

School Performance Plan

School Name
Iverson, Mervin ES

Address (City, State, Zip Code, Telephone):
1575 S Hollywood Blvd
Las Vegas, NV 89142-3724, (702) 799-7260

Superintendent/Assistant Chief: Pat Skorkowsky / Rebecca Kaatz

For Implementation During The Following Years: 2017-2018

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 4 Star

NCCAT-S: Not Required

***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
Ashley Merback	Parent	Kim Iverson	Parent
Mayte Heredia	Parent	Laura Dickensheets	Principal
Stacey Burgess	Assistant Principal	Jaime Kelley	Learning Strategist
Sabrina Schubert	Teacher	Blair Lewis	Teacher
Amanda Benavidez	Teacher	Joanne Bobbett	Teacher
Thomas Roelf	Teacher	Debbie Hungate	Teacher

Michele Aurelio	Teacher	Deborah Parks	Teacher, Special Ed.
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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
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Fiscal Resources	Family Engagement Data	Individualized Education Programs (IEP)
Family Engagement Data	Teacher/Administrator Observation Data	Family Engagement Data
Stakeholder Survey Information	NA	Teacher/Administrator Observation Data
NA	NA	NA
Other: School based reading assessments	Other: School based reading assessment	Other: School based reading assessment
Other:	Other:	Other:

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

A review of SBAC results was conducted. There are no comparative data available, as the results are from the first year of the assessment. Because growth data is not available, Iverson scores were compared to the district scores.

In ELA, 64.22% of Iverson students (grades 3-5) were proficient on SBAC. The CCSD proficiency rate was 46.31%, however the reported scores are for grades 3-8. Iverson/CCSD comparative proficiency data were as follows: 3rd grade: 69.44% Iverson/46.22% CCSD; 4th grade: 65.31% Iverson/47.42% CCSD; 5th grade: 58.49% Iverson/51.05% CCSD. Students at Iverson had higher proficiency in all ethnic groups, gender, IEP, and LEP groups (however, the results for Iverson are for grades 3-5 and the district are for grades 3-8) Iverson Black students showed the lowest percent proficient, with 50% demonstrating proficiency (compared to the district proficiency level of 28.31% for the same group). The proficiency gap range for ethnic groups is 68.63% of Asian students (51 students) to 50.00% of Black students (34 students).

In Math, 44.64% of Iverson students in grades 3-5 were proficient on SBAC. The CCSD overall proficiency rate was 31.35%, however the reported scores are for grades 3-8. Iverson/CCSD comparative proficiency data were as follows: 3rd grade: 59.03% Iverson/44.94% CCSD; 4th grade: 36.55% Iverson/37.16% CCSD; 5th grade: 38.99% Iverson/31.22% CCSD. Students at Iverson had higher proficiency in all ethnic groups other than Caucasian (-0.39%), gender, IEP, and LEP groups (however, the results for Iverson are for grades 3-5 and the district are for grades 3-8). Iverson Black students showed the lowest percent proficient, with 29.41% demonstrating proficiency (compared to the district proficiency level of 15.08% for the same group). The proficiency gap range for ethnic groups is 64.71% of Asian students (51 students) to 29.41% of Black students (34 students). (Pacific Islander had highest proficiency, but only 9 students).

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 Grade 3 proficiency rates in reading.

Root Causes:

All classes in grades K-5 continued the implementation of WIPR literacy block. Instructional practices were in place and consistently provided students with differentiated instruction and grade-level instruction to close gaps and increase achievement. We found that there was no systematic vocabulary instruction.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 69.44% (2016) to 76% by 2018 as measured by state assessments.

Measurable Objective 2:

School will graduate MEGA level by having 100% of students (enrolled as of count day) graduating Reading Ranger levels at least one time and 75% of students meeting end of year target by May 2018.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will participate in differentiated trainings on a literacy block that includes access to grade level and above instructional materials (Close Reads), independent reading plans, conferencing, specific vocabulary instruction, and comprehension strategies.	Reading Ranger Framework (\$0), Conferencing Training (\$0), Substitute Time (Title I and Read by 3), Learning Strategist (Title I), Read by 3 Instructional Coaches (Read by 3 Grant), substitutes for collaboration (Title I)	Agendas (at each PD), pre/post observations, grade level collaboration agenda, WIPR walk throughs	August 2017-May 2018; Administration 3x times a year; Collaboration Days; Learning Strategist / RB3 Coach Ongoing WIPR/Close Read walks; Reading Ranger Framework; Instructional Coach Vocabulary Instruction: Administration, RB3 Coaches, Learning Strategist	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:	
Engage parents in understanding and tracking the progress of their children towards the accomplishment of their wide, independent prescriptive reading plans through Academic Parent Teacher Teams (APTT), parent conferences, goal setting/achievement forms and the Iverson Website.	Reading Ranger Framework (\$0), Individual Student Reading Ranger Reports and Accelerated Reader (General Budget \$10,155), APTT PowerPoints (\$0), Leveled Readers (\$0), APTT parent materials (Title 1)	Reading Ranger Rodeo Agenda, Parent Training Packet (APTT), Parent Sign-In Sheets, Parent Meeting Agendas, copies of APTT Power Points.	Administration (Monthly), Teachers (Monthly) APTT 3x per year (Administration)	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will continue to implement a literacy block that includes access to grade level and above instructional materials aligned with NVACS, independent reading plans, and explicit instruction in phonics, vocabulary, and comprehension strategies. CTTs provide additional intervention instruction to Tier II & III students during the school day.	Reading Ranger Framework (\$0), Accelerated Reader (\$10,155 General Budget), CTT (Title I), Learning Strategist (Title I), Classroom Libraries (District)	STAR Reports (monthly); Reading Ranger Report (monthly); Engaged Time; Graduation Reports; CTT schedule and time logs SBAC	3x year; STAR; Administration (Monthly) monthly; Reading Ranger data; Administration, Learning Strategist 3x year; Classroom Observations; Administration	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
After school tutoring will be provided to Tier II and Tier III reading using Lexia and small group instruction	Lexia (\$8500 Title 1) Tutors (\$22 hr per sub RB3 OR subs will earn CUs for salary advancement)	Lexia progress monitoring STAR Reports	Learning Strategist and administration will review Lexia progress reports weekly	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:

Reduce the overall achievement gap percentage points between the Overall School group and ethnic/racial subgroups in both reading and math.

Root Causes:

Staff at Iverson have not yet completed PD on Cultural Competency. Most trainings in the past have been related to ELL strategies. No consistent, district-wide programs/materials are yet purchased for math that are aligned with NVACS. During the 2016-17 school year, Iverson supplemented an old (pre-NVACS) version of enVision with Engage NY. Targeted vocabulary instruction was not included in the Wide Independent Reading Instruction (WIPR) block. Students needed more intensive instruction on specific word meanings, as well as strategies for determining meanings of unknown words. SBAC is a new testing format, unfamiliar to staff and students.

Measurable Objective 1:

Reduce the math proficiency gap between Iverson's Overall Group (44.64% proficient) and lowest performing ethnic/racial subgroups (Black: 29.41% proficient) from 15.23 percentage point gap to 10 percentage point gap by 2018 as measured by state assessments.

Measurable Objective 2:

Reduce the reading proficiency gap between Iverson's Overall group (64.22% proficient) and lowest performing ethnic/racial subgroup (Black: 50% proficient) from 14.22 percentage point gap to 10 percent point gap by increasing proficiency of the Black subgroup by 2018 as measured by state assessments.

Measurable Objective 3:

Reduce the reading and math proficiency gaps between students with no IEP and students with IEP. Reading gap will decrease from 22.9 percentage point difference to a 17 percentage point difference by increasing proficiency of students with IEPs by May 2018 as measured by state assessments. Math gap will decrease from 25.97 percentage point difference to a 20 percentage point difference by increasing proficiency of students with IEPs by May 2018 as measured by state 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:	
Teachers will participate in differentiated trainings on a literacy block that includes access to grade level and above instructional materials (Close Reads), independent reading plans, conferencing, and comprehension strategies. Teachers will utilize ST Math to increase math number sense and problem solving skills. Teachers will use Lexia Core5 for Tier II and Tier III students in reading. After school tutoring will be available for Tier II and Tier III students in reading and math using Lexia Core5, ST Math, and small group instruction.	Reading Ranger Framework (\$0), Conferencing Training (\$0), Substitute Time (Title I), Learning Strategist (Title I), Instructional Coach (Read by 3), Teachers (District), Lexia Core5 (\$8500 Title 1). ST Math (\$4000 Title 1) Books for vocabulary instruction book study (General budget).	Agendas (at each PD), Classroom Observations, Lexia Progress Monitoring reports, ST Math progress reports. STAR data, SBAC	August 2017-May 2018; Classroom Observations; Administration Lexia/ST Math Training: Learning strategist and administration SBCT 2017-18; PD on vocabulary instruction by Learning strategist, Read by 3 Coaches, administration.	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:	
Engage parents in understanding and tracking the progress of their children towards the accomplishment of their individual reading plans and math progress through community events, parent conferences, the Iverson Website, and trainings.	Reading Ranger Framework , Individual Student Reading Ranger Reports, Infinite Campus Parent Portal, Math Centers, Reading Ranger Powerpoint for Parents, Leveled Readers (Title 1 Funded)	Reading Ranger Rodeo Agenda, Parent Training Packet, Parent Sign-In Sheets, Parent Meeting Agendas	Administration (monthly), Teachers (monthly) Instructional Coach, Strategist	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will participate in differentiated trainings on a literacy block that includes access to grade level and above instructional materials (Close Reads), independent reading plans, conferencing, explicit vocabulary instruction and comprehension strategies.	Reading Ranger Framework (\$0), Accelerated Reader (District), After School Tutoring (Title I), Learning Strategist (Title I), Classroom Libraries (District), Certified Temporary Tutors (Title I), Math Center Materials, (District), APTT parent materials (Title 1)	STAR Reports (monthly), Reading Ranger Reports, Engage Time, Graduation Reports, Classroom Observations (once a trimester), AIMS web progress monitoring data	Sept-May 2016-2017; Classroom Observations; Administration (monthly) Monthly; Reading Ranger data; Learning Strategist Weekly/Monthly; Progress Monitoring for tutoring; Classroom teacher	N/A

Comments:

2.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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<p>After school tutoring will be available for Tier II and Tier III students using Lexia, ST Math, and small group instruction.</p>	<p>Lexia (\$8500 Title 1) ST Math (\$4000 Title 1) Tutors (\$22 per hour per tutor AND/OR tutors will provide tutoring services in exchange for CUs for salary advancement)</p>	<p>Lexia progress monitoring reports, ST Math progress reports, STAR/Reading Ranger reports, SBAC</p>	<p>Weekly: Administration and Learning Strategist will review Lexia reports, ST Math progress, and Reading Ranger Reports</p>	<p>N/A</p>
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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 type="checkbox"/> Other
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Priority Need/Goal 3:

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.

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2017-2018 school year as measured by sign-in sheets.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
All staff will participate in a professional development session provided by the District's Equity and Diversity Department.	Training materials from E&DD	Sign-in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during assigned SBCT.	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: Yes	NCCAT-S Indicators:	

				N/A
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Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Read by 3	TBA	Instructional Coach Tutor pay	Goals 1 and 2
Title 1	115, 500	Lexia Core 5, St Math, Learning Strategist, CTT, Substitute pay, APTT materials	Goals 1 and 2
General Budget	4100.00	Books for vocabulary book study Substitute pay	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

When interviewing teacher candidates, Iverson made an effort to select teachers who have been identified as Highly Qualified. Administration also sent out emails directly to teacher candidates to inform them about our school. In addition, teacher candidates participated in panel interviews, and teachers at various grade levels, specialists, and administration had input on the hiring of teachers.

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.

The school uses the Iverson Website, Facebook, newsletters, and Parentlink to deliver updated information to parents regarding programs and activities in the school. Each teacher and the Principal has a blog to communicate updated information on instruction to parents. The school also has parent workshops (Academic Parent Teacher Team meetings) that focus on strategies for assisting students in all subject areas. We provide progress reports once a month and provide Spanish Translation for materials that we send home.

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.).

5th grade students participate in middle school orientation as scheduled by the feeder school(s). Students in the Pre-K KIDS program are acclimated into the general education kindergarten program to increase familiarity with procedures.

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

Teachers work with grade levels to create common assessments, analyze data, and implement instruction based on student data.

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

School administrators and teacher leaders work together to ensure that available funding sources are coordinated to provide effective teacher and student support. Funds were used to support teacher growth and to provide time and professional development for staff in the most needed areas. CTTs are provided to intervene with students in Tier II & III during the school day. After school tutoring was available for Tier II and Tier III students.

APPENDIX A - Professional Development Plan

1.1

Teachers will participate in differentiated trainings on a literacy block that includes access to grade level and above instructional materials (Close Reads), independent reading plans, conferencing, specific vocabulary instruction, and comprehension strategies.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will participate in differentiated trainings on a literacy block that includes access to grade level and above instructional materials (Close Reads), independent reading plans, conferencing, and comprehension strategies. Teachers will utilize ST Math to increase math number sense and problem solving skills. Teachers will use Lexia Core5 for Tier II and Tier III students in reading. After school tutoring will be available for Tier II and Tier III students in reading and math using Lexia Core5, ST Math, and small group instruction.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development session provided by the District's Equity and Diversity Department.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Engage parents in understanding and tracking the progress of their children towards the accomplishment of their wide, independent prescriptive reading plans through Academic Parent Teacher Teams (APTT), parent conferences, goal setting/achievement forms and the Iverson Website.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Engage parents in understanding and tracking the progress of their children towards the accomplishment of their individual reading plans and math progress through community events, parent conferences, the Iverson Website, and trainings.

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 Grade 3 proficiency rates in reading.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in reading from 69.44% (2016) to 76% by 2018 as measured by state assessments.
- School will graduate MEGA level by having 100% of students (enrolled as of count day) graduating Reading Ranger levels at least one time and 75% of students meeting end of year target by May 2018.

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 participate in differentiated trainings on a literacy block that includes access to grade level and above instructional materials (Close Reads), independent reading plans, conferencing, specific vocabulary instruction, and comprehension strategies.	
Progress		N/A
Barriers		
Next Steps		
1.2	Engage parents in understanding and tracking the progress of their children towards the accomplishment of their wide, independent prescriptive reading plans through Academic Parent Teacher Teams (APTT), parent conferences, goal setting/achievement forms and the Iverson Website.	
Progress		N/A

Barriers		
Next Steps		
1.3	Teachers will continue to implement a literacy block that includes access to grade level and above instructional materials aligned with NVACS, independent reading plans, and explicit instruction in phonics, vocabulary, and comprehension strategies. CTTs provide additional intervention instruction to Tier II & III students during the school day.	N/A
Progress		
Barriers		
Next Steps		
1.4	After school tutoring will be provided to Tier II and Tier III reading using Lexia and small group instruction	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between the Overall School group and ethnic/racial subgroups in both reading and math.

Measurable Objective(s):

- Reduce the math proficiency gap between Iverson's Overall Group (44.64% proficient) and lowest performing ethnic/racial subgroups (Black: 29.41% proficient) from 15.23 percentage point gap to 10 percentage point gap by 2018 as measured by state assessments.
- Reduce the reading proficiency gap between Iverson's Overall group (64.22% proficient) and lowest performing ethnic/racial subgroup (Black: 50% proficient) from 14.22 percentage point gap to 10 percent point gap by increasing proficiency of the Black subgroup by 2018 as measured by state assessments.
- Reduce the reading and math proficiency gaps between students with no IEP and students with IEP. Reading gap will decrease from 22.9 percentage point difference to a 17 percentage point difference by increasing proficiency of students with IEPs by May 2018 as measured by state assessments. Math gap will decrease from 25.97 percentage point difference to a 20 percentage point difference by increasing proficiency of students with IEPs by May 2018 as measured by state 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 participate in differentiated trainings on a literacy block that includes access to grade level and above instructional materials (Close Reads), independent reading plans, conferencing, and comprehension strategies. Teachers will utilize ST Math to increase math number sense and problem solving skills. Teachers will use Lexia Core5 for Tier II and Tier III students in reading. After school tutoring will be available for Tier II and Tier III students in reading and math using Lexia Core5, ST Math, and small group instruction.	
Progress		
Barriers		
Next Steps		

2.2	Engage parents in understanding and tracking the progress of their children towards the accomplishment of their individual reading plans and math progress through community events, parent conferences, the Iverson Website, and trainings.	
Progress		
Barriers		
Next Steps		
2.3	Teachers will participate in differentiated trainings on a literacy block that includes access to grade level and above instructional materials (Close Reads), independent reading plans, conferencing, explicit vocabulary instruction and comprehension strategies.	
Progress		
Barriers		
Next Steps		
2.4	After school tutoring will be available for Tier II and Tier III students using Lexia, ST Math, and small group instruction.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase the percentage of school-based personnel trained in cultural competency.

Measurable Objective(s):

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2017-2018 school year as measured by sign-in sheets.

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 the District's Equity and Diversity Department.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

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