School Performance Plan

School Name

HEARD, LOMIE G. ES

Address (City, State, Zip Code, Telephone):

4497 KELL LANE

LAS VEGAS, NV 89115, 7027994920

Superintendent/Region Superintendent:	Jesus Jara / Deanna Jaskolski

For Implementation During The Following Years:	2020-2021

The Following MUST Be Completed:

Title I Status:	Served
Designation:	NA
Grade Level Served:	Elementary
Classification:	2 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
Faridy Canales Zavala	Parent	Rigoberto Rodriguez	Parent
Kristine Scott	Parent	Casey Korder	Teacher
Rebecca Mestaz	Principal	Trulie Cottman	Teacher
Andrea Priest	Instructional Assistant, SpEd		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Formative Assessments Practice	Time in ELL Program/Projected Time to Proficiency	Individualized Education Programs (IEP)
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:

Lomie G. Heard is a Title I Magnet school located on the east side of Las Vegas. All students apply to enter the school; 35% of students live within the attendance zone and 65% live outside the two-mile radius. The school's magnet theme is Robotics, Coding, Engineering, Performing Arts and Personalized Learning.

The student population has remained mostly consistent over the last three years. Enrollment for the 2019-20 school year is as follows: 75%, are Hispanic, with 11% Black/African American, 8% White, 2% Asian and 5% who identify as two or more ethnicities. 31% English Language Learner (ELL), 6% students with an Individual Education Plan (IEP), 1% students with a 504 Plan, and 100% Free and Reduced Lunch (FRL).

Lomie Heard conducted a data review with the leadership team, teachers, support staff and parents. Data was presented, analyzed and reviewed by the School Operation Team and at two Title I meetings with parents. Over fifty percent of our students (55%) met their projected MAP growth goals on both Math and Reading in the Winter 2020 MAP assessment. This represents an increase from the 2018-19 school year: 34% met goals in Winter 2019 MAP, and 55% met their goal in winter 2020; 42% met their Math goal in winter 2019 and 55% met their goal in winter 2020. Schoolwide students scoring at 61% and above dropped slightly in reading from 37% to 35%; math showed a slight increase from 28% to 30% in proficiency, Fall 2019 - Winter 2020. Winter 2020 MAP science proficiency scores were strong across all three grade levels with 42% of 3rd grade, 46% of 4th grade and 49% of 5th grade students scoring at/above 61%. Schoolwide writing performance task proficiency levels increased 18 percentage points since the beginning of the year from 3% proficient in October 2019 to 21% proficient in January 2020. Past academic performance: Lomie Heard ES opened as a new school in the 2016-17 school year. Star rating for the 2017-18 school year was two-star. While the school maintained a two-star status in 2018-19, the total index score fell 15 points, from 49.5 to 34.5 as reported on the Nevada School Performance Framework (NSPF). The decrease in NSPF points was observed most drastically in mathematics, with a 13.1% overall decline in proficiency. Mathematics proficiency fell from 43.2% in 2017-18 to 30.1% in 2018-19. English Language arts had a 7.0% decline in overall proficiency; ELA proficiency fell from 55.0% proficient in 2017-18 to 48.0% proficient in 2018-19. English Language Learner proficiency rates declined 3.7% between 2017-18 and 2018-19, with 19.1% proficient in 2017-18 to 15.4% proficient in 2018-19. The decrease can be attributed to high staff turnover, inadequate understanding of standards, and a lack of rigor and aligned instruction.

Positive Statements:

Schoolwide writing proficiency increased 18% points from 3% in October 2010 to 21% proficient in January 2020.

Winter 2020 MAP science proficiency scores: 42% of 3rd grade, 46% of 4th grade and 49% of 5th grade students scored at/above 61%.

First grade reading proficiency (at/above 61%) increased from 31% to 41% and math proficiency increased from 28% to 53% from fall 2019 to winter 2020.

Areas of Opportunity

Increasing proficiency in mathematics is a priority need. This is demonstrated by a 30% overall proficiency rate on the schoolwide winter 2020 MAP assessment. In addition, last year's data

showed a 13.1% overall decline in proficiency from 2017-18 to 2018-19. Mathematics proficiency rates fell from 43.2% in 2017-18 to 30.1% in 2018-19. This is an area identified by stakeholders as an area of concern. Differentiated instruction is ongoing, using MAP results as a starting point for differentiation, and weekly data analysis of student learning, weekly curriculum and collaborative assessment planning sessions, monthly sub release time for teachers to develop knowledge of standards and aligned instruction and planning are ongoing. Common prep times have been established to enable on-going collaboration among teachers. Weekly instructional walk-throughs followed by direct and specific feedback have been instituted. Weekly opportunities to view best practices within the school and at other schools are in place. Bi-weekly one-on-one data meetings focusing on on-going student achievement have been calendared for the year.

Increasing proficiency in reading is a priority need. This is demonstrated by a 35% overall proficiency rate on the schoolwide winter 2020 MAP assessment. In addition, last year's data showed a 7.0% decline in overall proficiency. ELA proficiency rates fell from 55.0% proficient in 2017-18 to 48.0% proficient in 2018-19. This is an area identified by stakeholders as an area of concern. A schoolwide focus on reading, writing and English language acquisition will continue to implemented. The SLG for all teachers is a written performance task that includes reading and writing. Calibrated rubric scoring of writing is ongoing, with monthly school-wide written performance tasks, and each grade level has identified target areas of improvement. A resource center with reading intervention materials has been created and small group targeted reading instructional groups are taking place with our most challenged readers.

Materials and resources for Intervention and standards-aligned instruction have been identified and are in use. Differentiated instruction is on-going, using MAP results as a starting point for differentiation, weekly data analysis of student learning, weekly curriculum and formative assessment planning sessions, monthly sub release time for teachers to develop knowledge of standards and aligned instruction and planning are in place. Common prep times have been established to enable on-going collaboration among teachers. Weekly instructional walkthroughs followed by direct and specific feedback are ongoing. Weekly opportunities to view best practices within the school and at other schools are in place. Bi-weekly one-on-one data meetings focusing on on-going student achievement have been calendared for the year.

A schoolwide focus on building EL academic discourse has begun, with four discourse pd sessions in process for the 2019-20 school year. Instructional round with teachers and leadership are being done throughout the year to identify progress with academic discourse and to identify next steps for growth. Eight teachers will attend the QTEL training in Spring 2020 and will become the core planning group for implementing school site best practices for developing proficiency with English Language learners. Long Term English Language learners have been identified and a plan for targeted intervention has been developed and will be initiated fall 2020 prior to the WIDA assessment. For the 2020-21 school year, QTEL training has been scheduled for all teachers to build capacity to effectively teach English Language Learners.

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 1:
During Distance Learning: Increase the number of students scoring at/above 61% on the Winter 2020 MAP test from 35% to 45% on the spring 2021 MAP assessment. If SBAC is available Spring 2021: Increase the percent of all students proficient in English Language Arts from 48 percent to 54 percent by Spring 2021 as measured by state summative assessments

Root Causes:
While there are pockets of excellence in each grade level, we have identified the following schoolwide trends in instruction and learning, evidenced by ongoing classroom walkthroughs, one-on-one conversations with teachers and the decline in SBAC, MAP, formative and summative assessment results: 1) Instruction is not consistently aligned to the standards, and is not consistently aligned to the appropriate depth of knowledge for each standard. 2) The sense of urgency to close the achievement gap and ensure all learners are at grade level in missing in some areas of instruction and learning as evidenced by use of class time, focused instruction, instructional activities and student time on task. 4) Inconsistent use of data analysis of student results to guide and change instruction and learning.

Measurable Objective 1:
Distance Learning: Increase the number of students scoring at/above 61% on the Winter 2020 MAP test from 35% to 45% on the spring 2021 MAP assessment.

Measurable Objective 2:
Distance Learning: Increase the number of standards-based, aligned & rigorous lessons observed during classroom instruction from 65%in Spring 2020, to 80% January 2021, to 95% by May 2021 as measured by the schoolwide classroom walkthrough tool. This can be done during Distance Learning, using a modified Digital Instruction Virtual Visit tool.

Measurable Objective 3:
Distance Learning: Increase the percent of students who are turning in work via Canvas (Digital LMS Platform) to 80% by January 2021 and to 95% by May 2021 as measured in Canvas.

Measurable Objective 4:
Distance Learning: Increase the percent of standards-based, rigorous instructional plans from 55% in Spring 2020, to 75% by January 2021 to 95% by May 2021 as measured by standards-based lesson plan rubric. This can be done during Distance Learning, using a modified Distance/Virtual Lesson Plan rubric.

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:	
Professional Development will be done via Google Meets during Distance Learning and will build teacher knowledge and implementation by doing the following virtual work: Develop deep level of understanding of the standards for each content area. Develop clear understanding of what the students must know and do to show mastery of each standard, and level of rigor required by each standard. Develop and refine rigorous, standards-based long range instructional plans, Collaboratively plan instructional units using long-range plans as a road map for instruction and learning. Develop a thorough understanding of Depth of Knowledge (DOK) and how to apply DOK knowledge to each standard in order to create effective and rigorous standards-based instruction and summative and formative assessments. Develop an in-depth understanding and ability to effectively analyze student learning data, including virtual learning, standards-based formative and summative assessment data, MAP, SBAC, WIDA and other sources of data as appropriate. QTEL professional development. ELL Department professional development on academic discourse, vocabulary and writing. Collaboratively engage in weekly virtual data analysis of standards-based student learning data; use the data each week to change instruction and improve student learning. Participate in virtual classroom visits to observe standards based, rigorous and aligned instruction. Collaboratively engage in virtual ongoing coaching-for-change conversations with strategists, administration and colleagues that are based on virtual classroom walkthrough evidence of standards-based, rigorous instruction and student engagement in the virtual/distance learning classroom.	Comprehensive 2020-21 Professional Development Plan that is based upon student learning data and Nevada state standards and modified to meet the needs of Distance/Virtual Learning. Professional Development Plan will include digital instruction tools such as: Go Guardian, Achieve 3000, Khan Academy, Discovery Ed, MAP Accelerator, Google Meets, NearPod, and others as needed. Nevada state standards, proficiency scales and learning targets. Standards-aligned instructional materials and assessments. District provided professional learning times and site funded professional development opportunities: i.e. sub-release, co-teaching, in-class & virtual support, and outside contract time collaboration time. People: Principal, strategists, teachers and outside consultants. Funding Sources: General Education, Title I, Title III & SB178 funds.	Agendas and Virtual Attendance/sign-in sheets from professional development. Standards-based lesson plans and assessments, virtual classroom observation data, virtual classroom walk-through and feedback data, notes from monthly virtual data conversations with each teacher. SBAC (if available Spring 2021), MAP, Canvas, and formative assessment student learning data, Teachers' virtual observation data.	Timeline is on-going throughout the 2020-21 school year, with weekly, monthly and semester checkpoints for monitoring and adjusting based upon virtual student learning data. Principal, strategists, teachers, and coaches from outside the school.	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:	

Families will be provided with on-going virtual opportunities through Social Media, Website, Class DoJo, Feedback Friday and other digital means to engage and participate in their child's learning through a variety of routes that develop Family-School Partnerships, including weekly Virtual Parent Ed classes offered by the school site, twice a month virtual family trainings with FACES, on-going Virtual Family Center meetings, virtual tech-center access and opportunities to engage through the school website's 'Real Time Q & A'. Communication opportunities with families include Canvas, IC parent portal, social media (Class DoJo, Facebook, Instagram, Twitter, LGH Website) virtual parent-teacher conferences, virtual SOT meetings, and daily Sunrise Celebration information.	Virtual training & presentation of digital academic resources for parents. Weekly hard copy (papers, workbooks, textbooks, reading books) of academic resources through Thursday Materials and Resources Curbside Pick-up, daily academic resources pick-up through the office, and on-going virtual curbside Library Book Checkout. Virtual Parental Trainings; and Weekly Virtual Academic family learning sessions for developing literacy, reading, writing, technology and Virtual Learning knowledge. Funding Sources: General Education, Title I, Title III & SB178 funds	Agendas & Virtual Attendance/sign-ins from virtual Family Center meetings, Weekly PD for Parents trainings, virtual parent- teacher conferences, virtual after-school academic nights, SOT & Title I virtual meetings. Monthly analysis of attendance and feedback from participants, frequency, assessing virtual availability & access to events, input from families, and monthly virtual Feedback Friday data.	Ongoing analysis of virtual participation and monthly Friday Feedback data, with monthly and semester check points to analyze information and make adjustments. Principal, magnet coordinator, counselor, coaches, teachers and support staff.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Identify schoolwide virtual instructional programs for each content area: ELA, Writing, Phonics, Social Studies, Math and Science. Provide on-going training, over the shoulder coaching, modeling and best practice sharing for each of the identified digital learning programs and tools. Distance Learning resources: NearPod, Google Meets, Discovery Education Achieve 3000, MAP Accelerator, Khan Academy, Generation Genius, Freckle, and others as identified during the course of the 2020-21 school year. Develop rigorous, standards based, long range instructional plans for each content area. Develop aligned instructional plans, materials and activities for each learning target. Align all core content and digital learning programs to the Nevada State Standards. Develop aligned pre/formative/summative assessments for each learning target. Develop aligned digital resources (pre/formative/summative assessments, instruction and activities) for each standard. Modify as needed for Distance/Virtual Learning.	Comprehensive 2020-21 professional development plans (modified to meet the needs of Distance/Virtual Learning) will be developed for each content area: ELA, Math, Science & Social Studies. Nevada state standards and proficiency scales/learning targets will be used to drive the focus of the curriculum development, resulting in rigorous Standards-based instructional planning and assessments in all subject areas/grade levels. All materials will be aligned to the standards pacing guide. This will be done through district provided professional learning times and site funded professional development opportunities: i.e. sub- release, co-teaching, in-class virtual support, and outside contract time collaboration. Funding: General Education, Title I, Title III & SB178 funds.	Agendas and Virtual Attendance sign-ins for curriculum development times. Virtual lesson plans and assessments that directly align to the Nevada State Standards and the proficiency scale learning targets. Virtual Unit and lesson plans that include core content and digital learning programs that align to the standards. MAP results for grades one through five: fall, winter & spring, SBAC results (if available) for grades three through five. WIDA results for grades one through five. Bi-weekly student virtual learning target progress monitoring. Canvas student work monitored, assessed and results used to change instruction and learning plans.	Timeline is on-going throughout the 2020-21 school year, with weekly, monthly and semester checkpoints for monitoring and adjusting based upon virtual student learning data. Principal, strategists, teachers, and coaches from outside the school. Monthly review of curriculum and instructional plan and the implementation in the virtual classroom. In-depth mid-year review and revision of the comprehensive curriculum development work, student learning data and MAP assessments to ensure the identified curriculum is having the intended impact upon student learning in distance learning.	N/A

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 2:
During Distance Learning: Increase the number of students scoring at/above 61% on the Winter 2020 MAP test from 30% to 40% on the spring 2021 MAP assessment. If SBAC is available Spring 2021: Increase the percent of all students proficient in Mathematics from 30 percent to 37 percent by 2021 as measured by state summative assessments

Root Causes:
While there are pockets of excellence in each grade level, we have identified the following schoolwide trends in instruction and learning, evidenced by ongoing classroom walkthroughs, one-on-one conversations with teachers and the decline in SBAC, MAP, formative and summative assessment results: 1) Instruction is not consistently aligned to the standards, and is not consistently aligned to the appropriate depth of knowledge for each standard. 2) The sense of urgency to close the achievement gap and ensure all learners are at grade level in missing in some areas of instruction and learning as evidenced by use of class time, focused instruction, instructional activities and student time on task. 4) Inconsistent use of data analysis of student results to guide and change instruction and learning.

Measurable Objective 1:
Distance Learning: Increase the number of students scoring at/above 61% on the Winter 2020 MAP test from 30% to 40% on the spring 2021 MAP assessment.

Measurable Objective 2:
Distance Learning: Increase the number of standards-based, aligned & rigorous lessons observed during classroom instruction from 65% to 80% to 95% by May 2021 as measured by the schoolwide classroom walkthrough tool. This can be done during Distance Learning, using a modified Digital Instruction Virtual Visit tool.

Measurable Objective 3:
Distance Learning: Increase the percent of students who are turning in work via Canvas (Digital LMS Platform) to 80% by January 2021 and to 95% by May 2021 as measured by the digital LMS Canvas.

Measurable Objective 4:
Distance Learning: Increase the percent of standards-based, rigorous instructional plans from 55% to 75% to 95% by May 2021 as measured by standards-based lesson plan rubric. This can be done during Distance Learning, using a modified Distance/Virtual Lesson Plan rubric.

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:	
Professional Development will be done via Google Meets during Distance Learning and will build teacher knowledge and implementation by doing the following virtual work: Develop deep level of understanding of the standards for each content area. Develop clear understanding of what the students must know and do to show mastery of each standard, and level of rigor required by each standard. Develop and refine rigorous, standards-based long range instructional plans, Collaboratively plan instructional units using long-range plans as a road map for instruction and learning. Develop a thorough understanding of Depth of Knowledge (DOK) and how to apply DOK knowledge to each standard in order to create effective and rigorous standards-based instruction and summative and formative assessments. Develop an in-depth understanding and ability to effectively analyze student learning data, including virtual learning, standards-based formative and summative assessment data, MAP, SBAC, WIDA and other sources of data as appropriate. QTEL professional development. ELL Department professional development on academic discourse, vocabulary and writing. Collaboratively engage in weekly virtual data analysis of standards-based student learning data; use the data each week to change instruction and improve student learning. Participate in virtual classroom visits to observe standards based, rigorous and aligned instruction. Collaboratively engage in virtual ongoing coaching-for-change conversations with strategists, administration and colleagues that are based on virtual classroom walkthrough evidence of standards-based, rigorous instruction and student engagement in the virtual/distance learning classroom.	Comprehensive 2020-21 Professional Development Plan that is based upon student learning data and Nevada state standards and modified to meet the needs of Distance/Virtual Learning. Professional Development Plan will include digital instruction tools such as: Go Guardian, Achieve 3000, Khan Academy, Discovery Ed, MAP Accelerator, Google Meets, NearPod, and others as needed. Nevada state standards, proficiency scales and learning targets. Standards-aligned instructional materials and assessments. District provided professional learning times and site funded professional development opportunities: i.e. sub-release, co-teaching, in-class & virtual support, and outside contract time collaboration time. People: Principal, strategists, teachers and outside consultants. Funding Sources: General Education, Title I, Title III & SB178 funds.	Agendas and Virtual Attendance/sign-in sheets from professional development. Standards-based lesson plans and assessments, virtual classroom observation data, virtual classroom walk-through and feedback data, notes from monthly virtual data conversations with each teacher. SBAC (if available Spring 2021), MAP, Canvas, and formative assessment student learning data, Teachers' virtual observation data.	Timeline is on-going throughout the 2020-21 school year, with weekly, monthly and semester checkpoints for monitoring and adjusting based upon student learning data. Principal, assistant principal, strategists, teachers, and coaches from outside the school.	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:	

Families will be provided with on-going virtual opportunities through Social Media, Website, Class DoJo, Feedback Friday and other digital means to engage and participate in their child's learning through a variety of routes that develop Family-School Partnerships, including weekly Virtual Parent Ed classes offered by the school site, twice a month virtual family trainings with FACES, on-going Virtual Family Center meetings, virtual tech-center access and opportunities to engage through the school website's 'Real Time Q & A'. Communication opportunities with families include Canvas, IC parent portal, social media (Class DoJo, Facebook, Instagram, Twitter, LGH Website) virtual parent-teacher conferences, virtual SOT meetings, and daily Sunrise Celebration information.	Virtual training & presentation of digital academic resources for parents. Weekly hard copy (papers, workbooks, textbooks, reading books) of academic resources through Thursday Materials and Resources Curbside Pick-up, daily academic resources pick-up through the office, and on-going virtual curbside Library Book Checkout. Virtual Parental Trainings; and Weekly Virtual Academic family learning sessions for developing literacy, reading, writing, technology and Virtual Learning knowledge. Funding Sources: General Education, Title I, Title III & SB178 funds	Agendas & Virtual Attendance/sign-ins from virtual Family Center meetings, Weekly PD for Parents trainings, virtual parent- teacher conferences, virtual after-school academic nights, SOT & Title I virtual meetings. Monthly analysis of attendance and feedback from participants, frequency, assessing virtual availability & access to events, direct input from families, and monthly virtual Feedback Friday data.	Ongoing analysis of virtual participation and monthly Friday Feedback data, with monthly and semester check points to analyze information and make adjustments. Principal, magnet coordinator, counselor, coaches, teachers and support staff.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Identify schoolwide virtual instructional programs for each content area: ELA, Writing, Phonics, Social Studies, Math and Science. Provide on-going training, over the shoulder coaching, modeling and best practice sharing for each of the identified digital learning programs and tools. Distance Learning resources: NearPod, Google Meets, Discovery Education Achieve 3000, MAP Accelerator, Khan Academy, Generation Genius, Freckle, and others as identified during the course of the 2020-21 school year. Develop rigorous, standards based, long range instructional plans for each content area. Develop aligned instructional plans, materials and activities for each learning target. Align all core content and digital learning programs to the Nevada State Standards. Develop aligned pre/formative/summative assessments for each learning target. Develop aligned digital resources (pre/formative/summative assessments, instruction and activities) for each standard. Modify as needed for Distance/Virtual Learning.	Comprehensive 2020-21 professional development plans (modified to meet the needs of Distance/Virtual Learning) will be developed for each content area: ELA, Math, Science & Social Studies. Nevada state standards and proficiency scales/learning targets will be used to drive the focus of the curriculum development, resulting in rigorous Standards-based instructional planning and assessments in all subject areas/grade levels. All materials will be aligned to the standards pacing guide. This will be done through district provided professional learning times and site funded professional development opportunities: i.e. sub- release, co-teaching, in-class virtual support, and outside contract time collaboration. Funding: General Education, Title I, Title III & SB178 funds.	Agendas and Virtual Attendance sign-ins for curriculum development times. Virtual lesson plans and assessments that directly align to the Nevada State Standards and the proficiency scale learning targets. Virtual Unit and lesson plans that include core content and digital learning programs that align to the standards. MAP results for grades one through five: fall, winter & spring, SBAC results (if available) for grades three through five. WIDA results for grades one through five. Bi-weekly student virtual learning target progress monitoring. Canvas student work monitored, assessed and results used to change instruction and learning plans.	Timeline is on-going throughout the 2020-21 school year, with weekly, monthly and semester checkpoints for monitoring and adjusting based upon virtual student learning data. Principal, strategists, teachers, and coaches from outside the school. Monthly review of curriculum and instructional plan and the implementation in the virtual classroom. In-depth mid-year review and revision of the comprehensive curriculum development work, student learning data and MAP assessments to ensure the identified curriculum is having the intended impact upon student learning in distance learning.	N/A

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	☐ General Education	☐ FRL	☐ ELL	☐ IEP	☐ Other

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

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)
Title III	14,850.00	Professional Development, Distance Learning Strategies, Resources and Materials, and Technology to Support English Language Learners.	Goals 1 and 2
SB 178	283,200	Increase student achievement in reading, writing and mathematics, by understanding and utilizing Distance Learning strategies.	Goals 1 and 2
Title I	236,550	Professional Development that includes Blended Learning, Distance/Virtual Learning strategies and Instructional Support for Students, Virtual Teacher Coaching, Virtual Family Engagement & Training, Resources and Materials to Supplement Blended Learning.	Goals 1 and 2
General Fund	3,051,910.00	Administrators, Licensed Staff, Support Professionals, Office Staff, General Supplies and Services, Professional Development for Blended Learning in the Distance Learning environment, Virtual Family Engagement, and Technology use in Distance/Virtual learning.	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.
To attract effective, highly qualified facilitators we support teachers with differentiated professional development based on national instructional research models, by individualizing PD that is relevant to their experience, personal goals and site objectives. Our leadership team is committed to supporting teachers within their classroom, and provide multiple opportunities each month for collaboration, reflection and positive affirmation. Potential teachers are interviewed by admin and the grade level team who serve on the interview committee. If candidates are local, site visits are conducted to gain further information in the interview process. To be proactive, we participate in the Appendix A Early Hiring and Transfer Season and email potential candidates to provide a snapshot of the school.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.
We provide on-going family academic events and opportunities to build and support the home/school connection. We host Family Learning Seminars at least once each month. We partner with FACES to provide leaning opportunities and the presentations are presented in English and Spanish. All written communication from the school goes out in English and Spanish. Our facilitators use a family communication tool, DoJo, to communicate with families on a weekly and sometimes daily basis. These electronic communication tools can be done in English and Spanish. Parents have access to the Empower recording and reporting system which provides learning progress information on a real-time basis. Our office team is bilingual and continuously provides translation services for all families. Individual student levels of performance are shared during parent facilitator conferences and progress reports, with translation services provided as needed.

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.).
For our first-grade transition and for families new to Lomie Heard, we host a Day of Welcome for incoming learners to be held before school begins. We provide a Back to School Night Training for all families to meet new teachers and to see the learning expectations for the year. As a magnet school, we provide on-going tours for prospective parents and learners to see our Learning in Action. We work closely with Magnet Middle School programs, assisting parents with applications and answering questions about course offerings. We participate in field trips to Magnet Middle Schools and partner with the counselor from our Zone school to provide a transition bridge into Monaco Middle School. Our transition plan includes our Learners as Leaders in the Transition & Onboarding process, with learner mentors and team building opportunities for our incoming magnet students. In addition, we continue to build a digital library of Transition videos and electronic learning opportunities for our new learners and families.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
Facilitators are included in decisions regarding the use of academic assessments through weekly Data Analysis Monday meetings, Standards-based Planning Thursdays, monthly Curriculum, Instruction and Assessment 1-day planning sessions, monthly feedback opportunities and ongoing one-on-one data conversations with administration. Members of the leadership team meet regularly with grade level content areas to analyze data to guide the instruction, answer questions, and reflect on assessment practices. Our assessments are based on the state standards and include pre-assessments, formative and summative assessments to guide the learning and instruction. Facilitators are included in discussions and decisions on which assessment tools are used for progress monitoring, and placement in flexible instructional groupings.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts
Our combined funding sources are delegated to meet learner improvement goals. Our team and parents provide input as to how interventions are selected to support student learning goals through SOT and Title I meetings. All funding sources work together to support the Lomie G. Heard School Performance Plan. These funding sources include the Strategic Budget, Magnet, Title I, Title III and SB 178 funds. The majority of the funds are used for personnel and instructional materials for learners; professional learning opportunities and standards based collaborative planning for teachers.

Plan for improving the school climate

Goal:
Increase the percentage of all students' cultural competency and equity survey results from 65% to 74% by spring 2021, as measured by the Culturally Inclusive School Analysis Survey.

Action Plan: How will this plan improve the school climate?
Ongoing implementation of the CCSD Strategic Prevention Model, in collaboration with Equity and Diversity Department Strategic Prevention Model Professional Learning Plan: Session I: Establish a Leadership Liaison Team Session II: Establish a Leadership Liaison Team Part II Session III: Equity in Education Session IV: Unconscious Bias Session V: Equity Walk and Action Plans Session VI: Action Plan Session VII and VIII: Equity Framework for Culturally and Linguistically Inclusive Teaching and Learning (Equity and Diversity Education, 2019) Book Study: Culturally Responsive Teaching and the Brain (Hammond, 2015) Book Study: Blind Spot: Hidden Biases of Good People (Banaji, 2016) Anti-Defamation League: Anti-Bias Education Family and Community Engagement Services: University of Family Learning

Monitoring Plan: How will you track the implementation of this plan?
Monthly Instructional Rounds identifying target implementation items. Monthly Analysis of culture and climate data: student, family and staff. CISA Survey Results: Fall 2020 and Spring 2021. Monthly data analysis, identify trends and make changes based upon the information.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?
End of the Year Post Assessment School-wide Equity, Inclusion and Cultural Competency CISA Survey Spring 2021 Interviews with students, parents and staff Observations Instructional Round data

APPENDIX A - Professional Development Plan

1.1
Professional Development will be done via Google Meets during Distance Learning and will build teacher knowledge and implementation by doing the following virtual work: Develop deep level of understanding of the standards for each content area. Develop clear understanding of what the students must know and do to show mastery of each standard, and level of rigor required by each standard. Develop and refine rigorous, standards-based long range instructional plans, Collaboratively plan instructional units using long-range plans as a road map for instruction and learning. Develop a thorough understanding of Depth of Knowledge (DOK) and how to apply DOK knowledge to each standard in order to create effective and rigorous standards-based instruction and summative and formative assessments. Develop an in-depth understanding and ability to effectively analyze student learning data, including virtual learning, standards-based formative and summative assessment data, MAP, SBAC, WIDA and other sources of data as appropriate. QTEL professional development. ELL Department professional development on academic discourse, vocabulary and writing. Collaboratively engage in weekly virtual data analysis of standards-based student learning data; use the data each week to change instruction and improve student learning. Participate in virtual classroom visits to observe standards based, rigorous and aligned instruction. Collaboratively engage in virtual ongoing coaching-for-change conversations with strategists, administration and colleagues that are based on virtual classroom walkthrough evidence of standards-based, rigorous instruction and student engagement in the virtual/distance learning classroom.

Goal 1 Additional PD Action Step (Optional)

2.1
Professional Development will be done via Google Meets during Distance Learning and will build teacher knowledge and implementation by doing the following virtual work: Develop deep level of understanding of the standards for each content area. Develop clear understanding of what the students must know and do to show mastery of each standard, and level of rigor required by each standard. Develop and refine rigorous, standards-based long range instructional plans, Collaboratively plan instructional units using long-range plans as a road map for instruction and learning. Develop a thorough understanding of Depth of Knowledge (DOK) and how to apply DOK knowledge to each standard in order to create effective and rigorous standards-based instruction and summative and formative assessments. Develop an in-depth understanding and ability to effectively analyze student learning data, including virtual learning, standards-based formative and summative assessment data, MAP, SBAC, WIDA and other sources of data as appropriate. QTEL professional development. ELL Department professional development on academic discourse, vocabulary and writing. Collaboratively engage in weekly virtual data analysis of standards-based student learning data; use the data each week to change instruction and improve student learning. Participate in virtual classroom visits to observe standards based, rigorous and aligned instruction. Collaboratively engage in virtual ongoing coaching-for-change conversations with strategists, administration and colleagues that are based on virtual classroom walkthrough evidence of standards-based, rigorous instruction and student engagement in the virtual/distance learning classroom.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2
Families will be provided with on-going virtual opportunities through Social Media, Website, Class DoJo, Feedback Friday and other digital means to engage and participate in their child's learning through a variety of routes that develop Family-School Partnerships, including weekly Virtual Parent Ed classes offered by the school site, twice a month virtual family trainings with FACES, on-going Virtual Family Center meetings, virtual tech-center access and opportunities to engage through the school website's 'Real Time Q & A'. Communication opportunities with families include Canvas, IC parent portal, social media (Class DoJo, Facebook, Instagram, Twitter, LGH Website) virtual parent-teacher conferences, virtual SOT meetings, and daily Sunrise Celebration information.

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

2.2
Families will be provided with on-going virtual opportunities through Social Media, Website, Class DoJo, Feedback Friday and other digital means to engage and participate in their child's learning through a variety of routes that develop Family-School Partnerships, including weekly Virtual Parent Ed classes offered by the school site, twice a month virtual family trainings with FACES, on-going Virtual Family Center meetings, virtual tech-center access and opportunities to engage through the school website's 'Real Time Q & A'. Communication opportunities with families include Canvas, IC parent portal, social media (Class DoJo, Facebook, Instagram, Twitter, LGH Website) virtual parent-teacher conferences, virtual SOT meetings, and daily Sunrise Celebration information.

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:
During Distance Learning: Increase the number of students scoring at/above 61% on the Winter 2020 MAP test from 35% to 45% on the spring 2021 MAP assessment. If SBAC is available Spring 2021: Increase the percent of all students proficient in English Language Arts from 48 percent to 54 percent by Spring 2021 as measured by state summative assessments

Measurable Objective(s):
- Distance Learning: Increase the number of students scoring at/above 61% on the Winter 2020 MAP test from 35% to 45% on the spring 2021 MAP assessment.
- Distance Learning: Increase the number of standards-based, aligned & rigorous lessons observed during classroom instruction from 65%in Spring 2020, to 80% January 2021, to 95% by May 2021 as measured by the schoolwide classroom walkthrough tool. This can be done during Distance Learning, using a modified Digital Instruction Virtual Visit tool.
- Distance Learning: Increase the percent of students who are turning in work via Canvas (Digital LMS Platform) to 80% by January 2021 and to 95% by May 2021 as measured in Canvas.
- Distance Learning: Increase the percent of standards-based, rigorous instructional plans from 55% in Spring 2020, to 75% by January 2021 to 95% by May 2021 as measured by standards-based lesson plan rubric. This can be done during Distance Learning, using a modified Distance/Virtual Lesson Plan rubric.

Status
N/A

Comments:

1.1 Professional Development:
1.2 Family Engagement:
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year	End-of-Year
1.1	Professional Development will be done via Google Meets during Distance Learning and will build teacher knowledge and implementation by doing the following virtual work: Develop deep level of understanding of the standards for each content area. Develop clear understanding of what the students must know and do to show mastery of each standard, and level of rigor required by each standard. Develop and refine rigorous, standards-based long range instructional plans, Collaboratively plan instructional units using long-range plans as a road map for instruction and learning. Develop a thorough understanding of Depth of Knowledge (DOK) and how to apply DOK knowledge to each standard in order to create effective and rigorous standards-based instruction and summative and formative assessments. Develop an in-depth understanding and ability to effectively analyze student learning data, including virtual learning, standards-based formative and summative assessment data, MAP, SBAC, WIDA and other sources of data as appropriate. QTEL professional development. ELL Department professional development on academic discourse, vocabulary and writing. Collaboratively engage in weekly virtual data analysis of standards-based student learning data; use the data each week to change instruction and improve student learning. Participate in virtual classroom visits to observe standards based, rigorous and aligned instruction. Collaboratively engage in virtual ongoing coaching-for-change conversations with strategists, administration and colleagues that are based on virtual classroom walkthrough evidence of standards-based, rigorous instruction and student engagement in the virtual/distance learning classroom.	
Progress		

Barriers		
Next Steps		
1.2	Families will be provided with on-going virtual opportunities through Social Media, Website, Class DoJo, Feedback Friday and other digital means to engage and participate in their child's learning through a variety of routes that develop Family-School Partnerships, including weekly Virtual Parent Ed classes offered by the school site, twice a month virtual family trainings with FACES, on-going Virtual Family Center meetings, virtual tech-center access and opportunities to engage through the school website's 'Real Time Q & A'. Communication opportunities with families include Canvas, IC parent portal, social media (Class DoJo, Facebook, Instagram, Twitter, LGH Website) virtual parent-teacher conferences, virtual SOT meetings, and daily Sunrise Celebration information.	
Progress		
Barriers		
Next Steps		
1.3	Identify schoolwide virtual instructional programs for each content area: ELA, Writing, Phonics, Social Studies, Math and Science. Provide on-going training, over the shoulder coaching, modeling and best practice sharing for each of the identified digital learning programs and tools. Distance Learning resources: NearPod, Google Meets, Discovery Education Achieve 3000, MAP Accelerator, Khan Academy, Generation Genius, Freckle, and others as identified during the course of the 2020-21 school year. Develop rigorous, standards based, long range instructional plans for each content area. Develop aligned instructional plans, materials and activities for each learning target. Align all core content and digital learning programs to the Nevada State Standards. Develop aligned pre/formative/summative assessments for each learning target. Develop aligned digital resources (pre/formative/summative assessments, instruction and activities) for each standard. Modify as needed for Distance/Virtual Learning.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		

Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
During Distance Learning: Increase the number of students scoring at/above 61% on the Winter 2020 MAP test from 30% to 40% on the spring 2021 MAP assessment. If SBAC is available Spring 2021: Increase the percent of all students proficient in Mathematics from 30 percent to 37 percent by 2021 as measured by state summative assessments

Measurable Objective(s):
* Distance Learning: Increase the number of students scoring at/above 61% on the Winter 2020 MAP test from 30% to 40% on the spring 2021 MAP assessment.
* Distance Learning: Increase the number of standards-based, aligned & rigorous lessons observed during classroom instruction from 65% to 80% to 95% by May 2021 as measured by the schoolwide classroom walkthrough tool. This can be done during Distance Learning, using a modified Digital Instruction Virtual Visit tool.
* Distance Learning: Increase the percent of students who are turning in work via Canvas (Digital LMS Platform) to 80% by January 2021 and to 95% by May 2021 as measured by the digital LMS Canvas.
* Distance Learning: Increase the percent of standards-based, rigorous instructional plans from 55% to 75% to 95% by May 2021 as measured by standards-based lesson plan rubric. This can be done during Distance Learning, using a modified Distance/Virtual Lesson Plan rubric.

Status
N/A

Comments:

2.1 Professional Development:
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

		Mid-Year	End-of-Year
2.1		Professional Development will be done via Google Meets during Distance Learning and will build teacher knowledge and implementation by doing the following virtual work: Develop deep level of understanding of the standards for each content area. Develop clear understanding of what the students must know and do to show mastery of each standard, and level of rigor required by each standard. Develop and refine rigorous, standards-based long range instructional plans, Collaboratively plan instructional units using long-range plans as a road map for instruction and learning. Develop a thorough understanding of Depth of Knowledge (DOK) and how to apply DOK knowledge to each standard in order to create effective and rigorous standards-based instruction and summative and formative assessments. Develop an in-depth understanding and ability to effectively analyze student learning data, including virtual learning, standards-based formative and summative assessment data, MAP, SBAC, WIDA and other sources of data as appropriate. QTEL professional development. ELL Department professional development on academic discourse, vocabulary and writing. Collaboratively engage in weekly virtual data analysis of standards-based student learning data; use the data each week to change instruction and improve student learning. Participate in virtual classroom visits to observe standards based, rigorous and aligned instruction. Collaboratively engage in virtual ongoing coaching-for-change conversations with strategists, administration and colleagues that are based on virtual classroom walkthrough evidence of standards-based, rigorous instruction and student engagement in the virtual/distance learning classroom.	
Progress			

Barriers		
Next Steps		
2.2	Families will be provided with on-going virtual opportunities through Social Media, Website, Class DoJo, Feedback Friday and other digital means to engage and participate in their child's learning through a variety of routes that develop Family-School Partnerships, including weekly Virtual Parent Ed classes offered by the school site, twice a month virtual family trainings with FACES, on-going Virtual Family Center meetings, virtual tech-center access and opportunities to engage through the school website's 'Real Time Q & A'. Communication opportunities with families include Canvas, IC parent portal, social media (Class DoJo, Facebook, Instagram, Twitter, LGH Website) virtual parent-teacher conferences, virtual SOT meetings, and daily Sunrise Celebration information.	
Progress		
Barriers		
Next Steps		
2.3	Identify schoolwide virtual instructional programs for each content area: ELA, Writing, Phonics, Social Studies, Math and Science. Provide on-going training, over the shoulder coaching, modeling and best practice sharing for each of the identified digital learning programs and tools. Distance Learning resources: NearPod, Google Meets, Discovery Education Achieve 3000, MAP Accelerator, Khan Academy, Generation Genius, Freckle, and others as identified during the course of the 2020-21 school year. Develop rigorous, standards based, long range instructional plans for each content area. Develop aligned instructional plans, materials and activities for each learning target. Align all core content and digital learning programs to the Nevada State Standards. Develop aligned pre/formative/summative assessments for each learning target. Develop aligned digital resources (pre/formative/summative assessments, instruction and activities) for each standard. Modify as needed for Distance/Virtual Learning.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		

Barriers	
Next Steps	

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status
N/A

Comments:

3.1 Professional Development:
3.2 Family Engagement:
3.3 Curriculum/Instruction/Assessment:
3.4 Other:

	Mid-Year	End-of-Year	
3.1			
Progress			
Barriers			
Next Steps			
3.2			
Progress			
Barriers			

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