School Performance Plan

School Name

BONNER, JOHN W. ES

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

765 CRESTDALE LANE
LAS VEGAS, NV 89144, 7027996050

Superintendent/Region Superintendent:	Jesus Jara / Debbie Brockett

For Implementation During The Following Years:	2021-2022

The Following MUST Be Completed:

Title I Status:	NA

Designation:	NA

Grade Level Served:	Elementary

Classification:	4 Star

NCCAT-S:	Review

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	☐ Use of Core Instructional Materials	☐ Scheduling	☐ Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Annie Ostler	Parent	Stephanie Heppler	Parent
Melissa McDonald	Parent	Rachael Howerton	Support Staff
Erin McCarty	Principal	Michele Keener	Assistant Principal
Derek Weeks	Teacher	Jasmin Churchill	Teacher

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)
Formative Assessments Practice	Teacher/Administrator Observation Data	Teacher/Administrator Observation Data
Interim Assessments	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

Bonner Elementary School is a suburban school located on the west side of CCSD Region 2 in the heart of Summerlin. The student population has remained mostly consistent over the last   several years. Enrollment for the 2020-2021 school year is as follows: 44% White, 21.6% Hispanic/Latino, 12.8% Asian, 12.6% two or more races, 7.7% Black/African American, 1.2% Pacific Islander and .1% American Indian/Alaskan Native. English Language Learners comprise 8% of our student body and 9.3% of our students have an Individualized Educational Program (IEP). 25% are economically disadvantaged.

Bonner Elementary School went from 84.5 points on the Nevada School Performance Framework (NSPF) in the 2017-2018 school year to 82 points on the NSPF in the 2018-2019 school year. Academic Achievement scores remained the same, with Bonner Elementary School receiving a full 25/25 points, exceeding the district rate in reading by 27%, in math by 29%, in science by 27% and in Read By Grade 3 proficiency by 26.5%. Bonner received 10/10 English Language Proficiency Indicator points, exceeding the district rate of ELL students meeting their adequate growth percentile by 14.4%. Bonner also reduced its chronic absenteeism rate by 1.4% and exceeded the district average by 6%.

A review of our 2020-2021 Fall MAP benchmark scores in Math revealed:
5th Grade: %ile>80: 39%; %ile 61-80: 23% %ile 41-60: 19%; %ile 21-40: 12%; %ile 4th Grade: %ile>80: 33%; %ile 61-80: 35%; %ile 41-60: 14%; %ile 21-40: 9%; %ile 3rd Grade: %ile>80: 27%; %ile 61-80: 29%; %ile 41-60: 21% %ile 21-40: 16%; %ile 2nd Grade: %ile>80: 48% %ile 61-80: 25%; %ile 41-60: 13% %ile 21-40: 8%; %ile 1st Grade: %ile>80: 49%; %ile 61-80: 31%; %ile 41-60: 11%; %ile 21-40: 4%; %ile Kindergarten: %ile>80: 87%; %ile 61-80: 9%; %ile 41-60: 1%; %ile 21-40: 2%; %ile
A review of our 2020-2021 Fall MAP benchmark scores in Reading revealed:
5th Grade: %ile>80: 39%; %ile 61-80: 35%; %ile 41-60: 12%; %ile 21-40: 6%; %ile 4th Grade: %ile>80: 49%; %ile 61-80: 26%; %ile 41-60: 15%; %ile 21-40: 5%; %ile 3rd Grade: %ile>80: 43%; %ile 61-80: 21%; %ile 41-60: 18%; %ile 21-40: 10%; %ile 2nd Grade: %ile>80: 55%; %ile 61-80: 15%; %ile 41-60: 14%; %ile 21-40: 9%; %ile 1st Grade: %ile>80: 54%; %ile 61-80: 25%; %ile 41-60: 12%; %ile 21-40: 3%; %ile Kindergarten: %ile>80: 83%; %ile 61-80: 13%; %ile 41-60: 4%; %ile 21-40: 0% %ile
With regard to opportunities for growth, we saw a decline in our English Language Arts (ELA) Median Growth Percentile, which fell from 56% in 17-18 to 48% in 18-19. Additionally, our ELA Adequate Growth Percentile fell from 73.8% in 17-18 to 70.9% in 18-19. Additionally, in looking at closing opportunity gaps, our percentage of non-proficient students on track to become proficient in ELA fell from 50.9% in 17-18 to 39.2% in 18-19. While there was no SBAC data for the 2019-2020 school year, we still view these areas as opportunities for growth and they will continue to be our focus for the 2020-2021 school year.

Bonner Elementary School participated in an NCCAT needs assessment during the 2019-2020 school year. Through this process we identified the following three opportunities for improvement: (1.9) ensuring school-parent partnerships are primarily focused on student achievement, (2.2) ensuring all instructional staff members develop unit/lesson plans based on student assessment results and adjust instruction accordingly, and that (3.7) school leadership ensures that all professional development is focused on improving student achievement. We will continue to focus on these areas as well in the 2020-2021 school year.

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:
Increase the Median Growth Percentile in ELA from X to Y by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Root Causes:
Students are not receiving targeted instruction at their instructional level, including not only our students performing below grade level, but our high achieving students as well.

Measurable Objective 1:
Increase the percent of students meeting or exceeding the established growth target from X% (fall 2021) to Y% (spring 2022) as measured by the MAP Growth Assessment.

Measurable Objective 2:
Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline, Benchmarks, and Position Responsible**	**Monitoring Status**
1.1 Professional Development (Required)		**Continuation From Last Year:** Yes	**NCCAT-S Indicators: 3.7**	
Teachers will be provided with professional development training to increase efficacy on delivering meaningful differentiated instruction to students to close skill gaps, as well as to increase acceleration.	CTTs, time to adjust intervention groups during PLCs, MAP benchmark data, master schedule with intervention block, funding for after school tutoring	Professional development agendas	Principal, Assistant Principal, Literacy Specialist will provide professional development and opportunities for collaboration weekly.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		**Continuation From Last Year:** **Yes**	**NCCAT-S Indicators: 1.9**	
Parents will be provided with ongoing communication, reading strategies and resources to support and enrich their child's reading development.	Literacy Specialist, Administration, resources from Read By Grade 3 and Literacy Department	Artifacts sent home to parents, schedule for Literacy Night	Communication from administration and teachers will be ongoing; Literacy Night will be scheduled and coordinated by the Literacy Specialist and teachers.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.3 Curriculum/Instruction/Assessment (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators: 2.2**	
Teachers will engage in strategies to meet the needs of our student groups who receive differentiated interventions and to develop tiered/multi-leveled tasks to effectively differentiate instruction.	MAP and Easy CBM benchmark data, time in PLCs, CTTs, time for teachers to work in PLCs	RTI plans, PLC agendas	Teachers and the Literacy Specialist will analyze assessment results each quarter to identify students who need additional instruction, intervention, or advancement. Teachers will provide tiered interventions daily; Teachers will monitor progress and plan for instruction using Easy CBM (weekly/monthly) and MAP (three times per year) assessment results analyzed during weekly PLC meetings.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.4 Other (Optional)		**Continuation From Last Year: No**	**NCCAT-S Indicators:**	
Academic Support Funds will support students in the bottom quartile of achievement. 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 receive small group instruction provided by an intervention team made up of a learning strategist and a CTT. Instruction will be focused on filling in individualized skill gaps based on the Learning Continuum data provided after each benchmarking assessment as well as EasyCBM data and classroom teacher monitoring data like essential skills.	Strategic Budget - EasyCBM District-Funded - MAP Growth Assessments, MAP Learning Continuum Academic Support Funds - Learning Strategist, CTT	Small-group instruction observations, MAP benchmark assessment results, EasyCBM benchmark and progress monitoring assessment results	Learning Strategist and CTT will provide direct instruction to students in the bottom quartile daily, analyze assessment results each quarter, and monitor progress and plan for instruction using Easy CBM (weekly/monthly) and MAP (three times per year) assessment results analyzed during weekly PLC meetings.	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:
Increase the Median Growth Percentile in math from X to Y by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Root Causes:
Based on previous NSPF reports, Bonner students do well when it comes to overall proficiency but our students are not making the growth we would like to see. Thus, we have determined that students are not receiving adequate instruction at their instructional level. Students are receiving tier I instruction but need increased enrichment or remediation to demonstrate growth.

Measurable Objective 1:
Increase the percent of students meeting or exceeding the established growth target from X% (fall 2021) to Y% (spring 2022) as measured by the MAP Growth Assessment.

Measurable Objective 2:
Increase the percent of ASF eligible students meeting or exceeding growth projections in math from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline, Benchmarks, and Position Responsible**	**Monitoring Status**
2.1 Professional Development (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators: 3.7**	
Teachers will continue to be provided with training to effectively collaborate in grade level PLCs to plan curriculum/assessments and share strategies to deliver high quality instruction. Teachers will develop, refine, analyze and revisit common formative and summative assessment results to refocus or modify instruction based on students' needs.	CTTs, time to adjust intervention groups during PLCs, MAP benchmark data, administration, master schedule with intervention block, funding for after school tutoring	PLC agendas and minutes, adjusted common assessments	Principal, Assistant Principal, Literacy Specialist will provide professional development and opportunities for collaboration weekly.	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: No**	**NCCAT-S Indicators: 1.9**	
Parents will be provided with ongoing communication, math strategies and resources to support and enrich their child's math development.	staff to run math night, community support from FACES and Mathnasium, games parents can play at home	Math Night flyer, parent teacher conferences	Communication from administration and teachers will be ongoing; Math Night will be scheduled and coordinated by school staff and FACES.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		**Continuation From Last Year: No**	**NCCAT-S Indicators: 2.2**	
Continue to encourage 5th graders to attend advanced math at Rogich. Continue to update and refine the school-wide RTI process by building teacher capacity and implementing changes: continue to focus on effective meeting structures that include problem solving, instructional strategies, and new plan creation when needed, define specific data, build the teacher tool kit for interventions, train teachers on diagnostic assessments and interventions.	MAP and Easy CBM benchmark data, RTI support from administration and learning strategists, time to work in PLCs	RTI logs and plans, PLC agendas	Teachers will analyze assessment results each quarter to identify students who need additional instruction, intervention, or advancement. Teachers will provide tiered interventions daily; Teachers will monitor progress and plan for instruction using Easy CBM (weekly/monthly) and MAP (three times per year) assessment results analyzed during weekly PLC meetings.	N/A

Comments:

2.4 Other (Optional)	**Continuation From Last Year: No**	**NCCAT-S Indicators:**

Students eligible to participate in the intervention will be determined using MAP Growth data, as well as current state summative math assessment data and teacher data. These students will utilize the online math intervention program for 90 minutes a week as well as work in small groups with a learning strategist and/or CTT. The math strategist will work with 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. CTTs 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.	Strategic Budget - EasyCBM District-Funded - MAP Growth Assessments, MAP Learning Continuum Academic Support Funds - Learning Strategist, CTT	Small-group instruction observations, MAP benchmark assessment results, EasyCBM benchmark and progress monitoring assessment results	Learning Strategist and CTT will provide direct instruction to students in the bottom quartile daily, analyze assessment results each quarter, and monitor progress and plan for instruction using Easy CBM (weekly/monthly) and MAP (three times per year) assessment results analyzed during weekly PLC meetings.	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:
Increase the percent of all students proficient in science from X to Y by 2022, as measured by state summative assessments.

Root Causes:
Students are not receiving adequate exposure to academic vocabulary in science.

Measurable Objective 1:
Increase the percent of students in 5th grade scoring above the 60th percentile in science from X (fall 2021) to Y (spring 2022) as measured by the MAP science benchmark.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline, Benchmarks, and Position Responsible**	**Monitoring Status**
3.1 Professional Development (Required)		**Continuation From Last Year: No**	**NCCAT-S Indicators: 3.7**	
Continue Next Generation Science Standard Professional Development within PLCs and whole staff development sessions	Science specialist, time in PLCs, FOSS kits, Mystery Science materials	PLC agendas and professional development agendas	Administrators, science specialist; Weekly PLC meetings	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: No	NCCAT-S Indicators: 1.9	
STEM Night to further connect application of science standards	STEM night committee, FACES	STEM night flyer, FACES sign in sheet	STEM Night will be scheduled and coordinated by the STEM Night Committee and FACES.	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: No	NCCAT-S Indicators: 2.2	
Continue focus on high level academic science vocabulary in 3-5 and use MAP assessment data more effectively to guide instruction.	MAP benchmark data, Science specialist, time to plan within PLC	PLC agendas and minutes, observation data	MAP Assessments - fall, winter, spring; Teachers and the Science Specialist will analyze MAP assessment results during weekly PLC meetings to plan for science instruction.	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)
General Budget	$4,193,930.25	All funding used for staff and supplies, Literacy Specialist position	Goals 1, 2 and 3
Academic Support Funding	$115,710.00	Learning Strategist and CTT to provide small-group interventions for students in the bottom quartile.	Goals 1 and 2
Title III ELL	$6,864.00	Imagine Learning licenses	Goal 1

Plan for improving the school climate

Goal:
Bonner Elementary's 2020 Climate Survey reflected that 94% of students indicated that their teachers care about them. For the 2021-2022 school year, the staff at Bonner wants to increase the percentage of students who feel that their teachers care about them to 97%.

Action Plan: How will this plan improve the school climate?
As we are looking to maintain the same climate, as staff and students have expressed, we feel the need to continue our same relationship building protocols by: Daily Be Kind recognition teachers give students on the afternoon announcements Daily Morning Choice activities utilizing Sanford Harmony kits to build relationships Encouraging frequent calls home to share good news

Monitoring Plan: How will you track the implementation of this plan?
The leadership team will evaluate using the climate survey, as well as feedback from parents and students throughout the year

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?
Datalab visualization of the district-wide survey and the student individual results

APPENDIX A - Professional Development Plan

1.1
Teachers will be provided with professional development training to increase efficacy on delivering meaningful differentiated instruction to students to close skill gaps, as well as to increase acceleration.

Goal 1 Additional PD Action Step (Optional)
Show teachers our recently updated Literacy Lab to review materials available for differentiated instruction. We are purchasing updated DRA kits and we will review how to effectively implement the DRA assessment and how to use the subsequent data. We will also plan additional time for vertical alignment to address skill gaps from the spring.

2.1
Teachers will continue to be provided with training to effectively collaborate in grade level PLCs to plan curriculum/assessments and share strategies to deliver high quality instruction. Teachers will develop, refine, analyze and revisit common formative and summative assessment results to refocus or modify instruction based on students' needs.

Goal 2 Additional PD Action Step (Optional)
Teachers were provided PLC training and ELA and math bridging documents as part of their 13 days of staff development upon return for the 2020-2021 school year. We began unwrapping standards in the 2019-2020 school year to determine if our assessments were actually assessing the standards and we will continue to do so. We will also continue to engage in vertical alignment planning.

3.1
Continue Next Generation Science Standard Professional Development within PLCs and whole staff development sessions

Goal 3 Additional PD Action Step (Optional)
STEM specialist will continue to plan with grade levels using Mystery Science materials as well as FOSS kits.

APPENDIX B - Family Engagement Plan

1.2
Parents will be provided with ongoing communication, reading strategies and resources to support and enrich their child's reading development.

Goal 1 Additional Family Engagement Action Step **(Optional)**
We have shared the FACES distance education videos, as well as the Nevada English Language Development standards framework. Our literacy specialist will provide support for parent conferences for students who are designated Read By Grade 3. We will host a literacy night as well as reading week in the spring of 2022. Social media and communication applications, along with the school website, will be used to share out various resources and activities throughout the year.

2.2
Parents will be provided with ongoing communication, math strategies and resources to support and enrich their child's math development.

Goal 2 Additional Family Engagement Action Step **(Optional)**
Strategist has shared MAP Accelerator guidance with parents to understand why students are using the program, how they were placed and the outcomes we expect to see. During PSTAPT, teachers will conference with parents to share resources and discuss plan of action for students who are at risk or receiving an unsatisfactory note. We will host a math night in 2022. Social media and communication applications, along with the school website, will be used to share out various resources and activities throughout the year.

3.2
STEM Night to further connect application of science standards

Goal 3 Additional Family Engagement Action Step **(Optional)**
STEM night will be scheduled in 2022. Social media and communication applications, along with the school website, will be used to share out various resources and activities throughout the year, including dress up days and other events to build climate. Students get to submit ideas for dress up days and vote each month, share jokes for the Friday funnies on the daily afternoon announcements and solve weekly riddles.

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:
Increase the Median Growth Percentile in ELA from X to Y by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.

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

Status
N/A

Comments:

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

	Mid-Year	End-of-Year
1.1	Teachers will be provided with professional development training to increase efficacy on delivering meaningful differentiated instruction to students to close skill gaps, as well as to increase acceleration.	
Progress		
Barriers		
Next Steps		
1.2	Parents will be provided with ongoing communication, reading strategies and resources to support and enrich their child's reading development.	
Progress		

Barriers	
Next Steps	

1.3	Teachers will engage in strategies to meet the needs of our student groups who receive differentiated interventions and to develop tiered/multi-leveled tasks to effectively differentiate instruction.	

Progress	
Barriers	
Next Steps	

1.4	Academic Support Funds will support students in the bottom quartile of achievement. 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 receive small group instruction provided by an intervention team made up of a learning strategist and a CTT. Instruction will be focused on filling in individualized skill gaps based on the Learning Continuum data provided after each benchmarking assessment as well as EasyCBM data and classroom teacher monitoring data like essential skills.	

Progress	
Barriers	
Next Steps	

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
Increase the Median Growth Percentile in math from X to Y by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.

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

Status
N/A

Comments:

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

		Mid-Year	End-of-Year
2.1	Teachers will continue to be provided with training to effectively collaborate in grade level PLCs to plan curriculum/assessments and share strategies to deliver high quality instruction. Teachers will develop, refine, analyze and revisit common formative and summative assessment results to refocus or modify instruction based on students' needs.		
Progress			
Barriers			
Next Steps			
2.2	Parents will be provided with ongoing communication, math strategies and resources to support and enrich their child's math development.		
Progress			

Barriers		
Next Steps		
2.3	Continue to encourage 5th graders to attend advanced math at Rogich. Continue to update and refine the school-wide RTI process by building teacher capacity and implementing changes: continue to focus on effective meeting structures that include problem solving, instructional strategies, and new plan creation when needed, define specific data, build the teacher tool kit for interventions, train teachers on diagnostic assessments and interventions.	
Progress		
Barriers		
Next Steps		
2.4	Students eligible to participate in the intervention will be determined using MAP Growth data, as well as current state summative math assessment data and teacher data. These students will utilize the online math intervention program for 90 minutes a week as well as work in small groups with a learning strategist and/or CTT. The math strategist will work with 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. CTTs 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.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:
Increase the percent of all students proficient in science from X to Y by 2022, as measured by state summative assessments.

Measurable Objective(s):
- Increase the percent of students in 5th grade scoring above the 60th percentile in science from X (fall 2021) to Y (spring 2022) as measured by the MAP science benchmark.

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	Continue Next Generation Science Standard Professional Development within PLCs and whole staff development sessions		
Progress			
Barriers			
Next Steps			
3.2	STEM Night to further connect application of science standards		
Progress			

Barriers	
Next Steps	

3.3	Continue focus on high level academic science vocabulary in 3-5 and use MAP assessment data more effectively to guide instruction.	
Progress		
Barriers		
Next Steps		

3.4		
Progress		
Barriers		
Next Steps		