

School Performance Plan

School Name	
Squires, C P ES	
Address (City, State, Zip Code, Telephone):	
1312 E Tonopah Ave N Las Vegas, NV 89030-7111, 7027997169	
Superintendent/Region Superintendent:	Jesus Jara / Karla Loria
For Implementation During The Following Years:	2019-2020

The Following MUST Be Completed:

Title I Status:	Served
Designation:	NA
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
Bricia Contreras	Parent	Isabel Gutierrez	Parent
Norma Valladares	Parent	Barry Bosacker	Principal
Patrick Grass	Assistant Principal	Heather Blood	Teacher
Jeffrey Field	Teacher	Albert Rodriguez	Learning Strategist
Jennifer Rogers	Learning Strategist	Timothy Lay	Teacher
Kimberly Carson	Teacher	Tammara Zerga	Teacher

Sherry Jones	Teacher		
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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	Nevada Alternate Assessment (NAA)
Interim Assessments	AMAOs/ELPA Analysis	Achievement Gap Data
Teacher/Administrator Observation Data	NA	NA
NA	NA	NA
Other:	Other:	Other: Assess-Plan-Teach Data
Other:	Other:	Other:

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

Currently, Squires Elementary serves 661 students in grades K-5. Of the 661 students, all receive free lunch, 104 have IEPs, and 402 have limited English proficiency. Ethnicity subgroups are as follows: 592 Hispanic, 32 Black, 17 Multiracial, and 17 Caucasian.

2017-2018 state accountability data results show that 33.6% (compared to 24.1% in 2016-2017) of students were proficient in reading, and 32.7% (compared to 24.3% in 2016-2017) of students were proficient in math. The largest subgroup, Hispanic, mirrored these results closely with 32.5% of Hispanic students proficient on the reading SBAC and 32.5% proficient on the math SBAC. However, LEP students performed very low on both the reading and math SBAC, with proficiency percentages of 15.4% (compared to 9.5% in 2016-2017) in reading, and 19.5% (compared to 4.0% in 2016-2017) in math.

WIDA data had shown an increase in the number of students exiting ELL status between 2015-2016 (10.4%), 2016-2017 (16.4%), and 2017-2018 (19.6%). WIDA Adequate Growth Percentile (AGP) in 2017-2018 was 58%, well above the district average of 48.5%.

2017-2018 i-Ready data collected at the school site also provides the school with useful data. Grades K, 1, 2, and 3 showed, on average, one full year academic growth in reading when comparing the Fall diagnostic to the Spring diagnostic. Grades 4 and 5 averaged 2 years academic growth in reading. In math, grades K, 2, 3, 4, and 5 all measured one full year growth, while grade 1 averaged .75 years growth.

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% by Spring 2020 as measured by state summative assessments. (This goal has been calculated to meet NDE requirements for 2022.)

Root Causes:

Teachers' inconsistent knowledge of NVACS has made it difficult for them to align materials to required standards. Teachers are inconsistent with aligning data to instructional design. Teachers are continuing to develop skills and strategies to support the language development of English Learners.

Measurable Objective 1:

Increase the percentage of K-2 students who are on or above grade level in reading from X% in May 2019 to Y% by May 2020 as measured by i-Ready. Increase the percentage of K-2 ELs who are on or above grade level in reading from X% to Y% by May 2020 as measured by i-Ready.

Measurable Objective 2:

Increase the percentage of 3-5 students who are on or above grade level in reading from X% in May 2019 to Y% in May 2020 as measured by i-Ready.

Measurable Objective 3:

Increase the percentage of 3rd grade students who are on or above grade level in reading from X% to Y% by May 2020, as measured by SBAC summative assessments. Increase the percentage of 3rd grade ELs who are on or above grade level in reading from X% to Y% by May 2020 as measured by state summative assessments. (This goal has been calculated to meet NDE requirements for 2022.)

Measurable Objective 4:

Increase the percent of English Learners proficient in reading from X% to Y% by May 2020 as measured by SBAC assessment. (This goal has been calculated to meet NDE requirements for 2022.)

Measurable Objective 5:

Increase the percent of ELs meeting AGP from X% to Y% by May 2020, as measured by ELPA. Increase the percent of EL proficiency from X% to Y% by May 2020 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

1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.4, 2.2	
-The school's learning strategists will provide training, modeling, and coaching to improve instruction provided to LEP students who are not meeting benchmark goals. -Teachers will participate in professional development to receive professional development on engagement strategies, academic discourse, effective instructional strategies, developing common assessments, PLCs, data analysis to drive instruction, ELL Master Plan, and Read by Grade 3 Professional Learning -This collaboration will include conducting classroom walkthroughs through the ELL Master Plan, analyzing data, providing support and coaching to colleagues, and planning for weekly Professional Learning Community (PLC) meetings and frequent professional development.	Title I: Learning Strategists (1) Zoom: Learning Strategists (2) Strategic Budget: Prep Buyout for PLC	Sign-in sheets and observations, look fors, STPT/ PLC forms, coaching checklist, formal observations	-Learning Strategists: Provide intervention, coach, model, compile data, mentor, observe, provide feedback throughout the year and after each PD -Learning Strategists and administration monitor action step to ensure implementation.	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: Yes	NCCAT-S Indicators: 1.4, 2.2	
Parent classes and support will be provided by FACES, ELL, Spread the Word Nevada, and BoysTown. School administration will hold parent meeting(s) and School Organizational Team meetings to explain reading/math academic expectations and how the home can support instructional strategies for all subgroups. Parent English classes will be held after school w/babysitting. PSTAPT will be held twice at Squires (October and February) to ensure students are notified of students' academic progress and growth.	Flash cards, Instructional Materials (Title), English teacher for after school program, babysitters (teaching assistant- paid through After School Grant)	Parent sign-in sheets and evaluations, home involvement contract	Office Staff, Administration, & learning strategists will collect data on program implementation, BOY, MOY, EOY (CAYEN systems- data tracking tool for After School Grant). September, December, March	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators: 1.4, 2.2
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-The school's learning strategists will support teachers as they implement strategies from training, by modeling and coaching to improve instruction provided to ELL/FRL/IEP students not meeting benchmark goals. -Teachers will implement professional development on engagement strategies, effective instructional strategies, developing common assessments, and data analysis to drive instruction. This will integrate materials to support ELA and math instruction to align to NVACS; -Teachers will analyze data from classroom walkthroughs, provide support and coaching to colleagues through weekly Professional Learning Community (PLC) meetings and implement monthly professional development.	Title I: Learning Strategists (1) Zoom: Learning Strategists (2) Strategic Budget: Prep Buyout for PLC	Sign-in sheets and observations, look fors, STPT/ PLC forms, coaching checklist, formal observations	-Learning Strategists: Provide intervention, coach, model, compile data, mentor, observe, provide feedback throughout the year and after each PD -Learning Strategists and administration monitor action step to ensure implementation.	N/A
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Comments:

1.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Zoom Pre-K, class size reduction in grades K-3, Zoom reading center, 19 minute extended instructional day	Zoom Funds: Staffing, 19 minute extended instructional day	DRA assessments in Zoom, WIDA, Teaching Strategies GOLD, written records, Brigance and MAP data	Zoom facilitators, TFA teachers in Pre-K, Zoom teaching assistants	N/A

Comments:

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

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

All students will increase proficiency in math from X% to Y% by Spring 2020 as measured by state summative assessments.

Root Causes:

Teachers' inconsistent knowledge of NVACS has made it difficult for them to align materials to required standards. Teachers are inconsistent with aligning data to instructional design. Teachers are continuing to develop skills and strategies to support the language development of English Learners in mathematics.

Measurable Objective 1:

Increase the percentage of K-2 students who are on or above grade level in math from X% in May 2019 to Y% by May 2020 as measured by i-Ready.

Measurable Objective 2:

Increase the percentage of 3-5 students who are on or above grade level in math from X% in May 2019 to Y% by May 2020 as measured by i-Ready.

Measurable Objective 3:

Increase the percent of English Learners who are proficient in math from X% in May 2019 to Y% by May 2020 as measured by SBAC assessments.

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: 1.4, 2.2	

-The school's learning strategists will provide training, modeling, and coaching to improve instruction provided to students who are not meeting benchmark goals in mathematics. -Teachers will participate in professional development to receive professional development on engagement strategies, academic discourse, effective instructional strategies, developing common assessments, PLCs, data analysis to drive instruction, ELL Master Plan -This collaboration will include conducting classroom walkthroughs through the ELL Master Plan, analyzing data, providing support and coaching to colleagues, and planning for weekly Professional Learning Community (PLC) meetings and frequent professional development.	Title I: Learning Strategists (1) Zoom: Learning Strategists (2) Strategic Budget: Prep Buyout for PLC	Sign-in sheets and observations, look fors, PLC forms, coaching checklist, formal observations	-Learning Strategists: Provide intervention, coach, model, compile data, mentor, observe, provide feedback throughout the year and after each PD -Learning Strategists and administration monitor action step to ensure implementation.	N/A
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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: 1.4, 2.2	
Parent classes and support will be provided by FACES, ELL, Spread the Word Nevada, and BoysTown. School administration will hold parent meeting(s) and School Organizational Team meetings to explain reading/math academic expectations and how the home can support instructional strategies for all subgroups. Parent English classes will be held after school w/babysitting. PSTAPT will be held twice at Squires (October and February) to ensure students are notified of students' academic progress and growth.	Flash cards, Instructional Materials (Title), English teacher for after school program, babysitters (teaching assistant- paid through After School Grant)	Parent sign-in sheets and evaluations, home involvement contract	Office Staff, Administration, & learning strategists will collect data on program implementation, BOY, MOY, EOY (CAYEN systems- data tracking tool for After School Grant). September, December, March	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.4, 2.2	
-The school's learning strategists will support teachers as they implement strategies from training, by modeling and coaching to improve instruction provided to ELL/FRL/IEP students not meeting benchmark goals. -Teachers will implement professional development on engagement strategies, effective instructional strategies, developing common assessments, and data analysis to drive instruction. This will integrate materials to support ELA instruction to align to NVACS; -Teachers will analyze data from classroom walkthroughs, provide support and coaching to colleagues through weekly Professional Learning Community (PLC) meetings and implement monthly professional development.	Title I: Learning Strategists (1) Zoom: Learning Strategists (2) Strategic Budget: Prep Buyout for PLC	Sign-in sheets and observations, look fors, PLC forms, coaching checklist, formal observations	-Learning Strategists: Provide intervention, coach, model, compile data, mentor, observe, provide feedback throughout the year and after each PD -Learning Strategists and administration monitor action step to ensure implementation.	N/A

Comments:

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

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

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

Decrease the chronic absenteeism rate from X% in 2018-2019 to Y% in 2019-2020.

Root Causes:

Parents are not aware of importance of consistent school attendance.

Measurable Objective 1:

By end of semester 1, reduce the percent of students on track to be labeled chronically absent by 10%

Measurable Objective 2:

By end of semester 2, reduce the percent of students on track to be labeled chronically absent by 10%.

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:	
-School leadership will develop attendance policies and provide professional development to staff on how to support policy, specifically the importance of parent communication and developing relationships with families. -Entire staff will promote and provide incentives for good attendance (monthly celebrations, awards assemblies)	-Administration, Communities in Schools Coordinator, and all teachers will participate all year in supporting good attendance. Requires purchase of Communities in Schools Coordinator through Title I funds.	-Agendas, sign-in sheets, Infinite Campus parent contact logs	-Assistant Principal and Communities in Schools Coordinator will provide professional development and will monitor attendance and parent contact logs	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: No	NCCAT-S Indicators:	
				N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year: No	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)
21st Century After School Programs	\$160,000	Reading and math instruction and enrichment experiences for 250 students before and after school.	Goals 1, 2 and 3
Title III	\$25,084	Prep buyouts for Long-Term ELL Support/Intervention	Goals 1, 2 and 3
ZOOM	\$25 million total funding	Extended School Day, 2 Strategists, Pre-K Program, Zoom Reading Center	Goals 1, 2 and 3
Strategic Budget	\$3,473,013.16	Administrative, Licensed, and Support Staff Salaries, General Supplies, Prep Buyouts for Teacher Collaboration (PLC)	Goals 1, 2 and 3
Title I	\$308,700	Learning Strategist to support reading and math intervention, Extra Duty Pay and Sub Release Days for Teacher Collaboration (PLC) and Data Analysis, technology materials to support use of online instruction	None

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.

A positive school climate has been cultivated. Teachers are given the necessary support in the forms of guidance, materials, training and personnel to help them perform their duties as needed. An expectation of good character is required of students and they are held accountable for it. Consequently, teachers experience few problems w/inappropriate behavior. If problems do occur, the administration supports teachers by intervening when necessary. C.P. Squires maintains a good work environment. At the beginning of 2017-2018 school year, the school was fully staffed. Three classroom teachers were hired because of openings created by retirements.

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.

Parent involvement is increased by offering trainings to help parents work with their children at home in core subjects. Monthly School Organizational Team meetings provide parents and staff the opportunity to collaborate and make decisions about our school community. Parent classes are offered throughout the year by FACES and BoysTown. Adult English classes are offered and child care is provided free of charge. C.P. Squires has an open door policy in which parents are encouraged to bring their concerns or ideas to administration. In the 2019-2020 school year, Squires will have a parent center open daily offering resources and classes for all families in the community.

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.).

C.P. Squires houses Zoom Pre-K and KIDS programs. These students are integrated into the daily school routines. In addition, we work closely with JD Smith Middle School to ensure a smooth transition occurs to their site.

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

PLC meetings will be used to identify the needs of instructional changes for each student. Teachers also use progress monitoring data to adjust instructional groups during the intervention block. Teachers will be looking at multiple measures of data to assist in planning and differentiating instruction, including MAP, i-Ready, SBAC, WIDA, CORE Phonics Survey, DRA, PSI, and unit assessments in the core reading and math programs.

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

All programs are interrelated. The after-school program that is federally funded is written in conjunction with the school improvement plan. Title I funds and state allocations are utilized to support the school performance plan.

APPENDIX A - Professional Development Plan

1.1

-The school's learning strategists will provide training, modeling, and coaching to improve instruction provided to LEP students who are not meeting benchmark goals. -Teachers will participate in professional development to receive professional development on engagement strategies, academic discourse, effective instructional strategies, developing common assessments, PLCs, data analysis to drive instruction, ELL Master Plan, and Read by Grade 3 Professional Learning -This collaboration will include conducting classroom walkthroughs through the ELL Master Plan, analyzing data, providing support and coaching to colleagues, and planning for weekly Professional Learning Community (PLC) meetings and frequent professional development.

Goal 1 Additional PD Action Step (Optional)

2.1

-The school's learning strategists will provide training, modeling, and coaching to improve instruction provided to students who are not meeting benchmark goals in mathematics. -Teachers will participate in professional development to receive professional development on engagement strategies, academic discourse, effective instructional strategies, developing common assessments, PLCs, data analysis to drive instruction, ELL Master Plan -This collaboration will include conducting classroom walkthroughs through the ELL Master Plan, analyzing data, providing support and coaching to colleagues, and planning for weekly Professional Learning Community (PLC) meetings and frequent professional development.

Goal 2 Additional PD Action Step (Optional)

3.1

-School leadership will develop attendance policies and provide professional development to staff on how to support policy, specifically the importance of parent communication and developing relationships with families. -Entire staff will promote and provide incentives for good attendance (monthly celebrations, awards assemblies)

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Parent classes and support will be provided by FACES, ELL, Spread the Word Nevada, and BoysTown. School administration will hold parent meeting(s) and School Organizational Team meetings to explain reading/math academic expectations and how the home can support instructional strategies for all subgroups. Parent English classes will be held after school w/babysitting. PSTAPT will be held twice at Squires (October and February) to ensure students are notified of students' academic progress and growth.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Parent classes and support will be provided by FACES, ELL, Spread the Word Nevada, and BoysTown. School administration will hold parent meeting(s) and School Organizational Team meetings to explain reading/math academic expectations and how the home can support instructional strategies for all subgroups. Parent English classes will be held after school w/babysitting. PSTAPT will be held twice at Squires (October and February) to ensure students are notified of students' academic progress and growth.

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% by Spring 2020 as measured by state summative assessments. (This goal has been calculated to meet NDE requirements for 2022.)

Measurable Objective(s):

- Increase the percentage of K-2 students who are on or above grade level in reading from X% in May 2019% to Y% by May 2020 as measured by i-Ready. Increase the percentage of K-2 ELs who are on or above grade level in reading from X% to Y% by May 2020 as measured by i-Ready.
- Increase the percentage of 3-5 students who are on or above grade level in reading from X% in May 2019 to Y% in May 2020 as measured by i-Ready.
- Increase the percentage of 3rd grade students who are on or above grade level in reading from X% to Y% by May 2020, as measured by SBAC summative assessments. Increase the percentage of 3rd grade ELs who are on or above grade level in reading from X% to Y% by May 2020 as measured by state summative assessments. (This goal has been calculated to meet NDE requirements for 2022.)
- Increase the percent of English Learners proficient in reading from X% to Y% by May 2020 as measured by SBAC assessment. (This goal has been calculated to meet NDE requirements for 2022.)
- Increase the percent of ELs meeting AGP from X% to Y% by May 2020, as measured by ELPA. Increase the percent of EL proficiency from X% to Y% by May 2020 as measured by ELPA.

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	-The school's learning strategists will provide training, modeling, and coaching to improve instruction provided to LEP students who are not meeting benchmark goals. -Teachers will participate in professional development to receive professional development on engagement strategies, academic discourse, effective instructional strategies, developing common assessments, PLCs, data analysis to drive instruction, ELL Master Plan, and Read by Grade 3 Professional Learning -This collaboration will include conducting classroom walkthroughs through the ELL Master Plan, analyzing data, providing support and coaching to colleagues, and planning for weekly Professional Learning Community (PLC) meetings and frequent professional development.	N/A
Progress		
Barriers		

Next Steps		
1.2	Parent classes and support will be provided by FACES, ELL, Spread the Word Nevada, and BoysTown. School administration will hold parent meeting(s) and School Organizational Team meetings to explain reading/math academic expectations and how the home can support instructional strategies for all subgroups. Parent English classes will be held after school w/babysitting. PSTAPT will be held twice at Squires (October and February) to ensure students are notified of students' academic progress and growth.	N/A
Progress		
Barriers		
Next Steps		
1.3	-The school's learning strategists will support teachers as they implement strategies from training, by modeling and coaching to improve instruction provided to ELL/FRL/IEP students not meeting benchmark goals. -Teachers will implement professional development on engagement strategies, effective instructional strategies, developing common assessments, and data analysis to drive instruction. This will integrate materials to support ELA and math instruction to align to NVACS; -Teachers will analyze data from classroom walkthroughs, provide support and coaching to colleagues through weekly Professional Learning Community (PLC) meetings and implement monthly professional development.	N/A
Progress		
Barriers		
Next Steps		
1.4	Zoom Pre-K, class size reduction in grades K-3, Zoom reading center, 19 minute extended instructional day	N/A
Progress		
Barriers		

Next Steps		
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APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

All students will increase proficiency in math from X% to Y% by Spring 2020 as measured by state summative assessments.

Measurable Objective(s):

- Increase the percentage of K-2 students who are on or above grade level in math from X% in May 2019 to Y% by May 2020 as measured by i-Ready.
- Increase the percentage of 3-5 students who are on or above grade level in math from X% in May 2019 to Y% by May 2020 as measured by i-Ready.
- Increase the percent of English Learners who are proficient in math from X% in May 2019 to Y% by May 2020 as measured by SBAC assessments.

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	-The school's learning strategists will provide training, modeling, and coaching to improve instruction provided to students who are not meeting benchmark goals in mathematics. -Teachers will participate in professional development to receive professional development on engagement strategies, academic discourse, effective instructional strategies, developing common assessments, PLCs, data analysis to drive instruction, ELL Master Plan -This collaboration will include conducting classroom walkthroughs through the ELL Master Plan, analyzing data, providing support and coaching to colleagues, and planning for weekly Professional Learning Community (PLC) meetings and frequent professional development.	N/A
Progress		
Barriers		
Next Steps		
2.2	Parent classes and support will be provided by FACES, ELL, Spread the Word Nevada, and BoysTown. School administration will hold parent meeting(s) and School Organizational Team meetings to explain reading/math academic expectations and how the home can support instructional strategies for all subgroups. Parent English classes will be held after school w/babysitting. PSTAPT will be held twice at Squires (October and February) to ensure students are notified of students' academic progress and growth.	N/A

Progress		
Barriers		
Next Steps		
2.3	-The school's learning strategists will support teachers as they implement strategies from training, by modeling and coaching to improve instruction provided to ELL/FRL/IEP students not meeting benchmark goals. -Teachers will implement professional development on engagement strategies, effective instructional strategies, developing common assessments, and data analysis to drive instruction. This will integrate materials to support ELA instruction to align to NVACS; -Teachers will analyze data from classroom walkthroughs, provide support and coaching to colleagues through weekly Professional Learning Community (PLC) meetings and implement monthly professional development.	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 the chronic absenteeism rate from X% in 2018-2019 to Y% in 2019-2020.

Measurable Objective(s):

- By end of semester 1, reduce the percent of students on track to be labeled chronically absent by 10%
- By end of semester 2, reduce the percent of students on track to be labeled chronically absent by 10%.

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	-School leadership will develop attendance policies and provide professional development to staff on how to support policy, specifically the importance of parent communication and developing relationships with families. -Entire staff will promote and provide incentives for good attendance (monthly celebrations, awards assemblies)	
Progress		N/A
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		