

School Performance Plan

School Name

TOMIYASU, BILL Y. ES

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

5445 SOUTH ANNIE OAKLEY DRIVE

LAS VEGAS, NV 89120, 7027997770

Superintendent/Region
Superintendent:

Dr. Jesus Jara / Debbie Brockett

For Implementation During The Following Years:

2021-2022

The Following MUST Be Completed:

Title I Status:

Served

Designation:

NA

Grade Level Served:

Elementary

Classification:

2 Star

NCCAT-S:

Initial

***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
Anelah Thompson	Parent	Tricia McDermott	Parent
Zulema Kazandjian	Fifth Grade	Dawn Vogel	Resource
Melody AhQuin	Kindergarten	Kelley Miller	First Grade
Treasure Watanabe	Second Grade	Rachael Metz	Third Grade
Osiris Ortega	Fourth Grade	Rodolfo Leon	Specialist
Vanessa Haze	RBG3 Strategist	Sandra Justice	Literacy Specialist

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

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	Achievement Gap Data	Achievement Gap Data
NA	AMAOs/ELPA Analysis	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

Using the 2018 Nevada SBAC English Language Arts/Literacy data, the percent proficient in grade 3 was 39.02%, 4th grade was 29.21%, and 5th grade was 39.74%. Using the 2018 Nevada SBAC Math data, the percent proficient in grade 3 was 35.37%, in 4th grade was 30.34%, in 5th grade was 30.77%. In grades 3-5, the ELA overall percentage went from 37% proficient (2017) to 35.74% proficient on the 2018 SBAC. Due to the lack of significant growth in achievement the focus will be on k-3 literacy and foundational skills. In grades 3-5, the Math overall percentage went from 33.8% proficient (2017) to 32.13% proficient on the 2018 SBAC. Due to the lack of significant growth in achievement the focus will be on math literacy and problem solving. On the positive side, the 2018 WIDA AGP or Adequate Growth Percentile went from 41.8% to 55.6%.

Using the 2019 Nevada SBAC English Language Arts/Literacy data, the percent proficient in grade 3 was 37.15%, 4th grade was 38.09%, and 5th grade was 44.68%. Using the 2019 Nevada SBAC Math data, the percent proficient in grade 3 was 44.29%, in 4th grade was 26.19%, in 5th grade was 24.47%. In grades 3-5, the ELA overall percentage went from 35.74% proficient (2018) to 40.32% proficient on the 2019 SBAC. There was slight growth in achievement and the focus will continue to be on k-3 literacy and foundational skills. In grades 3-5, the Math overall percentage went from 32.13% proficient (2018) to 30.64% proficient on the 2019 SBAC. Due to the lack of significant growth in achievement the focus will be on SBAC Claim 1 and problem solving.

In winter of 19-20, according to the Reading MAP Growth, the students scoring over the 40th percentile in Kinder was 38%, in 1st grade was 51%, in 2nd grade was 49%, in 3rd grade was 57%, in fourth grade was 50%, and in fifth grade was 40%. In winter of 19-20, according to the Math MAP Growth, the students scoring over the 40th percentile in Kinder was 37%, in 1st grade was 34%, in 2nd grade was 51%, in 3rd grade was 49%, in fourth grade was 47%, and in fifth grade was 20%.

In fall of 20-21, according to the Reading MAP Growth, the students scoring over the 40th percentile in Kinder was 94%, in 1st grade was 80%, in 2nd grade was 54%, in 3rd grade was 62%, in fourth grade was 61%, and in fifth grade was 53%. In fall of 20-21, according to the Math MAP Growth, the students scoring over the 40th percentile in Kinder was 93%, in 1st grade was 64%, in 2nd grade was 44%, in 3rd grade was 53%, in fourth grade was 53%, and in fifth grade was 42%. *This assessment was completed through virtual learning.

On the positive side, in spring 2020, the WIDA AGP or Adequate Growth Percentile increased from 44.59% to 50.7%.

The results of the NCCAT-S guide the development of the school's Performance Plan. These indicators and/or elements are considered to be of highest priority based on Index and Rubric Scores.

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

1.4 All instructional staff members routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly.

1.5 All instructional staff members analyze results from available assessments, including state and local, and use the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency.

2.4 All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance.

The ANet school plan established the following: Grounded in the clear instructional priority (LL3), leaders will use knowledge of the shifts and standards (LL1) in establishing an effective teaching and learning cycle with an emphasis on development structures (LL4) and data use (LL2) in order to increase standards-based rigor in teacher's knowledge, plans, and in student work.

Through the needs assessment conversation and analysis of data, Tomiyasu ES determined the needs previously identified during the full needs assessment conducted during the 2020-2021 school year still exist.

As we have not made the anticipated progress, action steps in the SPP have been updated to refine our efforts in addressing these needs.

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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

All students will increase proficiency in Reading from XXXX % to XXXX% by 2022 as measured by state summative assessments. (63.1-40.32=22.78; 22.78/2=11.39; 40.32+11.39=51.71%) All students will increase proficiency in Math from XXXX% to XXXX% by 2022 as measured by state summative assessments. (55.8-30.64=25.16; 25.16/2=12.58; 30.64+12.58=43.22%)

Root Causes:

According to the NCCAT analysis the following are root causes or areas in need of improvement: 1.2 All instructional staff members deliver the standards-based curriculum to all students. 1.4 All instructional staff members routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly. 1.5 All instructional staff members analyze results from available assessments, including state and local, and use the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency. 2.4 All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance.

Measurable Objective 1:

Increase all 3rd grade students in reading proficiency from XXXX% to XXXX% and in math from XXXX% to XXXX% as measured by state summative assessments in Spring 2022.

Measurable Objective 2:

Increase all 4th grade students in reading proficiency from XXXX% to XXXX% and in math from XXXX% to XXXX% as measured by state summative assessments in Spring 2022.

Measurable Objective 3:

Increase all 5th grade students in reading proficiency from XXXX% to XXXX% and in math from XXXX% to XXXX% as measured by state summative assessments in Spring 2022.

Measurable Objective 4:

Increase all 1st grade students scoring above the 40th percentile (MAP Assessment) in reading from 67% winter 2020 to XX% spring 2022 and in math from 57% winter 2020 to XX% by spring 2022. Increase all 2nd grade students scoring above the 40th percentile (MAP Assessment) in reading from 54% winter 2020 to XX% spring 2022 and in math from 27% Winter 2020 to XX% by spring 2022.

Measurable Objective 5:

Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from XX% fall 2021 to XX% spring 2022 as measured by MAP Growth Assessments.

Monitoring Status

In Progress

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.5 & 2.4	

Professional Development will be provided on PLC implementation and data analysis.	Staff meetings will focus on training. Title I Funded Literacy Strategist (\$90,503) and Read By Grade Three Grant Funded Strategist (\$88,018), assist in preparing trainings and analyzing data.	iReady, MAP data, formative and summative assessments, PLC notes, lesson plans, administrative observations	twice monthly staff meetings, once each month teachers will participate in training based on deficits found in the data analysis	In Progress
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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: 2.4	
During distance education, parent trainings are offered virtually through FACES. (https://bit.ly/facesuflonline) Links to their resources and many others can be found on the school website. (www.tomiyasu.weebly.com) When in person instruction resumes, the format of parent trainings will be discussed. RBG3 and literacy strategist are made available with office hours for parents to request assistance. Extra duty pay to hold parent conferences - 25 teachers (2 hours each).	FACES, PISA \$1,014	parent surveys, parent conferences, attendance at parent trainings	Administration will ensure trainings /strategies will be offered weekly in office hours and the website will be updated weekly with current trainings	In Progress

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.5 & 2.4	
Conduct instructional rounds with the leadership team. Data notebooks and feedback conversations will be implemented with students. Transparent data tracking will be implemented schoolwide. During distance education, the school website will be used to post dragon team iReady data.	Title I Funded Literacy Strategist (\$90,503) and Read By Grade Three Grant Funded Strategist (\$88,018)	Instructional practices monitored through administrative observation and instructional rounds 3 times per year. Aimweb, iReady data, MAP data will be tracked using Google Docs and then made visible throughout the school. Administration, Title I Literacy Strategist and Read By Grade Three Strategist will monitor monthly.	Data will be reviewed at each benchmark by administration and teachers; teachers will set SLG goals in the fall and report data results at the mid-year review Aimweb, iReady data, MAP data will be tracked using Google Docs and then made visible throughout the school. Administration, Title I Literacy Strategist and Read By Grade Three Strategist will monitor monthly.	In Progress

Comments:

1.4 Other (Optional)	Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2,1.4,1.5,2.4
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Literacy Strategist to pull small groups of students throughout the year to provide targeted Tier III instruction. Students eligible to participate in the intervention will be determined using MAP and iReady data. Students will conference with the teacher frequently using the goal setting tool in MAP in conjunction with iReady data (monitoring of lessons passed, grade equivalent tasks in the program) to give them specific and timely feedback explaining how to continue to progress in reading. In addition, 5th grade students eligible for ASF will be participate in goal setting, monitoring, and social emotional awareness instruction provided by the counselor and classroom teacher. This group is targeted in order to increase the number of students in accelerated class placements in middle school.	Literacy Strategist (Title I funded \$90,503), iReady & Ready curriculum (Title I funded \$10,620 & Strategic Budget \$5,457), ASF (\$127,890)	CCF 109, lesson plans, iReady assessment, MAP data & goal setting tool, AimswebPlus PM data,	Administration, Strategists, Counselor, Teacher: MAP & iReady (fall, winter, spring) Aimsweb / Aimsweb PM data (bi-monthly)	N/A
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Comments:

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

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Increase the percent of English Language Learners achieving AGP toward English Language Proficiency from XXXX% to XXXX% by 2022 as measured by ELPA. $(80-50.7=29.3; 29.3/2=14.65; 50.7+14.65=65.35\%)$

Root Causes:

According to the NCCAT analysis the following are root causes or areas in need of improvement: 1.2 All instructional staff members deliver the standards-based curriculum to all students. 1.4 All instructional staff members routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly. 1.5 All instructional staff members analyze results from available assessments, including state and local, and use the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency. 2.4 All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance.

Measurable Objective 1:

The identified ELL students that are working 2 or more grade levels below on Reading iReady will decrease by 10% from XXXX% to XXXX% .

Measurable Objective 2:

The identified ELL students that are working 2 or more grade levels below on Math iReady will decrease by 10% from XXXX% to XXXX%.

Monitoring Status

In Progress

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.4	
Instructional rounds to assess the focus of practice: increased student discourse, use of academic language and higher level thinking.	Read by Grade Three Strategist (\$88,018) & Literacy Strategist (\$90,503)	scheduled observations and instructional rounds, observation notes, minutes from debrief session with the staff	Administration will set a schedule for instructional rounds three times in the year.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 2.4	
Parent trainings (via office hours) to assist parents with intervention strategies and resources for home use.	PISA \$1,014, Read by Grade Three Strategist (\$88,018) & Literacy Strategist (\$90,503)	agendas, sign-in sheets, parent survey	Administration will ensure trainings / strategies will be offered weekly in office hours	In Progress

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2	
Implement intervention utilizing the iReady program. Prep buy out twice weekly with two teachers to provide intervention to 12 students.	Interventionist (\$5874 ELL funding) iReady (Title I funded \$10,620)	iReady, data, ELPA data, MAP, summative assessment	Administration, interventionist, learning strategist, teachers Fall, winter, spring benchmarks minimally	In Progress

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	<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

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

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

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Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I	\$101,430	Literacy Strategist & iReady program	Goals 1 and 2
Academic Support Funding	\$127,890	Fund 1 licensed employee & technology	Goals 1 and 2
ELL	\$5,874	intervention/ prep buy out	Goal 2
Strategic Budget	\$2,476,801	Administrative, Licensed & Support Staff Salaries & Supplies	None

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

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

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

When a position becomes available at Tomiyasu, an extensive search is conducted in order to identify highly-qualified candidates. Applicants are screened based on experience, educational success, and recommendations from former employees and/or master teachers. They are interviewed and selected based on set criteria. Once hired, teachers are provided mentoring, coaching, and participate in collaboration with peers through PLC meetings, Structure Teacher Planning Time, and grade level meetings.

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.

Administration along with the Family and Community Engagement Services (FACES) coordinates parent trainings to promote literacy in early childhood through 5th grade. An overview of the programs used will be given to families. Parents will learn how to work with their students at home on fluency, vocabulary and basic homework skills. Spanish translation will be done on as many fliers as possible.

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.).

Preschool and kindergarten teachers will hold meetings regularly to ensure academic expectations are being met. Parents attend the Kindergarten Open House, parent informational meeting, and parent conferences. Fifth grade teachers & counselors from middle school will discuss necessary steps for the transition to middle school. Students will also visit the middle school and view a sampling of possible elective classes.

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

The School Improvement Team, Response to Instruction Team, and School Organizational Team analyze data, monitor the plans, and ensure action steps are implemented. Feedback is gathered from each grade level throughout the decision-making process.

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

All monies are coordinated through the core team members. Teachers are given opportunities to give input in decision making. Data is used to drive decision making process during RTI meetings, data meetings, and SPP meetings. Coordination of services and monies are monitored by administration and the core team. General funds provide materials and text books. Title I provides for interventions and technology support.

Plan for improving the school climate

Goal:

Decrease the percent of all students responding "agree" or "strongly agree" to the statement "If I am not naturally smart in a subject, I will never do well in it." from XXXX% to XXXX% by 2021 as measured by the annual CCSD District-wide Survey.

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

The teachers will receive ongoing training on growth mindset in addition to a book study utilizing, The Growth Mindset Coach. The knowledge will be shared with students through classroom lessons. Each month has a specific theme or focus. Specific lessons will be conducted based on the theme or chapter from the book. Every two weeks, data feedback conversations will be held with students and a growth mindset focus will be applied. Sanford Harmony lessons (social emotional learning) will also be implemented. Classroom meetups, which happen 1-2 times weekly for about 10 minutes, will emphasize growth mindset, as well. FACES will conduct an evening parent training in November. It is our intention to teach the students the power of "yet". By believing in themselves and setting/reaching goals, student achievement will increase.

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

Lesson plans are checked every two weeks for growth mindset lessons. Every teacher observation has a teacher response form in which teachers must give an update on their goals and instruction. The school counselor is conducting Sanford Harmony lessons monthly with classes and submitting a log of her completion. Every two weeks, students participate in data feedback conversations. The notebooks and teacher logs are evidence.

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

iReady data from the online program will allow us to track student growth. Student data notebooks will be evidence, as well. Hallway and classroom bulletin boards will show progress in iReady. Instructional rounds, conducted 3 times per year, will allow us to hear student conversations and look for evidence of growth mindset verbiage.

APPENDIX A - Professional Development Plan

1.1

Professional Development will be provided on PLC implementation and data analysis.

Goal 1 Additional PD Action Step (Optional)

2.1

Instructional rounds to assess the focus of practice: increased student discourse, use of academic language and higher level thinking.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

During distance education, parent trainings are offered virtually through FACES. (<https://bit.ly/facesuflonline>) Links to their resources and many others can be found on the school website. (www.tomiyasu.weebly.com) When in person instruction resumes, the format of parent trainings will be discussed. RBG3 and literacy strategist are made available with office hours for parents to request assistance. Extra duty pay to hold parent conferences - 25 teachers (2 hours each).

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Parent trainings (via office hours) to assist parents with intervention strategies and resources for home use.

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:

All students will increase proficiency in Reading from XXXX % to XXXX% by 2022 as measured by state summative assessments. ($63.1 - 40.32 = 22.78$; $22.78 / 2 = 11.39$; $40.32 + 11.39 = 51.71\%$) All students will increase proficiency in Math from XXXX% to XXXX% by 2022 as measured by state summative assessments. ($55.8 - 30.64 = 25.16$; $25.16 / 2 = 12.58$; $30.64 + 12.58 = 43.22\%$)

Measurable Objective(s):

- Increase all 3rd grade students in reading proficiency from XXXX% to XXXX% and in math from XXXX% to XXXX% as measured by state summative assessments in Spring 2022.
- Increase all 4th grade students in reading proficiency from XXXX% to XXXX% and in math from XXXX% to XXXX% as measured by state summative assessments in Spring 2022.
- Increase all 5th grade students in reading proficiency from XXXX% to XXXX% and in math from XXXX% to XXXX% as measured by state summative assessments in Spring 2022.
- Increase all 1st grade students scoring above the 40th percentile (MAP Assessment) in reading from 67% winter 2020 to XX% spring 2022 and in math from 57% winter 2020 to XX% by spring 2022. Increase all 2nd grade students scoring above the 40th percentile (MAP Assessment) in reading from 54% winter 2020 to XX% spring 2022 and in math from 27% Winter 2020 to XX% by spring 2022.
- Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from XX% fall 2021 to XX% spring 2022 as measured by MAP Growth Assessments.

Status

In Progress

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Professional Development will be provided on PLC implementation and data analysis.	
Progress		
Barriers		
Next Steps		

1.2	During distance education, parent trainings are offered virtually through FACES. (https://bit.ly/facesuflonline) Links to their resources and many others can be found on the school website. (www.tomiyasu.weebly.com) When in person instruction resumes, the format of parent trainings will be discussed. RBG3 and literacy strategist are made available with office hours for parents to request assistance. Extra duty pay to hold parent conferences - 25 teachers (2 hours each).	
Progress		
Barriers		
Next Steps		
1.3	Conduct instructional rounds with the leadership team. Data notebooks and feedback conversations will be implemented with students. Transparent data tracking will be implemented schoolwide. During distance education, the school website will be used to post dragon team iReady data.	
Progress		
Barriers		
Next Steps		
1.4	Literacy Strategist to pull small groups of students throughout the year to provide targeted Tier III instruction. Students eligible to participate in the intervention will be determined using MAP and iReady data. Students will conference with the teacher frequently using the goal setting tool in MAP in conjunction with iReady data (monitoring of lessons passed, grade equivalent tasks in the program) to give them specific and timely feedback explaining how to continue to progress in reading. In addition, 5th grade students eligible for ASF will be participate in goal setting, monitoring, and social emotional awareness instruction provided by the counselor and classroom teacher. This group is targeted in order to increase the number of students in accelerated class placements in middle school.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of English Language Learners achieving AGP toward English Language Proficiency from XXXX% to XXXX% by 2022 as measured by ELPA. $(80-50.7=29.3; 29.3/2=14.65; 50.7+14.65=65.35\%)$

Measurable Objective(s):

- The identified ELL students that are working 2 or more grade levels below on Reading iReady will decrease by 10% from XXXX% to XXXX% .
- The identified ELL students that are working 2 or more grade levels below on Math iReady will decrease by 10% from XXXX% to XXXX%.

Status

In Progress

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

	Mid-Year	End-of-Year
2.1	Instructional rounds to assess the focus of practice: increased student discourse, use of academic language and higher level thinking.	
Progress		
Barriers		
Next Steps		
2.2	Parent trainings (via office hours) to assist parents with intervention strategies and resources for home use.	
Progress		

Barriers		
Next Steps		
2.3	Implement intervention utilizing the iReady program. Prep buy out twice weekly with two teachers to provide intervention to 12 students.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 3****Priority Need/Goal 3:****Measurable Objective(s):****Status****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		