction using Flying Start materials. Teachers will meet weekly in Professional Learning Communities to analyze assessment data to create assessments and to drive instruction (Backward Assessment Model). Teachers will collaborate to plan for remediation and acceleration activities. A state approved, aligned tier 1 ELA program.	Read by Three Coach- modeled lessons and teacher coaching (Read by 3 budget) Accelerated Reader and Lexia (SB 178) SBCT meetings, 2 CTT Strategists (SB 178), K-5 Reading Program (SB178)	Agendas, sign-in sheets, evaluation/teacher surveys, classroom observations, lesson plans, PLC student assessment data forms, long-range plan for assessments (1st-5th grade), Student Literacy Performance Plan (K-3)	Aug 2019-May 2020 Weekly PLC meetings -Administration, teachers, Learning Strategist Weekly SBCT meetings - weekly for 27 weeks - Teacher leaders, Learning Strategist, Wednesday Tools -Optional PD each week	N/A
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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: Yes	NCCAT-S Indicators:	
Progress reports are sent home every three weeks and parents have access to school website and Parent link. Education night in November to assist parents in knowing what students are learning in school and materials to practice skills at home. Parent/teacher conferences held in November and as necessary to meet the needs of students. Reading Week Family Literacy Night will provide communication and parent training of instructional strategies to support classroom instruction. Other family involvement activities include: Fun Run, Watch Dogs, and trunk or treat. Newton also supports a school to home connection through Apple Core, and Accelerated Reader at home. FACES is also supporting Newton with classes for parents. Attendance incentives and follow-up phone calls and letters to parents to ensure student attendance. Read by 3 parent meetings and Read by 3 progress reports (MAP) are provided for parents. Teachers use Bloomz, sign up Genius, and Remind 101 to stay connected with parents. Pre-K family resource lab.	Teachers to host classroom activities during family events- School Librarian School Counselor Incentives from school generated funds FACES MyOn- Read by 3 Apple Core, Accelerated Reader at home (strategic budget) Parent Volunteers	Parent event sign-in sheets, parent surveys, STAR reports, Lexia Reports, Reading Logs, meeting agendas. Parent evaluations and input surveys at family events Incentives for attendance APPLE Core progress towards goal Progress reports AR reports	Aug 2019-May 2020 Quarterly newsletters (Administration) Spring 2019 Literacy Night (all staff) Weekly class attendance checks (Counselor) PTSAPT Nov 2019- teachers Read by 3 Strategist FACES coordinator & instructor Teachers Literacy Committee (weekly) - Teachers Digital communication - teachers as needed	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 2.1, 2.2, 3.7
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Teachers will implement professional development on Accelerated Reader, Daily 5, Sanford Harmony, SBAC correlations, Understanding data, AR, LEXIA, Zearn, Growth Mindset and Cafe strategies. Teachers will collaborate during PLC on the implementation of these strategies and how to improve them. Teachers will continue to follow the structure of their own Student Learning Goal with an emphasis in core deficiency in literacy as their focused goal. Harmony strategies and Daily 5 structures in reading will be observed in all classes K-5. Growth Mindset will be observed during classroom instruction. Teachers will use common grade-level assessments to provide consistent formative assessment data. Teachers will use a Master Schedule schoolwide.	School Resources: Growth mindset book, instructional posters, Sanford Harmony kits, technology - Accelerated Reader/STAR Reading, AIMSweb, Lexia, Additional day for planning for teachers, SBCT meetings, GATE Department, (Strategic Budget) Read by Three Coach (District funds) Accelerated Reader and Lexia (SB 178) 2 CTT(SB 178)	Observation forms, Post-conference notes, Lesson plans via Curriculum Engine, Classroom behavior plans referencing Sanford Harmony, intervention Logs forms	Aug 2019-May 2020 Administration- Weekly observation and lesson plan reviews, Read by Three coach teachers, Intervention logs - Teachers; RTI committee (every six weeks) Lesson plans reviewed by administration - weekly	N/A
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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:

Increase the percent of students meeting Adequate Growth Percentile in math from x% to y% and reading from x% to y% by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Root Causes:

Instruction from grade level to grade level was not consistent in the delivery of the NVACS. The effectiveness of Tier 1 instruction was inconsistent. Students were inconsistently presented material that was not challenging for differentiation or diverse learners. New intervention strategies were introduced and not effectively used consistently and with fidelity. Lack of structures to support Tier I math instruction and Tier II RTI instruction for math and reading. Over-reliance on curriculum materials not aligned with NVACS. Lack of rigor in math. Lack of focus on math facts and sight words. A lack of consistent coordination between general education and special education, intervention, and GATE teachers.

Measurable Objective 1:

Increase the percent of Hispanic students meeting Adequate Growth Percentile in math from x% to y% by 2019 as measured by state summative assessments and reported on the Nevada School Performance Framework. Previous-Increase the percent of Hispanic students meeting Adequate Growth Percentile in math from 10.7% to 16% by 2019 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective 2:

Increase the percent of White/Caucasian students meeting Adequate Growth Percentile in math from x% to y% by 2019 as measured by state summative assessments and reported on the Nevada School Performance Framework. Previous- Increase the percent of White/Caucasian students meeting Adequate Growth Percentile in math from 32% to 38% by 2019 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective 3:

Increase the percent of English Learners achieving AGP toward English Language Proficiency from x% to y% by 2019 as measured by ELPA. Previous- Increase the percent of English Learners achieving AGP toward English Language Proficiency from 31.2% to 36% by 2019 as measured by ELPA.

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: Yes	NCCAT-S Indicators: 1.2, 2.2, 2.1, 3.7	
Professional development will be provided to support strong Tier 1 instruction in the areas of student discourse, rigor of instruction, cognitive demand, and effective implementation of the NVACS. Teachers also will receive professional development in differentiated reading instruction for tier 2 and tier 3 students. Teachers will provide professional development in areas of expertise within the guidelines of the NEPF standards. Teachers will be provided professional development on Daily 5 and Cafe strategies. Professional development will be provided on Number Talks, continued restructuring of the RTI process, how to successfully analyze and use the SBAC Interims, and how K-2 teachers can use SBAC information to prepare K-2 students. Teachers will participate in horizontal and vertically aligned STPTs and professional development to be able to implement Number Talks consistently throughout the grade levels. Students will participate in monthly Math Master Challenges to increase automaticity of basic math facts. Teachers will receive professional development on how to implement Zearn. Professional development will be provided for Front Row in order to support the RTI process.	Read by Three Coach-modeled lessons/ teacher coaching Grade level experts SBCTs STPTs Lexia and AR-SB 178 CTTs-SB 178	Agendas, Read by Three coach modeled lessons, Lesson plans, STPT and SBCT Math Masters Completion forms Principal SLG Data	Administration weekly observations and lesson plan reviews Teacher consultant Read by 3 Coach Teachers Monthly	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: Yes	NCCAT-S Indicators:	
Progress reports are sent home every three weeks and parents have access to school website and Parent link. Education night in November to assist parents in knowing what students are learning in school and materials to practice skills at home. Parent/teacher conferences held in November and as necessary to meet the needs of students. Reading Week Family Literacy Night will provide communication and parent training of instructional strategies to support classroom instruction. Other family involvement activities include: Fun Run, Watch Dogs, and trunk or treat. Newton also supports a school to home connection through Apple Core, and Accelerated Reader at home. FACES is also supporting Newton with classes for parents. Attendance incentives and follow-up phone calls and letters to parents to ensure student attendance. Read by 3 parent meetings and Read by 3 progress reports (MAP) are provided for parents. Teachers use Bloomz, sign up Genius, and Remind 101 to stay connected with parents. Kegeet device for parents to have WiFi access at home (City of Henderson).	Teachers to host classroom activities during family events School Librarian School Counselor Incentives from school generated funds FACES Apple Core, Accelerated Reader at home,(strategic budget)	Parent evaluations and input surveys at family events APPLE Core progress towards goal progress reports sign-ins	Aug 2018- May 2019 Newsletters (Administration) Family Literacy Night Attendance checks (Counselor) FACES coordinator and instructor	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 2.1, 2.2, 3.7
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Teachers will implement professional development provided to support strong Tier 1 instruction in the areas of student discourse, rigor of instruction, cognitive demand, and effective implementation of the NVACS. Teachers also will implement strategies and procedures from the RTI process for tier 2 and tier 3 instruction. Teachers will implement Number Talks, the RTI process, and the use the SBAC Interims to guide their instruction. Teachers will implement professional development from other teachers based on the NEPF standards. Teachers will implement professional development on Daily 5 and Cafe strategies. We use Imagine Learning and provide tutoring for English Language Students. We will be aligning our curriculum with vertical alignment with math curriculum. Flying Start Curriculum will be used for Tier 2 interventions. Teachers will implement Zearn. Teachers will also implement ELL strategies learned during the ELL Master Plan Cohort C sessions.	Read by Three Coach-modeled lessons and teacher coaching ELL Funds ELL Master Plan Cohort C Lexia and AR-SB 178 CTTs-SB 178	lesson plans, classroom observations, interim assessment results	Aug 2018-May 2019 Administration-Read by Three Coach Teachers	N/A
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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 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:

Cultural Competency Goal: Increase the percentage of school-based personnel trained in cultural competency.

Root Causes:

There is a need for training in the area of cultural competency as evidenced by the District student achievement gap data. There is a need for training in the area of behavior management as evidenced by the behavior data in DataLab.

Measurable Objective 1:

Teachers will participate in behavior management and culturally competent strategies as measured by sign-in sheets.

Measurable Objective 2:

Teachers will teach Sanford Harmony lessons each week in the classroom.

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: Yes	NCCAT-S Indicators: 3.7	
All staff will participate in a professional development session provided by our counselor and other trainers. E&DD works with site liaison. Sanford Harmony social and emotional teaching program. Student Success Advocate will provide professional development on ELL strategies. Teachers will complete ELL Master Plan Cohort C trainings throughout the year.	Training materials from E&DD Principals and Teacher NEPF instructional materials SBCT meetings Student Success Advocate	Sign-in sheets, Teacher observation data (NEPF), Agenda, sign-ins	The principal is responsible for ensuring this action step takes place during SBCT time. Equity and Diversity liaison Student Success Advocate	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)
Read by 3 Grant	Provided by District	Read by 3 Strategist	Goals 1 and 2
General Budget	\$3,602,357.75	Staffing and instructional materials	Goals 1, 2 and 3
SB178 Funds	\$102,000	Certified temporary tutors, technology and academic programs, Lexia, LLI, Front row	Goals 1 and 2
ELL- Title III	\$1,500.00	Funding will be used to provide supplemental supports and services for English Language Learners	Goals 1 and 2

APPENDIX A - Professional Development Plan

1.1

Professional development will be provided to support strong Tier 1 instruction in the areas of Accelerated Reader, Daily 5, Sanford Harmony, SBAC correlations, ELL Cohort C trainings, Google certification for staff, LLI training understanding the data-driven decision-making process, LEXIA, and Growth Mindset. Teachers also will receive professional development in differentiated reading instruction for tier 2 students to use the Leveled Literacy Intervention and tier 1 instruction using Flying Start materials. Teachers will meet weekly in Professional Learning Communities to analyze assessment data to create assessments and to drive instruction (Backward Assessment Model). Teachers will collaborate to plan for remediation and acceleration activities. A state approved, aligned tier 1 ELA program.

Goal 1 Additional PD Action Step (Optional)

2.1

Professional development will be provided to support strong Tier 1 instruction in the areas of student discourse, rigor of instruction, cognitive demand, and effective implementation of the NVACS. Teachers also will receive professional development in differentiated reading instruction for tier 2 and tier 3 students. Teachers will provide professional development in areas of expertise within the guidelines of the NEPF standards. Teachers will be provided professional development on Daily 5 and Cafe strategies. Professional development will be provided on Number Talks, continued restructuring of the RTI process, how to successfully analyze and use the SBAC Interims, and how K-2 teachers can use SBAC information to prepare K-2 students. Teachers will participate in horizontal and vertically aligned STPTs and professional development to be able to implement Number Talks consistently throughout the grade levels. Students will participate in monthly Math Master Challenges to increase automaticity of basic math facts. Teachers will receive professional development on how to implement Zearn. Professional development will be provided for Front Row in order to support the RTI process.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development session provided by our counselor and other trainers. E&DD works with site liaison. Sanford Harmony social and emotional teaching program. Student Success Advocate will provide professional development on ELL strategies. Teachers will complete ELL Master Plan Cohort C trainings throughout the year.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Progress reports are sent home every three weeks and parents have access to school website and Parent link. Education night in November to assist parents in knowing what students are learning in school and materials to practice skills at home. Parent/teacher conferences held in November and as necessary to meet the needs of students. Reading Week Family Literacy Night will provide communication and parent training of instructional strategies to support classroom instruction. Other family involvement activities include: Fun Run, Watch Dogs, and trunk or treat. Newton also supports a school to home connection through Apple Core, and Accelerated Reader at home. FACES is also supporting Newton with classes for parents. Attendance incentives and follow-up phone calls and letters to parents to ensure student attendance. Read by 3 parent meetings and Read by 3 progress reports (MAP) are provided for parents. Teachers use Bloomz, sign up Genius, and Remind 101 to stay connected with parents. Pre-K family resource lab.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Progress reports are sent home every three weeks and parents have access to school website and Parent link. Education night in November to assist parents in knowing what students are learning in school and materials to practice skills at home. Parent/teacher conferences held in November and as necessary to meet the needs of students. Reading Week Family Literacy Night will provide communication and parent training of instructional strategies to support classroom instruction. Other family involvement activities include: Fun Run, Watch Dogs, and trunk or treat. Newton also supports a school to home connection through Apple Core, and Accelerated Reader at home. FACES is also supporting Newton with classes for parents. Attendance incentives and follow-up phone calls and letters to parents to ensure student attendance. Read by 3 parent meetings and Read by 3 progress reports (MAP) are provided for parents. Teachers use Bloomz, sign up Genius, and Remind 101 to stay connected with parents. Kegeet device for parents to have WiFi access at home (City of Henderson).

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 X% to Y% and in math from X% to Y% by 2020 as measured by state summative assessments.

Measurable Objective(s):

- Increase the percent of 3rd -5th grade students proficient in reading from x% to y% and in math from x% to y% by 2020 as measured by state assessments. Previous- Increase the percent of 3rd -5th grade students proficient in reading from 58.73% to 80% and in math from 43% to 80% by 2019 as measured by state assessments.
- Increase the percent of students scoring above the 40th percentile on MAP from x% to y%, by May 2020. Previous- Increase the percent of students scoring above the 50th percentile on the R-CBM measure using AIMSWeb assessments from 69.8% to 80%, by May 2019.

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	Professional development will be provided to support strong Tier 1 instruction in the areas of Accelerated Reader, Daily 5, Sanford Harmony, SBAC correlations, ELL Cohort C trainings, Google certification for staff, LLI training understanding the data-driven decision-making process, LEXIA, and Growth Mindset. Teachers also will receive professional development in differentiated reading instruction for tier 2 students to use the Leveled Literacy Intervention and tier 1 instruction using Flying Start materials. Teachers will meet weekly in Professional Learning Communities to analyze assessment data to create assessments and to drive instruction (Backward Assessment Model). Teachers will collaborate to plan for remediation and acceleration activities. A state approved, aligned tier 1 ELA program.	N/A
Progress		
Barriers		
Next Steps		

1.2	Progress reports are sent home every three weeks and parents have access to school website and Parent link. Education night in November to assist parents in knowing what students are learning in school and materials to practice skills at home. Parent/teacher conferences held in November and as necessary to meet the needs of students. Reading Week Family Literacy Night will provide communication and parent training of instructional strategies to support classroom instruction. Other family involvement activities include: Fun Run, Watch Dogs, and trunk or treat. Newton also supports a school to home connection through Apple Core, and Accelerated Reader at home. FACES is also supporting Newton with classes for parents. Attendance incentives and follow-up phone calls and letters to parents to ensure student attendance. Read by 3 parent meetings and Read by 3 progress reports (MAP) are provided for parents. Teachers use Bloomz, sign up Genius, and Remind 101 to stay connected with parents. Pre-K family resource lab.	N/A
Progress		
Barriers		
Next Steps		
1.3	Teachers will implement professional development on Accelerated Reader, Daily 5, Sanford Harmony, SBAC correlations, Understanding data, AR, LEXIA, Zearn, Growth Mindset and Cafe strategies. Teachers will collaborate during PLC on the implementation of these strategies and how to improve them. Teachers will continue to follow the structure of their own Student Learning Goal with an emphasis in core deficiency in literacy as their focused goal. Harmony strategies and Daily 5 structures in reading will be observed in all classes K-5. Growth Mindset will be observed during classroom instruction. Teachers will use common grade-level assessments to provide consistent formative assessment data. Teachers will use a Master Schedule schoolwide.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		

Next Steps		
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APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 2****Priority Need/Goal 2:**

Increase the percent of students meeting Adequate Growth Percentile in math from x% to y% and reading from x% to y% by 2020 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective(s):

- Increase the percent of Hispanic students meeting Adequate Growth Percentile in math from x% to y% by 2019 as measured by state summative assessments and reported on the Nevada School Performance Framework. Previous-Increase the percent of Hispanic students meeting Adequate Growth Percentile in math from 10.7% to 16% by 2019 as measured by state summative assessments and reported on the Nevada School Performance Framework.
- Increase the percent of White/Caucasian students meeting Adequate Growth Percentile in math from x% to y% by 2019 as measured by state summative assessments and reported on the Nevada School Performance Framework. Previous- Increase the percent of White/Caucasian students meeting Adequate Growth Percentile in math from 32% to 38% by 2019 as measured by state summative assessments and reported on the Nevada School Performance Framework.
- Increase the percent of English Learners achieving AGP toward English Language Proficiency from x% to y% by 2019 as measured by ELPA. Previous- Increase the percent of English Learners achieving AGP toward English Language Proficiency from 31.2% to 36% by 2019 as measured by ELPA.

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	Professional development will be provided to support strong Tier 1 instruction in the areas of student discourse, rigor of instruction, cognitive demand, and effective implementation of the NVACS. Teachers also will receive professional development in differentiated reading instruction for tier 2 and tier 3 students. Teachers will provide professional development in areas of expertise within the guidelines of the NEPF standards. Teachers will be provided professional development on Daily 5 and Cafe strategies. Professional development will be provided on Number Talks, continued restructuring of the RTI process, how to successfully analyze and use the SBAC Interims, and how K-2 teachers can use SBAC information to prepare K-2 students. Teachers will participate in horizontal and vertically aligned STPTs and professional development to be able to implement Number Talks consistently throughout the grade levels. Students will participate in monthly Math Master Challenges to increase automaticity of basic math facts. Teachers will receive professional development on how to implement Zearn. Professional development will be provided for Front Row in order to support the RTI process.	N/A
Progress		
Barriers		

Next Steps		
2.2	Progress reports are sent home every three weeks and parents have access to school website and Parent link. Education night in November to assist parents in knowing what students are learning in school and materials to practice skills at home. Parent/teacher conferences held in November and as necessary to meet the needs of students. Reading Week Family Literacy Night will provide communication and parent training of instructional strategies to support classroom instruction. Other family involvement activities include: Fun Run, Watch Dogs, and trunk or treat. Newton also supports a school to home connection through Apple Core, and Accelerated Reader at home. FACES is also supporting Newton with classes for parents. Attendance incentives and follow-up phone calls and letters to parents to ensure student attendance. Read by 3 parent meetings and Read by 3 progress reports (MAP) are provided for parents. Teachers use Bloomz, sign up Genius, and Remind 101 to stay connected with parents. Kegeet device for parents to have WiFi access at home (City of Henderson).	N/A
Progress		
Barriers		
Next Steps		
2.3	Teachers will implement professional development provided to support strong Tier 1 instruction in the areas of student discourse, rigor of instruction, cognitive demand, and effective implementation of the NVACS. Teachers also will implement strategies and procedures from the RTI process for tier 2 and tier 3 instruction. Teachers will implement Number Talks, the RTI process, and the use the SBAC Interims to guide their instruction. Teachers will implement professional development from other teachers based on the NEPF standards. Teachers will implement professional development on Daily 5 and Cafe strategies. We use Imagine Learning and provide tutoring for English Language Students. We will be aligning our curriculum with vertical alignment with math curriculum. Flying Start Curriculum will be used for Tier 2 interventions. Teachers will implement Zearn. Teachers will also implement ELL strategies learned during the ELL Master Plan Cohort C sessions.	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:**

Cultural Competency Goal: Increase the percentage of school-based personnel trained in cultural competency.

Measurable Objective(s):

- Teachers will participate in behavior management and culturally competent strategies as measured by sign-in sheets.
- Teachers will teach Sanford Harmony lessons each week in the classroom.

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	All staff will participate in a professional development session provided by our counselor and other trainers. E&DD works with site liaison. Sanford Harmony social and emotional teaching program. Student Success Advocate will provide professional development on ELL strategies. Teachers will complete ELL Master Plan Cohort C trainings throughout the year.		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		