

# 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: 2021-2022

**The Following MUST Be Completed:**

<b>Title I Status:</b>	Served
<b>Designation:</b>	NA
<b>Grade Level Served:</b>	Elementary
<b>Classification:</b>	2 Star
<b>NCCAT-S:</b>	Not Required

<b>*1 and 2 Star Schools Only:</b>	Please ensure that the following documents will be available upon request	<input checked="" type="checkbox"/> Use of Core Instructional Materials	<input checked="" type="checkbox"/> Scheduling	<input checked="" type="checkbox"/> Model School Visits
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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
Hilda Aguirre	Office Manager		

**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; 37% of students live within the attendance zone and 63% live outside the two-mile radius. 49% of our students are eligible for transportation within the Magnet transportation zone. The school's Magnet theme is Robotics, Coding, Engineering, and Personalized Learning.

The student population has remained consistent at 740 for the past four years. Student ethnicity for the 2020-21 school year is as follows: 68.27%, are Hispanic, with 20.68% Black/African American, 6.23% Caucasian, 0.85% Asian and 3.97% who identify as Multiracial. There are 30.31% English Language Learners (ELL), 10.76% students with an Individual Education Plan (IEP), 7.37% 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, during Title I parent meetings, and by the Lomie Heard staff.

Schoolwide, students who met projected Map growth goals in Winter 2021: 34.7% of Kindergarten through fifth grade students met both their Math and Reading Growth Goals in winter 2021 MAP assessments. 32% of total student population met their growth goals in Math and 37% of our students met their Reading growth goal. This data represents a decrease from the Winter 2020 Map Assessment: 2020 data; 49.2% (vs. 34.7%) of all students met both reading and math growth goals, and 55% (vs. 32%) met their Math growth goal and 44% (vs. 37%) met their Reading growth goal.

Comparisons between Winter 2020 and 2021 students scoring overall at 61% and above maintained consistent with 35.4% 2021 vs. 35.8% in 2020. Schoolwide math scores of 61% and above increased slightly in math from 31% to 33% and reading showed a slight increase from 35% to 38% in the 61% and above category.

Schoolwide, students scoring at 25% and below remained consistent between Winter 2020 and 2021. Overall percentage scoring 25% and below showed a slight decrease to 70.9% in 2021 from 73.3% in 2020. Schoolwide math scores of 25% and below decreased very slightly from 71% in 2020 to 70% in 2021; reading percentages remained consistent at 72% in Winter 2020 and 2021.

Lomie Heard's overall attendance rate is 97% and chronic absenteeism is 6.79%. Behavioral incidences for 2020-21 have been minimal.

Schoolwide writing and math performance task student growth increased 52% (361 out of 711 students demonstrated growth between Fall 2020 and Winter 2021. Overall proficiency levels increased from 7% in Fall 2020 to 19% in January 2021.

**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:

- Lomie Heard's overall attendance rate is 97% and chronic absenteeism is 6.79%.
- Schoolwide writing and math performance task student growth increased 52%, i.e., 361 out of 711 students demonstrated growth between Fall 2020 and Winter 2021
- Lomie Heard did not see a decrease in the percentage of students scoring at/above 61 percentiles in Winter 2021 MAP results: data remained consistent with 35.4% 2021 vs. 35.8% in 2020. Schoolwide math scores of 61% and above increased slightly in math from 31% to 33% and reading showed a slight increase from 35% to 38% in the 61% and above category.
- Schoolwide results in MAP data for students scoring at 25% and below did not increase between Winter 2020 and 2021: the data showed a slight decrease to 70.9% in 2021 from 73.3% in 2020. Schoolwide math scores of 25% and below decreased very slightly from 71% in 2020 to 70% in 2021; reading percentages remained consistent at 72% in Winter 2020 and 2021.
- 46% of fifth grade students met their projected MAP goal from Fall 2020 to Winter 2021.

#### Areas of Opportunity

##### Comprehensive Needs Assessment

Through the needs assessment conversation and analysis of data, Lomie Heard ES determined the needs previously identified during the full needs assessment conducted during the 2019-20 school year still exist. Action steps will remain the same, as data suggests improvements are beginning to emerge, and more time is needed to fully resolve the priority needs.

Increasing proficiency in mathematics is a priority need. This is demonstrated by a 33% overall proficiency rate (at/above 61%) on the schoolwide winter 2021 MAP assessment. In addition, previous 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.

A schoolwide focus on building mathematical concepts and algorithm competence, as well as the ability to explain and defend answers during performance tasks has begun and will continue through 2021-22. 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 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 38% overall proficiency rate (at/above 61%) on the schoolwide winter 2021 MAP assessment. In addition, previous 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 be 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 walk-throughs followed by direct and specific feedback are ongoing. Weekly opportunities to view best practices within the school 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 English Language Acquisition instructional skills has begun, with an extensive professional development plan with QTEL for the 2021-22 school year. Multiple teachers will attend the QTEL training in Summer 2021 and will become the core planning group for implementing school site best practices to build capacity to effectively teach English Language Learners and develop language 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 2022.

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

<b>Based on the CNA, identify all that apply:</b>	<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:**

Priority Need Increase the number of students scoring at/above 61% in Reading on the Winter 2021 MAP test from 33% to 44% on the spring 2022 MAP assessment. Increase the percent of all students proficient in English Language Arts from 48% to 58% by Spring 2022 as measured by SBAC/state summative assessments.

**Root Causes:**

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:**

1) Increase the number of students scoring at/above 61% on the Winter 2021 MAP reading test from 33% to 44% on the spring 2022 MAP assessment.

**Measurable Objective 2:**

2) Increase the number of students scoring Proficient on the schoolwide ELA SLG from 19% to 44%.

**Measurable Objective 3:**

3) Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from 37% (Winter 2021) to 57% (Spring 2022) as measured by MAP Growth Assessments.

<b>Monitoring Status</b>
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
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>  Yes	<b>NCCAT-S Indicators:</b>	

<p>On-going Professional Development that will build teacher knowledge and instructional capacity: 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. Develop deep level of understanding of English Language Acquisition instructional standards and implement into lesson plans and instructions, through QTEL professional development 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 classroom visits to observe standards based, rigorous and aligned instruction. Collaboratively engage in 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.</p>	<p>Comprehensive 2021-22 ELA &amp; English Language Acquisition Professional Learning Plan. Nevada state standards, proficiency scales and learning targets. Standards-aligned instructional materials and assessments. Research and standards-based intervention program materials. Research and standards-based digital learning programs. District provided professional learning times and site funded professional development opportunities: pre-service work time, sub-release time, co-teaching, in-class support, and outside contract time collaboration time. ELA &amp; EL Intervention Strategist: provide individualized coaching, co-teaching, collaborative planning and direct instruction for students People: Principal, strategists, teachers, ELL Department coaches, QTEL trainers. Funding Sources: General Education, Title I, Title III &amp; Academic Support funds.</p>	<p>Comprehensive 2021-22 ELA &amp; English Language Acquisition Professional Learning Plan. Agendas and Attendance from professional development. Standards-based lesson plans and assessments, classroom observation data, classroom walk-through and feedback data, and notes from monthly data conversations with each teacher. SBAC, MAP, Canvas, and formative assessment student learning data, Teachers' classroom observation data.</p>	<p>Timeline is on-going throughout the 2021-22 school year: June 2021 – May 2022 Implement the Professional Development Plan. Check and adjust plan after each MAP assessment, based upon student learning data. Bi-Weekly meetings (strategists, team leaders, administration) to organize and analyze data gathered from observations, walk-throughs, lesson plans, coaching conversations, and student data. ELA &amp; EL Intervention Strategist: Gather student data, classroom walkthrough observations, lesson plan reviews. Prepare a preliminary analysis of the data for the bi-weekly meetings. People: Principal, Intervention strategists, lead teachers.</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p><b>1.2 Family Engagement (Required)</b></p>		<p><b>Continuation From Last Year:</b>  Yes</p>	<p><b>NCCAT-S Indicators:</b></p>	

<p>Comprehensive Family Engagement Plan for 2021-22 (August 2021 – May 2022 Weekly Parent Professional Development: held each Thursday at noon. Bi-monthly FACES sponsored family learning opportunities. Lomie Heard Evening Learning Activities: Imagineering Week, Hour of Code, Robotics, Science Fair, Nevada Reading Week, Art Night, Family Game Night, Maker Space, Read-A-Thon, and STEM events. Social Media will be a strong and consistent method of communication: Instagram, Website, Class Dojo, Twitter, Facebook, Parent Link, Canvas, and other digital means to enable families to engage with the school and participate in their child's learning. SOT Q &amp; A section on Facebook. Family Concern &amp; Feedback Form. Additional opportunities to engage with learning: Back to School, Fall Family Conferences, Spring Open House, Trunk' or Treat, Grandparents Day, Veteran's Day, and Mother's Day events.</p>	<p>Comprehensive Family Engagement Plan for 2021-22 (August 2021 – May 2022). Digital resources: Computer, Chromebook, i-pads, sound equipment. FACES training materials/personnel. Materials &amp; Resources: each event will have its own list of materials and resources. Student raffle prizes for each event. Teacher participation in each event as per Contract stipulation for evening events. Strategist/Magnet Theme Coordinator to oversee Family Engagement Plan, monitor the implementation and analyze effectiveness. Funding Sources: General Education, Title I, Title III, Magnet, &amp; Academic Support Funds</p>	<p>Implementation of the Comprehensive Family Engagement Plan for 2021-22 (August 2021 – May 2022). Agendas and Attendance from each event. Monthly analysis of attendance and feedback from participants. Analyze data to modify and plan next steps.</p>	<p>Comprehensive Family Engagement Plan for 2021-22 (August 2021 – May 2022). Attendance and feedback data for each event. Ongoing analysis of participation and feedback with bi-monthly monthly check points to analyze data and make adjustments. People needed: Principal, Magnet Theme Coordinator, Intervention Strategists, Data Strategists, Counselor, SEIF, Teachers &amp; support staff.</p>	<p>N/A</p>
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Comments:

<p><b>1.3 Curriculum/Instruction/Assessment (Required)</b></p>		<p><b>Continuation From Last Year:</b></p> <p><b>Yes</b></p>	<p><b>NCCAT-S Indicators:</b></p>	
<p>Develop a Comprehensive Curriculum and Instruction Plan for 2021-22 Develop a standards based &amp; DOK aligned, year-long instructional map for each content area in K – 5th grade. Develop standards based and DOK aligned pre/formative/summative assessments for each learning target. Develop standards based and DOK aligned instructional plans, materials and activities for each learning target. Organize all the above content into Google Drive Folders for access for all teachers at the site. Identify research and standards-based instructional programs, digital and text-based, for reading, writing, phonics, ELA, and Social Studies. Math and Science. Identify site expertise for each program and designate a POC for each. POC will provide on-going professional development: 1) how to use the program, 2) facilitate collaborative lesson planning 3) conduct model lessons 4) provide individual coaching 5) gather and analyze student learning data from each program 6) prepare report of program progress to present to the team at monthly check and adjust meetings. Monitor the effective use of each program used at the site: text based and digital Ensure fidelity in use and implementation. Create, implement and consistently use accountability structures for use.</p>	<p>Develop a Comprehensive Curriculum and Instruction Plan for 2021-22. Nevada state standards and proficiency scales/learning targets. Empower standards-based assessment tracking system. Research and standards based, DOK aligned instructional programs: text and digital. Professional development time: district provided &amp; site funded: pre-service time, sub-release days, co-teaching, in-class support, and outside contract time collaboration Intervention strategists, lead teachers and data strategists to guide and facilitate the work. Funding: General Education, Title I, Title III, Magnet &amp; Academic Support funds.</p>	<p>Monitor the implementation of the Comprehensive Curriculum and Instruction Plan for 2021-22. Agendas and Attendance sign-ins for each PD/event Monitor and provide feedback for lesson plans and assessments to ensure they directly align to the Nevada State Standards and the proficiency scale learning targets. Use MAP data to analyze and identify effective programs and practices K – 5th: Check and adjust after each MAP Assessment Fall, Winter and Spring 2021-22. Use WIDA results grades K-five to identify effective programs and practices.</p>	<p>Timeline is on-going throughout the 2021-22 school year: August 2021 – May 2022 Implement the Comprehensive Curriculum and Instruction Plan, monitor effectiveness through weekly lesson plan checks, classroom observations and student data. Schedule bi-Weekly meetings (strategists, team leaders, administration) to organize and analyze data gathered from observations, walk-throughs, lesson plans, coaching conversations, and student data. Check and adjust plan after each MAP assessment, based upon student learning data. ELA &amp; EL Intervention Strategist: Gather student data, classroom walkthrough observations, lesson plan reviews. Prepare a preliminary analysis of the data for the bi-weekly meetings. People: Principal, Intervention strategists, lead teachers.</p>	<p>N/A</p>

Comments:

1.4 Other (Optional)	Continuation From Last Year: No	NCCAT-S Indicators:
<p>Students eligible to participate in the intervention will be determined using MAP data as well as current comprehension and writing proficiency data. These students will be referred to the Composition Literacy Center (CLC) by their ELA instructors. In the CLC, students will receive small group instruction provided by an intervention team made up of CTTs, teacher prep buyout, support staff and a literacy strategist. The literacy strategist will organize materials for instruction, train staff to conduct targeted small group instruction, facilitate ongoing assessment and provide feedback for building capacity in reading and writing instruction. The strategist will provide Tier II and Tier III interventions for students. The literacy strategist will provide professional learning for teachers to support their content knowledge in reading and writing and high-quality instructional strategies to teach literacy skills. The literacy strategist will also model high-quality reading and writing instruction and engage in coaching conversations with teachers. Instruction will be focused on increasing reading fluency and comprehension of grade level texts as well as completing text-based written assignments. Students will conference with the teachers frequently using a rubric to provide specific and timely feedback explaining how they are and can continue to progress their writing. Structured peer feedback will also be scheduled regularly so students can apply revising and editing skills they are learning in an evaluative manner.</p>	<p>People: 1 Literacy Strategist (teaching &amp; coaching role) (ASF) Prep Buy Out (ASF) CTT (ASF) Materials &amp; Technology (Strategic Budget) MAP (District Funded) Canvas (District Funded)</p>	<p>Lesson plans, reading and writing assignments, assessment rubrics, instructional schedule, observations of teacher/peer conferencing, monthly assessments, MAP assessment data.</p> <p>The literacy strategist will assess students and identify individualized instructional materials for targeted reading and writing instruction. The literacy strategist will train staff to effectively provide targeted small group instruction, facilitate ongoing assessment and provide feedback for building capacity in reading and writing instruction. The strategist will also provide Tier II and Tier III interventions for students. The CLC literacy strategist will be responsible for frequently providing feedback to the teachers and students and will schedule peer conferencing opportunities. The CLC strategist will assess students on a monthly basis using a reading and writing rubric to determine progress and continued eligibility in the intervention. CLC teachers will update the ASF student monitoring plan monthly with progress monitoring information as well as inputting MAP benchmark data when available. Administration will be responsible for the collection of lesson plans and classroom observations.</p>

Comments:

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

<b>Based on the CNA, identify all that apply:</b>	<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:**

Priority Need Increase the number of students scoring at/above 61% on the Winter 2021 MAP math test from 33% to 43% on the spring 2022 MAP assessment. Increase the percent of all students proficient in Mathematics from 30% to 40% by 2022 as measured by state summative assessments

**Root Causes:**

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:**

1) Increase the number of students scoring at/above 61% on the Winter 2021 MAP math test from 33% to 43% on the spring 2022 MAP assessment.

**Measurable Objective 2:**

2) Increase the number of students scoring Proficient on the school wide Math SLG from 19% to 50%.

**Measurable Objective 3:**

3) Increase the percent of ASF eligible students meeting or exceeding growth projections in math from 32% (Winter 2021) to 52% (Spring 2022) as measured by MAP Growth Assessments.

**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
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>  Yes	<b>NCCAT-S Indicators:</b>	

<p>On-going Professional Development that will build teacher knowledge and instructional capacity: 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. Develop deep level of understanding of English Language Acquisition instructional standards and implement into lesson plans and instructions, through QTEL professional development 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 classroom visits to observe standards based, rigorous and aligned instruction. Collaboratively engage in 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.</p>	<p>Comprehensive 2021-22 Mathematics Professional Learning Plan. Nevada state standards, proficiency scales and learning targets. Standards-aligned instructional materials and assessments. Research and standards-based intervention program materials. Research and standards-based digital learning programs. District provided professional learning times and site funded professional development opportunities: pre-service work time, sub-release time, co-teaching, in-class support, and outside contract time collaboration time. Math Intervention Strategist: provide individualized coaching, co-teaching, collaborative planning and direct instruction for students People: Principal, strategists, teachers, ELL Department coaches, QTEL trainers. Funding Sources: General Education, Title I, Title III &amp; Academic Support funds.</p>	<p>Implementation of the Comprehensive 2021-22 Mathematics Professional Learning Plan. Agendas and Attendance from professional development. Standards-based lesson plans and assessments, classroom observation data, classroom walk-through and feedback data, and notes from monthly data conversations with each teacher. SBAC, MAP, Canvas, and formative assessment student learning data, Teachers' classroom observation data.</p>	<p>Timeline is on-going throughout the 2021-22 school year: June 2021 – May 2022 Implement the Professional Development Plan. Check and adjust plan after each MAP assessment, based upon student learning data. Bi-Weekly meetings (strategists, team leaders, administration) to organize and analyze data gathered from observations, walk-throughs, lesson plans, coaching conversations, and student data. Math Intervention Strategist: Gather student data, classroom walkthrough observations, lesson plan reviews. Prepare a preliminary analysis of the data for the bi-weekly meetings. People: Principal, Intervention strategists, lead teachers.</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p><b>2.2 Family Engagement (Required)</b></p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	

<p>Comprehensive Family Engagement Plan for 2021-22 (August 2021 - May 2022). Weekly Parent Professional Development: held each Thursday at noon. Bi-monthly FACES sponsored family learning opportunities. Lomie Heard Evening Learning Activities: Imagineering Week, Hour of Code, Robotics, Science Fair, Nevada Reading Week, Art Night, Family Game Night, Maker Space, Read-A-Thon, and STEM events. Social Media will be a strong and consistent method of communication: Instagram, Website, Class Dojo, Twitter, Facebook, Parent Link, Canvas, and other digital means to enable families to engage with the school and participate in their child's learning. Q &amp; A section on Facebook. Family Concern &amp; Feedback Form. Additional opportunities to engage with learning: Back to School, Fall Family Conferences, Spring Open House, Trunk' or Treat, Grandparents Day, Veteran's Day, and Mother's Day events.</p>	<p>Implementation of the Comprehensive Family Engagement Plan for 2021-22 (August 2021 - May 2022). Agendas and Attendance from each event. Monthly analysis of attendance and feedback from participants. Analyze data to modify and plan next steps.</p>		<p>Comprehensive Family Engagement Plan for 2021-22 (August 2021 - May 2022). Digital resources: Computer, Chromebook, i-pads, sound equipment. FACES training materials/personnel. Materials &amp; Resources: each event will have its own list of materials and resources. Student raffle prizes for each event. Teacher participation in each event as per Contract stipulation for evening events. Strategist/Magnet Theme Coordinator to oversee Family Engagement Plan, monitor the implementation and analyze effectiveness. Funding Sources: General Education, Title I, Title III, Magnet, &amp; Academic Support Funds.</p>	<p>N/A</p>
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Comments:

<p><b>2.3 Curriculum/Instruction/Assessment (Required)</b></p>		<p><b>Continuation From Last Year:</b>  <b>Yes</b></p>	<p><b>NCCAT-S Indicators:</b></p>	
<p>Develop a Comprehensive Curriculum and Instruction Plan for 2021-22 Develop a standards based &amp; DOK aligned, year-long instructional map for each content area in K - 5th grade. Develop standards based and DOK aligned pre/formative/summative assessments for each learning target. Develop standards based and DOK aligned instructional plans, materials and activities for each learning target. Organize all the above content into Google Drive Folders for access for all teachers at the site. Identify research and standards-based instructional programs, digital and text-based, for Math and Science. Identify site expertise for each program and designate a POC for each. POC will provide on-going professional development: 1) how to use the program, 2) facilitate collaborative lesson planning 3) conduct model lessons 4) provide individual coaching 5) gather and analyze student learning data from each program 6) prepare report of program progress to present to the team at monthly check and adjust meetings. Monitor the effective use of each program used at the site: text based and digital Ensure fidelity in use and implementation. Create, implement and consistently use accountability structures for use.</p>	<p>Develop a Comprehensive Curriculum and Instruction Plan for 2021-22. Nevada state standards and proficiency scales/learning targets. Empower standards-based assessment tracking system. Research and standards based, DOK aligned instructional programs: text and digital. Professional development time: district provided &amp; site funded: pre-service time, sub-release days, co-teaching, in-class support, and outside contract time collaboration Intervention strategists, lead teachers and data strategists to guide and facilitate the work. Funding: General Education, Title I, Title III, Magnet &amp; Academic Support funds.</p>	<p>Monitor the implementation of the Comprehensive Curriculum and Instruction Plan for 2021-22. Agendas and Attendance sign-ins for each PD/event Monitor and provide feedback for lesson plans and assessments to ensure they directly align to the Nevada State Standards and the proficiency scale learning targets. Use MAP data to analyze and identify effective programs and practices K - 5th: Check and adjust after each MAP Assessment Fall, Winter and Spring 2021-22. Use WIDA results grades K-five to identify effective programs and practices.</p>	<p>Timeline is on-going throughout the 2021-22 school year: August 2021 - May 2022 Implement the Comprehensive Curriculum and Instruction Plan, monitor effectiveness through weekly lesson plan checks, classroom observations and student data. Schedule bi-Weekly meetings (strategists, team leaders, administration) to organize and analyze data gathered from observations, walk-throughs, lesson plans, coaching conversations, and student data. Check and adjust plan after each MAP assessment, based upon student learning data. ELA &amp; EL Intervention Strategist: Gather student data, classroom walkthrough observations, lesson plan reviews. Prepare a preliminary analysis of the data for the bi-weekly meetings. People: Principal, Intervention strategists, lead teachers.</p>	<p>N/A</p>

Comments:

<p><b>2.4 Other (Optional)</b></p>	<p><b>Continuation From Last Year: No</b></p>	<p><b>NCCAT-S Indicators:</b></p>
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<p>Students eligible to participate in the intervention, will be determined using MAP Growth data, as well as current state summative math assessment data. These students will utilize the online math intervention program for 90 minutes a week. The math strategist will work with classroom teachers to utilize MAP Growth data to guide and inform instruction and inform intervention opportunities for the students. The math strategist will provide Tier II and Tier III interventions for students. Support staff will also provide interventions for students who are identified by MAP Growth and progress monitoring. The math strategist will provide professional learning for teachers to support their content knowledge in math and high-quality instructional strategies to teach math concepts and skills. The math strategist will also model high-quality math instruction and engage in coaching conversations with teachers.</p>	<p>People: Classroom Teachers (Strategic) Math Strategist (ASF) 2 CTTs (ASF &amp; Strategic) Materials &amp; Technology (ASF/Strategic) Online math intervention program (Strategic) MAP (District Funded)</p>	<p>Digital Intervention program data. MAP Growth assessment data. Math strategist and CTT schedule, observations</p>	<p>The math strategist will be responsible for observing and meeting with CTTs biweekly to review student progress in the intervention. The math strategist will also pull online math intervention program usage reports weekly and complete the ASF student monitoring plan. Administration and the math strategist will meet with grade-level teachers after each MAP Growth assessment to review MAP Growth data and determine continued eligibility of students in the intervention.</p>	<p>N/A</p>
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Comments:

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

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

**Root Causes:**

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 <b>Implementation</b> <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 <b>Position Responsible</b>	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

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

				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)
Academic Support Funding	205,030	Increase student achievement in reading, writing and mathematics by targeted, small group instruction that is designed around individualized data analysis.	Goals 1, 2 and 3
Title III	17,886.00	Professional Development, Distance Learning Strategies, Resources and Materials, and Technology to Support English Language Learners.	Goals 1, 2 and 3
Title I	271,410	Professional Development that includes blended and on-site learning strategies and instructional support for students, teacher coaching, family engagement & training, resources and materials to supplement blended and on-site Learning and increasing student achievement.	Goals 1, 2 and 3
General Fund	4,193,498	Administrators, Licensed Staff, Support Professionals, Office Staff, General Supplies and Services, Professional Development for Blended & On-site Learning, Family Engagement, and Technology used in Blended & On-site learning.	Goals 1, 2 and 3

## 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 75% by spring 2022, 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 2021 and Spring 2022. 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 2022 Interviews with students, parents and staff Observations Instructional Round data

## APPENDIX A - Professional Development Plan

### 1.1

On-going Professional Development that will build teacher knowledge and instructional capacity: 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. Develop deep level of understanding of English Language Acquisition instructional standards and implement into lesson plans and instructions, through QTEL professional development 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 classroom visits to observe standards based, rigorous and aligned instruction. Collaboratively engage in 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

On-going Professional Development that will build teacher knowledge and instructional capacity: 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. Develop deep level of understanding of English Language Acquisition instructional standards and implement into lesson plans and instructions, through QTEL professional development 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 classroom visits to observe standards based, rigorous and aligned instruction. Collaboratively engage in 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

Comprehensive Family Engagement Plan for 2021-22 (August 2021 – May 2022) Weekly Parent Professional Development: held each Thursday at noon. Bi-monthly FACES sponsored family learning opportunities. Lomie Heard Evening Learning Activities: Imagineering Week, Hour of Code, Robotics, Science Fair, Nevada Reading Week, Art Night, Family Game Night, Maker Space, Read-A-Thon, and STEM events. Social Media will be a strong and consistent method of communication: Instagram, Website, Class Dojo, Twitter, Facebook, Parent Link, Canvas, and other digital means to enable families to engage with the school and participate in their child's learning. SOT Q & A section on Facebook. Family Concern & Feedback Form. Additional opportunities to engage with learning: Back to School, Fall Family Conferences, Spring Open House, Trunk' or Treat, Grandparents Day, Veteran's Day, and Mother's Day events.

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

### 2.2

Comprehensive Family Engagement Plan for 2021-22 (August 2021 – May 2022). Weekly Parent Professional Development: held each Thursday at noon. Bi-monthly FACES sponsored family learning opportunities. Lomie Heard Evening Learning Activities: Imagineering Week, Hour of Code, Robotics, Science Fair, Nevada Reading Week, Art Night, Family Game Night, Maker Space, Read-A-Thon, and STEM events. Social Media will be a strong and consistent method of communication: Instagram, Website, Class Dojo, Twitter, Facebook, Parent Link, Canvas, and other digital means to enable families to engage with the school and participate in their child's learning. Q & A section on Facebook. Family Concern & Feedback Form. Additional opportunities to engage with learning: Back to School, Fall Family Conferences, Spring Open House, Trunk' or Treat, Grandparents Day, Veteran's Day, and Mother's Day events.

### 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:**

Priority Need Increase the number of students scoring at/above 61% in Reading on the Winter 2021 MAP test from 33% to 44% on the spring 2022 MAP assessment. Increase the percent of all students proficient in English Language Arts from 48% to 58% by Spring 2022 as measured by SBAC/state summative assessments.

**Measurable Objective(s):**

- 1) Increase the number of students scoring at/above 61% on the Winter 2021 MAP reading test from 33% to 44% on the spring 2022 MAP assessment.
- 2) Increase the number of students scoring Proficient on the schoolwide ELA SLG from 19% to 44%.
- 3) Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from 37% (Winter 2021) to 57% (Spring 2022) as measured by MAP Growth Assessments.

<b>Status</b>
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	<p>On-going Professional Development that will build teacher knowledge and instructional capacity: 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. Develop deep level of understanding of English Language Acquisition instructional standards and implement into lesson plans and instructions, through QTEL professional development 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 classroom visits to observe standards based, rigorous and aligned instruction. Collaboratively engage in 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.</p>	
Progress		
Barriers		

Next Steps		
1.2	<p>Comprehensive Family Engagement Plan for 2021-22 (August 2021 - May 2022 Weekly Parent Professional Development: held each Thursday at noon. Bi-monthly FACES sponsored family learning opportunities. Lomie Heard Evening Learning Activities: Imagineering Week, Hour of Code, Robotics, Science Fair, Nevada Reading Week, Art Night, Family Game Night, Maker Space, Read-A-Thon, and STEM events. Social Media will be a strong and consistent method of communication: Instagram, Website, Class Dojo, Twitter, Facebook, Parent Link, Canvas, and other digital means to enable families to engage with the school and participate in their child's learning. SOT Q &amp; A section on Facebook. Family Concern &amp; Feedback Form. Additional opportunities to engage with learning: Back to School, Fall Family Conferences, Spring Open House, Trunk' or Treat, Grandparents Day, Veteran's Day, and Mother's Day events.</p>	
Progress		
Barriers		
Next Steps		
1.3	<p>Develop a Comprehensive Curriculum and Instruction Plan for 2021-22 Develop a standards based &amp; DOK aligned, year-long instructional map for each content area in K - 5th grade. Develop standards based and DOK aligned pre/formative/summative assessments for each learning target. Develop standards based and DOK aligned instructional plans, materials and activities for each learning target. Organize all the above content into Google Drive Folders for access for all teachers at the site. Identify research and standards-based instructional programs, digital and text-based, for reading, writing, phonics, ELA, and Social Studies. Math and Science. Identify site expertise for each program and designate a POC for each. POC will provide on-going professional development: 1) how to use the program, 2) facilitate collaborative lesson planning 3) conduct model lessons 4) provide individual coaching 5) gather and analyze student learning data from each program 6) prepare report of program progress to present to the team at monthly check and adjust meetings. Monitor the effective use of each program used at the site: text based and digital Ensure fidelity in use and implementation. Create, implement and consistently use accountability structures for use.</p>	
Progress		
Barriers		
Next Steps		

<p>1.4</p>	<p>Students eligible to participate in the intervention will be determined using MAP data as well as current comprehension and writing proficiency data. These students will be referred to the Composition Literacy Center (CLC) by their ELA instructors. In the CLC, students will receive small group instruction provided by an intervention team made up of CTTs, teacher prep buyout, support staff and a literacy strategist. The literacy strategist will organize materials for instruction, train staff to conduct targeted small group instruction, facilitate ongoing assessment and provide feedback for building capacity in reading and writing instruction. The strategist will provide Tier II and Tier III interventions for students. The literacy strategist will provide professional learning for teachers to support their content knowledge in reading and writing and high-quality instructional strategies to teach literacy skills. The literacy strategist will also model high-quality reading and writing instruction and engage in coaching conversations with teachers. Instruction will be focused on increasing reading fluency and comprehension of grade level texts as well as completing text-based written assignments. Students will conference with the teachers frequently using a rubric to provide specific and timely feedback explaining how they are and can continue to progress their writing. Structured peer feedback will also be scheduled regularly so students can apply revising and editing skills they are learning in an evaluative manner.</p>	
<p>Progress</p>		
<p>Barriers</p>		
<p>Next Steps</p>		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Priority Need Increase the number of students scoring at/above 61% on the Winter 2021 MAP math test from 33% to 43% on the spring 2022 MAP assessment. Increase the percent of all students proficient in Mathematics from 30% to 40% by 2022 as measured by state summative assessments

**Measurable Objective(s):**

- 1) Increase the number of students scoring at/above 61% on the Winter 2021 MAP math test from 33% to 43% on the spring 2022 MAP assessment.
- 2) Increase the number of students scoring Proficient on the school wide Math SLG from 19% to 50%.
- 3) Increase the percent of ASF eligible students meeting or exceeding growth projections in math from 32% (Winter 2021) to 52% (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	On-going Professional Development that will build teacher knowledge and instructional capacity: 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. Develop deep level of understanding of English Language Acquisition instructional standards and implement into lesson plans and instructions, through QTEL professional development 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 classroom visits to observe standards based, rigorous and aligned instruction. Collaboratively engage in 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	<p>Comprehensive Family Engagement Plan for 2021-22 (August 2021 - May 2022). Weekly Parent Professional Development: held each Thursday at noon. Bi-monthly FACES sponsored family learning opportunities. Lomie Heard Evening Learning Activities: Imagineering Week, Hour of Code, Robotics, Science Fair, Nevada Reading Week, Art Night, Family Game Night, Maker Space, Read-A-Thon, and STEM events. Social Media will be a strong and consistent method of communication: Instagram, Website, Class Dojo, Twitter, Facebook, Parent Link, Canvas, and other digital means to enable families to engage with the school and participate in their child's learning. Q &amp; A section on Facebook. Family Concern &amp; Feedback Form. Additional opportunities to engage with learning: Back to School, Fall Family Conferences, Spring Open House, Trunk' or Treat, Grandparents Day, Veteran's Day, and Mother's Day events.</p>	
Progress		
Barriers		
Next Steps		
2.3	<p>Develop a Comprehensive Curriculum and Instruction Plan for 2021-22 Develop a standards based &amp; DOK aligned, year-long instructional map for each content area in K - 5th grade. Develop standards based and DOK aligned pre/formative/summative assessments for each learning target. Develop standards based and DOK aligned instructional plans, materials and activities for each learning target. Organize all the above content into Google Drive Folders for access for all teachers at the site. Identify research and standards-based instructional programs, digital and text-based, for Math and Science. Identify site expertise for each program and designate a POC for each. POC will provide on-going professional development: 1) how to use the program, 2) facilitate collaborative lesson planning 3) conduct model lessons 4) provide individual coaching 5) gather and analyze student learning data from each program 6) prepare report of program progress to present to the team at monthly check and adjust meetings. Monitor the effective use of each program used at the site: text based and digital Ensure fidelity in use and implementation. Create, implement and consistently use accountability structures for use.</p>	
Progress		
Barriers		
Next Steps		
2.4	<p>Students eligible to participate in the intervention, will be determined using MAP Growth data, as well as current state summative math assessment data. These students will utilize the online math intervention program for 90 minutes a week. The math strategist will work with classroom teachers to utilize MAP Growth data to guide and inform instruction and inform intervention opportunities for the students. The math strategist will provide Tier II and Tier III interventions for students. Support staff will also provide interventions for students who are identified by MAP Growth and progress monitoring. The math strategist will provide professional learning for teachers to support their content knowledge in math and high-quality instructional strategies to teach math concepts and skills. The math strategist will also model high-quality math instruction and engage in coaching conversations with teachers.</p>	

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Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

**Measurable Objective(s):**

<b>Status</b>
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		