

School Performance Plan

School Name	
ROGERS, LUCILLE S. ES	
Address (City, State, Zip Code, Telephone):	
5535 SOUTH RILEY STREET LAS VEGAS, NV 89148, 7027996870	
Superintendent/Region Superintendent:	Jesus Jara / Debbie Brockett
For Implementation During The Following Years:	2021-2022

The Following MUST Be Completed:

Title I Status:	Served
Designation:	NA
Grade Level Served:	Elementary
Classification:	4 Star
NCCAT-S:	Review

***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
Kristan Bridges	Parent	Jennifer Hamby	Principal
Miadora Nelson	Assistant Principal	Colin Calkins	Teacher
Jaimee Galloway	Teacher	Jennifer Brodersen	Elementary School Clerk
Jennifer Renville	Literacy Strategist		

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

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Nevada Alternate Assessment (NAA)
NA	AMAOs/ELPA Analysis	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

Lucille Rogers Elementary School is located on the southwest side of Region 2 of the Clark County School District (CCSD). The student population has remained mostly consistent over the last several years. Enrollment for the 2020-2021 school year was as follows: 28.3% Hispanic, 15.6% Black, 21.8% White, 20.9% Asian or Pacific Islander, 10.6% Multiracial, 12.83% English Language Learner (ELL), 11.65% students with an Individual Education Plan (IEP), and 74.2% Free and Reduced Lunch (FRL). Due to the increase of FRL, Rogers qualified for Community Eligibility Provision (CEP) status, which provides free breakfast and lunch for all students.

Lucille Rogers Elementary School received Title I funding for the 2018-2019 school year, however funding was not received for the 2019-2020 school or the 2020-2021 school year. Title I funding has been received for the 2021-2022 school year. SB178 funding was received for the 2019-2020 school, however, SB178 funding was not received for the 2020-2021 school year. Academic Support Funding was received for the 2021-2022 school year.

Lucille Rogers Elementary School was rezoned for the 2019-2020 school year and the total student enrollment decreased from 960 to 685 as a result of the rezoning and a new school opening.

ANALYSIS OF DATA

Lucille Rogers ES maintained a four-star status in 2018 (77 index points) and 2019 (74.5 index points) as reported on the Nevada School Performance Framework (NSPF). Due to the COVID-19 pandemic, schools did not receive a 2020 NSPF star rating. In reviewing the data we have determined that our four-star status was maintained due to the implementation of a systematic RTI process with the goal of identified students reaching proficiency. As indicated on the Nevada School Performance Framework (NSPF), we earned an additional 2 points on the closing opportunity gaps indicator, increasing from 24.3% on the 2017-2018 Prior Non-Proficient Met ELA AGP Target to 32.8% on the 2018-2019 Prior Non-Proficient Met ELA AGP Target.

POSITIVE STATEMENTS

Rogers proficiency in Math and ELA is consistently above the district average in grades 3-5 in 2017, 2018, and 2019. In Grades 3-5, the percent of students proficient in Math was 66.67% in 2017, and 62.3 in 2018, and 67 in 2019. In Grades 3-5, the percent of students proficient in ELA was 67.46% in 2017, and 64% in 2018, and 64.5 in 2019. These scores are significantly above the district average in grades 3-5. School-wide use of ClassDojo has allowed us to increase family engagement and provide an additional form of communication that is easily accessible by our parents and staff. ClassDojo also allows us to reward students when they are Respectful, Responsible and Really Kind, the 3 R's associated with our Healthy Minds, Safe School social emotional initiative. 576 chromebooks were distributed to support our students success with distance education.

AREAS OF OPPORTUNITY

Rogers MGP in ELA was 48 in 2017 and 44 in 2018, and 43 in 2019 below the district average MGP. Structured opportunities for all students to grow were not provided. A master schedule with identified times for intervention and extension will be put in place.

Chronic Absenteeism remains an area of concern at Lucille Rogers Elementary School. Chronic absenteeism rates at Lucille Rogers Elementary School were as follows: 2017-2018 school year

15.34%, 2018-2019 school year 11.61% and 2019-2020 school year 14.71%. The current chronic absenteeism rate for the 2020-2021 school year is 9.71%. These rates consistently match or exceed the district average and conversations with our stakeholders have also revealed this area as a concern.

PRIORITIZED NEEDS

Lucille Rogers Elementary School conducted the NCCAT during the 2019-2020 school year. The following were identified as needs:

1.2 All instructional staff members deliver the standards-based curriculum to all students.

1.8 The school implements an equitable code of conduct to create an environment conducive to teaching and learning.

3.2 School leadership focuses the entire school community on school improvement.

3.6 School leadership ensures the effective use of instructional time.

Through the needs assessment conversation and analysis of data, Lucille Rogers Elementary School determined the needs previously identified during the full needs assessment conducted during the 2019-2020 school year still exist. As we have not made the anticipated progress, action steps in the SPP have been updated to refine our efforts in addressing these needs.

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:

Increase the percent of all students proficient in ELA from X% to Y% by the end of the year, as measured by 2021-2022 state summative assessments and reported on the NSPF.

Root Causes:

Growth was less of a priority than proficiency, scaffolds were not provided to all students and instruction was teacher centered versus student centered.

Measurable Objective 1:

Increase the percent of students meeting or exceeding the established growth target from X% (Winter 2021) to Y% (Spring 2022) as measured by the MAP Growth Assessment.

Measurable Objective 2:

Increase the percent of ASF eligible students meeting or exceeding growth projections in math from X% (Winter 2021) to Y% (Spring 2022) as measured by MAP Growth 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
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2 All instructional staff members deliver the standards-based curriculum to all students.	
Teachers will increase the rigor of Tier 1 instruction through increased use of complex tasks that require analysis and synthesis of high level text.	Read by Grade 3 literacy specialist (RBG3 funded)	Lesson plans Observations Easy CBM reports Canvas courses Master schedule RBG3 literacy specialist schedule	Read by Grade 3 literacy specialist - ongoing throughout the year Teachers - ongoing throughout the year Administration - ongoing throughout the year	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 3.2 School leadership focuses the entire school community on school improvement.	
Virtual and in-person Family Nights for parents and students to show ways to increase student achievement through strategies parents can use at home. Family Engagement Classes will be facilitated by Family and Community Engagement Services (FACES). Monthly Parent Meetings will be held to keep parents informed on topics such as Read by Grade Three, test taking strategies and CCSD reorganization, etc. School Organizational Team meetings Specific data conversations with parents reviewing student data during parent teacher conferences Class Dojo	Family and Community Engagement Services (FACES) (Strategic funded) ClassDojo MAP Growth (CCSD funded)	Agendas, sign-ins and evaluations from all family trainings and meetings. Master calendar	Administration and staff will organize and execute family trainings and meetings.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 3.6 School leadership ensures the effective use of instructional time.	
Teachers will teach the Nevada Academic Content Standards through writing across disciplines with scaffolding as needed.	NVACS Master schedule Read by Grade 3 literacy specialist (RBG3 funded) MAP Growth (CCSD funded) Easy CBM (Strategic funded) Canvas (CCSD funded)	Lesson plans Map Growth assessment data Easy CBM - used to monitor RTI students Canvas	Administration - ongoing throughout the year Read by Grade 3 literacy specialist - ongoing throughout the year Teachers - ongoing throughout the year	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
Students eligible to participate in the intervention will be determined using MAP data as well as current comprehension and writing proficiency data. Students will receive small group intervention provided by the Certified Temporary Tutors (CTT's) focused on deficits identified by MAP data.	4 CTT's (ASF funded) Read by Grade 3 literacy specialist (RBG3 funded) Classroom size reduction teacher (CSR) (ASF funded) MAP (District funded)	Lesson plans MAP Growth assessment data	Administration - ongoing throughout the year Read by Grade 3 literacy specialist - ongoing throughout the year CTT's - ongoing throughout the year	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 all students proficient in math from X% to Y% by the end of the year, as measured by 2021-2022 state summative assessments and reported on the NSPF.

Root Causes:

Growth was less of a priority than proficiency, scaffolds were not provided to all students and instruction was teacher centered versus student centered.

Measurable Objective 1:

Increase the percent of students meeting or exceeding the established growth target from X% (Winter 2021) to Y% (Spring 2022) as measured by the MAP Growth Assessment.

Measurable Objective 2:

Increase the percent of ASF eligible students meeting or exceeding growth projections in math from X% (Winter 2021) to Y% (Spring 2022) as measured by MAP Growth 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: 1.2 All instructional staff members deliver the standards-based curriculum to all students.	
Teachers will increase the rigor of Tier 1 instruction through increased use of complex tasks that require analysis and synthesis.	Read by Grade 3 literacy specialist (RBG3 funded)	Lesson plans Observations Easy CBM reports Canvas	Teachers - ongoing throughout the year Read by Grade 3 literacy specialist - ongoing throughout the year Administration - ongoing throughout the year	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 3.2 School leadership focuses the entire school community on school improvement.	
Virtual and in person Family Nights for parents and students to show ways to increase student achievement through strategies parents can use at home. Family Engagement Classes facilitated by Family and Community Engagement Services (FACES). Monthly Parent Meetings will be held to keep parents informed on topics such as Read by Grade Three, test taking strategies and CCSD reorganization, etc. Home and School Connection newsletter sent to families monthly School Organizational Team meetings Specific data conversations with parents reviewing student data during parent teacher conferences	Family and Community Engagement Services (FACES) (Strategic funded) Home and School Connection newsletter (Title I funded) Refreshments for family events (Title I funded) MAP Growth (CCSD funded)	Agendas, sign-ins and evaluations from all family trainings and meetings. Master calendar	Administration and staff will organize and execute family trainings and meetings throughout the year.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 3.6 School leadership ensures the effective use of instructional time.	
Teachers will teach the Nevada Academic Content Standards through writing across disciplines with scaffolding as needed.	NVACS Master schedule iReady Teacher Toolbox (Title I funded)	Lesson plans Canvas Observations MAP Growth analysis	Administration - ongoing throughout the year Read by Grade 3 literacy specialist - ongoing throughout the year Teachers - ongoing throughout the year	N/A

Comments:

2.4 Other (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
CTTs will provide interventions for students who are identified by MAP Growth and progress monitoring.	Certified Temporary Tutors (CTT) (ASD funded) Classroom size reduction teacher (ASF funded) MAP (CCSD funded)	CTT schedule MAP Growth data	Administration - ongoing throughout the year Read by Grade 3 literacy specialist - ongoing throughout the year CTT's - ongoing throughout the year	N/A

Comments:

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

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

Root Causes:

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (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:	NCCAT-S Indicators:	
				N/A

Comments:

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

				N/A
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Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Read by Grade 3	\$89,000	Read by Grade 3 literacy specialist	Goal 1
Title I	\$150,570	Social worker Interactive Overhead Projectors	Goals 1 and 2
Academic Support Funding	\$175,595	Classroom size reduction teacher Guest teachers and extra duty pay for professional learning Textbooks CTT"s for remediation and acceleration Reading A-Z ST Math	Goals 1 and 2
Strategic Budget	\$4,618,680.44	Personnel Supplies	Goals 1 and 2
Title III Allocation	\$6,732	Imagine Learning licenses, Prep buyout for staff	Goal 1

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.

Lucille Rogers Elementary School has a history of retaining a very consistent staff. All of the teachers are highly qualified as required by having the designation of a Title I School. The grade level or department is a part of the interview process to ensure a candidate is selected who will meet the needs of that team. The school provides mentoring support to teachers through instructional coaching and differentiated professional development. Common planning time is supported in order to increase student achievement through collaboration.

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.

Lucille Rogers Elementary School is a family-like community and we take great pride in creating a warm and welcoming environment for our staff, students and families. The Rogers Round-Up newsletter is sent to our families weekly to share parent resources, updates on instruction, share celebration and provide reminders on important dates. Academic nights are held bi-monthly to deepen parent understand of the Nevada Academic Content Standards (NVACS) and provide ways parent can support their children at home. We partner with Family and Community Engagement Services (FACES) to provide parent workshops. Additional parent meetings include Meet & Greet, Open House, Parent-Student-Teacher Academic Planning Time and student celebrations such as awards ceremonies.

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.).

Some of our early childhood pre-school students currently attending Lucille Rogers Elementary School will transition to our Full Day Kindergarten program. Fertitta Middle School and Sawyer Middle School counselors meet with current fifth grade students to orient them to middle school offerings. Fifth grade students take a field trip to visit Fertitta Middle School or Sawyer Middle School to tour the school. In addition to the school visits, classroom lessons are provided by the school counselor to prepare students for the transition.

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

All teachers participate in PLCs. Common assessments are created and utilized by each grade level. Each grade level attends Response to Intervention (RTI) meetings, reporting student academic or behavioral concerns and providing assistance with progress monitoring. The leadership team uses student data to make school-wide decision about instruction, curriculum and assessments.

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

The federally funded Title I program Title I funding enables Lucille Rogers Elementary School to staff a social worker to meet the varied social emotional needs of our students and community, which will have a direct impact to achievement. This funding also enabled the ability to purchase interactive overhead projectors will increase students engagement and provide teachers the proper equipment to prepare our students with 21st century skills. The state funded Academic Support Funding (ASF) enables Lucille Rogers Elementary School to provide ongoing small group interventions with Certified Temporary Tutors (CTT"s) who work with students below and above grade level during the intervention block to remediate and accelerate student learning. This funding also enables us, along with state and district funds, to provide professional development in areas that research has shown have a direct improvement on student achievement.

Plan for improving the school climate

Goal:

Part A: Reduce the percentage of students identified as chronically absent from 9 % to 7% as indicated by attendance data recorded in Infinite Campus and reported in FocusED and Nevada School Performance Framework (NSPF). Part B: Maintain 97% participation each day as reported in FocusED.

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

An attendance incentive plan will be created to encourage students to attend school. MLT and wellness check team identify students that are not engaged or participating and reach out via telephone, google meet or in person home visits to provide support to families to encourage participation.

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

Chronic absenteeism will be monitored at the end of each quarter through FocusED and compared to the previous year to determine if we are on track to meet our goal. Participation is monitored weekly through FocusED.

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

Data from Infinite Campus and FocusEd will be used to monitor the percentage of students identified as chronically absent. Data from Infinite Campus and FocusEd will be used to monitor the percentage of students identified as participating.

APPENDIX A - Professional Development Plan

1.1

Teachers will increase the rigor of Tier 1 instruction through increased use of complex tasks that require analysis and synthesis of high level text.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will increase the rigor of Tier 1 instruction through increased use of complex tasks that require analysis and synthesis.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Virtual and in-person Family Nights for parents and students to show ways to increase student achievement through strategies parents can use at home. Family Engagement Classes will be facilitated by Family and Community Engagement Services (FACES). Monthly Parent Meetings will be held to keep parents informed on topics such as Read by Grade Three, test taking strategies and CCSD reorganization, etc. School Organizational Team meetings Specific data conversations with parents reviewing student data during parent teacher conferences Class Dojo

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Virtual and in person Family Nights for parents and students to show ways to increase student achievement through strategies parents can use at home. Family Engagement Classes facilitated by Family and Community Engagement Services (FACES). Monthly Parent Meetings will be held to keep parents informed on topics such as Read by Grade Three, test taking strategies and CCSD reorganization, etc. Home and School Connection newsletter sent to families monthly School Organizational Team meetings Specific data conversations with parents reviewing student data during parent teacher conferences

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:**

Increase the percent of all students proficient in ELA from X% to Y% by the end of the year, as measured by 2021-2022 state summative assessments and reported on the NSPF.

Measurable Objective(s):

- Increase the percent of students meeting or exceeding the established growth target from X% (Winter 2021) to Y% (Spring 2022) as measured by the MAP Growth Assessment.
- Increase the percent of ASF eligible students meeting or exceeding growth projections in math from X% (Winter 2021) to Y% (Spring 2022) as measured by MAP Growth Assessments.

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 increase the rigor of Tier 1 instruction through increased use of complex tasks that require analysis and synthesis of high level text.	
Progress		
Barriers		
Next Steps		
1.2	Virtual and in-person Family Nights for parents and students to show ways to increase student achievement through strategies parents can use at home. Family Engagement Classes will be facilitated by Family and Community Engagement Services (FACES). Monthly Parent Meetings will be held to keep parents informed on topics such as Read by Grade Three, test taking strategies and CCSD reorganization, etc. School Organizational Team meetings Specific data conversations with parents reviewing student data during parent teacher conferences Class Dojo	
Progress		

Barriers		
Next Steps		
1.3	Teachers will teach the Nevada Academic Content Standards through writing across disciplines with scaffolding as needed.	
Progress		
Barriers		
Next Steps		
1.4	Students eligible to participate in the intervention will be determined using MAP data as well as current comprehension and writing proficiency data. Students will receive small group intervention provided by the Certified Temporary Tutors (CTT's) focused on deficits identified by MAP data.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of all students proficient in math from X% to Y% by the end of the year, as measured by 2021-2022 state summative assessments and reported on the NSPF.

Measurable Objective(s):

- Increase the percent of students meeting or exceeding the established growth target from X% (Winter 2021) to Y% (Spring 2022) as measured by the MAP Growth Assessment.
- Increase the percent of ASF eligible students meeting or exceeding growth projections in math from X% (Winter 2021) to Y% (Spring 2022) as measured by MAP Growth 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	Teachers will increase the rigor of Tier 1 instruction through increased use of complex tasks that require analysis and synthesis.	
Progress		
Barriers		
Next Steps		
2.2	Virtual and in person Family Nights for parents and students to show ways to increase student achievement through strategies parents can use at home. Family Engagement Classes facilitated by Family and Community Engagement Services (FACES). Monthly Parent Meetings will be held to keep parents informed on topics such as Read by Grade Three, test taking strategies and CCSD reorganization, etc. Home and School Connection newsletter sent to families monthly School Organizational Team meetings Specific data conversations with parents reviewing student data during parent teacher conferences	
Progress		

Barriers		
Next Steps		
2.3	Teachers will teach the Nevada Academic Content Standards through writing across disciplines with scaffolding as needed.	
Progress		
Barriers		
Next Steps		
2.4	CTTs will provide interventions for students who are identified by MAP Growth and progress monitoring.	
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		