

School Performance Plan

School Name
CRAIG, LOIS ES

Address (City, State, Zip Code, Telephone):
2637 EAST GOWAN ROAD
NORTH LAS VEGAS, NV 89030, 7027994910

Superintendent/Region Superintendent: Jesus Jara / Dustin Mancl

For Implementation During The Following Years: 2020-2021

The Following MUST Be Completed:

Title I Status:	Served
Designation:	TSI
Grade Level Served:	Elementary
Classification:	1 Star
NCCAT-S:	Review

*1 and 2 Star Schools Only:	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
Malachi Williams	Parent	Michele Cobb	Principal
Michelle Matthews	Assistant Principal	Michelle Basolo	Strategist
Amanda Terkel	Teacher	Lisa Sasse	Strategist
Thomas Holmes	Teacher	Nina Jacobi	ZOOM Project Facilitator

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	AMAOs/ELPA Analysis	Achievement Gap Data
NA	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.

Overview:

Lois Craig Elementary School is a comprehensive elementary school serving grades pre-kindergarten through five. With approximately 635 students, Craig Elementary School will operate on a nine-month attendance calendar. The school is located in North Las Vegas, and it has been in operation for 54 years. Based on student achievement data, Craig ES is ranked one star and TSI based on achievement gaps within the free and reduced lunch (FRL), Individualized Education Plans (IEP), African American, Hispanic, and English Learner (EL) subgroups. The Craig demographic data identified African American (30%), White/Caucasian (4%), Hispanic/Latino (61%), Multi-race (3%) with a total of 635 students based on the 2019-2020 Official NDE Validation Day data. Our subgroup data revealed students with Free and Reduced Lunch (100%), Individualized Education Plans (13%), and English Language Learners (30%).

Analysis of Data:

According to the MAPS ELA data, 2nd graders in Fall of 2020 showed a 26% improvement from the 2nd graders entering in Fall of 2019.

According to the MAPS ELA data, 5th graders in Fall of 2020 showed a 7% improvement from the 5th graders entering in Fall of 2019.

Based on the 2018-2019 data: 27.1% of students were math proficient as measured by SBAC assessments and reported on the 18-19 NSPF. 27.1 % of students were ELA proficient as measured by SBAC assessments and reported on the 18-19 NSPF. 6.5% science proficient as measured by Nevada Science Assessment and reported on the 18-19 NSPF.

Positive Statements:

Lois Craig was awarded the Leader in Me grant by the Panda Cares Foundation. This grant provides materials and professional development to implement the 7 Effective Habits in the school setting. The training allows the stakeholders to have the skills and vocabulary to improve themselves and increase academic achievement.

8% increase in Math SBAC proficiency as reported on the 18-19 NSPF.

3% decrease in Chronic Absenteeism as reported on the 19-20 NSPF.

In order to continue these successes, 19 minutes of Math intervention will continue to be provided at the end of the day, which aligns with our Zoom plan.

The PBIS Committee will continue to support the school with positive incentive systems and plans. In addition, the committee will align the progressive discipline plan with distance education and use data to monitor effectiveness.

Craig ES will continue to implement Zoom reading center and Zoom Pre-Kinder classes. Learning Language Specialist will continue to work with L-TELL students. EL instructional rounds will continue.

Areas of Opportunity:

27.1% ELA proficiency as measured by SBAC assessment and reported on the 18-19 NSPF. This is a decrease from 29.3% ELA proficiency as measured by SBAC assessment and reported on the

18-19 NSPF.

Black/African American subgroup scored 17.5% ELA proficiency as measured by SBAC assessment and reported on the 18-19 NSPF

Special Education subgroup scored 6.5% ELA proficiency as measured by SBAC assessment and reported on the 18-19 NSPF. Previously, the special education subgroup scored 11.1% proficiency as measured by SBAC assessments and reported on the 17-18 NSPF.

The LEP subgroup decrease the AGP on the WIDA 19-20 assessment from 51.1 to 42.6. Less effective implementation of EL strategies was determined to be the cause.

Prioritized Needs:

Craig ES participated in the NCCAT-S on 10/25/18. In the audit, we identified the following needs:

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

1.3 All instructional staff members use effective instructional strategies to meet the learning needs of all students.

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

Interim Needs Assessment Analysis:

On 12/1/20 the planning team met to re-evaluate school performance plan

1. Planning team reviewed goals full NCCAT-S results and current School Performance Plan

2. Based upon the data the planning team determined to continue with the same action steps in the current School Performance Plan

Stakeholder input was obtained in order to write Craig ES's School Performance Plan.

See Zoom plan for additional goals and measurable objectives.

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

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

All students will increase proficiency in ELA from 27.1% (2018) to 39.7% by 2021, by 52.3% by 2022, and by 64.9% by 2023 as measured by state summative assessments. Black/African American subgroup will increase proficiency in ELA from 16% (2018) to 28.4% by 2021, by 40.3% by 2022, and by 53.3% by 2023 as measured by state summative assessments and reported on the NSPF. Special Education subgroup will increase proficiency in ELA from 6.5% (2018) to 18.6% by 2021, by 30.7% by 2022, and by 42.9% by 2023 as measured by state summative assessments and reported on the NSPF. Adjusted goals using Focus 2024 targets.

Root Causes:

Based on observations and data, there is a need for effective Tier 1 instruction with rigorous tasks, high-yielding strategies, opportunities for academic discourse and connections from new learning to prior concepts and experiences, specifically with Black/African American and Special Education subgroups (NEPF standard 1).

Measurable Objective 1:

Increase the percent of students performing on or above grade level in ELA from 41.3% (Fall) to 45.3% (Winter) and from 45.3% (Winter) to 49.3% (Spring) as measured by MAPS (Measures of Academic Progress).

Measurable Objective 3:

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: 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: 1.2,1.3,1.5	

<p>Craig ES will implement effective PLC structure based on standards and student data utilizing a schoolwide template to focus on evidence, action and analysis. Teachers will continue to participate in PD to increase their knowledge of using data to inform instruction example MAP, WIDA, AR, STAR, CORE Phonics, etc. Teachers will participate in instructional Professional Development (PD) based on purposeful planning for rigorous standards based on instruction including high-yielding strategies connecting new learning to prior learning and academic discourse. Teachers will participate in PD to integrate high yielding strategies in the digital platform.</p>	<p>Extra duty pay/prep buyout, Learning Strategists, STAR/AR Reading Safari - Title I</p>	<p>PD Agendas, Sign-ins, Observation Cycle , Lesson Plans,</p>	<p>Aug 2020- May 2021 Admin, Strategists and School Improvement Team</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>1.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>Family engagement will increase through monthly trainings for parents, deployment of books from the Breakfast with Books program, 21st Century Grant funded enrichment club, before and after school, Leader in Me events, virtual Family Nights and parent conferences.</p>	<p>Instructional Materials, Title I Funding; Support Staff Extra Duty (translation), Title I funding;</p>	<p>Parent Training Agendas, handouts, sign-ins, parent surveys, Flyers, Parentlinks, Class Dojo, Website, Facebook</p>	<p>Aug 2019- May 2020 Admin, Strategists and School Improvement Team</p>	<p>N/A</p>

Comments:

<p>1.3 Curriculum/Instruction/Assessment (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 1.2,1.3,1.5</p>	
<p>Craig ES teachers will be actively and consistently planning purposeful standards based instruction utilizing data based decision making. Strategists will utilize the coaching cycle to improve instructional practices with teachers, specifically utilizing digital platforms.</p>	<p>Extra duty pay/prep buyout, Learning Strategist, STAR/AR Reading Safari - Title I</p>	<p>PLC Agendas and forms. PD Agendas/Sign-ins/Surveys, lesson plans. Lesson plans, admin observation notes, student Achievement Data and progress monitoring, Google survey</p>	<p>Aug 2019- May 2020 Admin, Strategists and School Improvement Team</p>	<p>N/A</p>

Comments:

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

Comments:

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

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

All students will increase proficiency in math from 27.1% (2018) to 37.4% by 2021, by 47.7% by 2022, and by 58% by 2023 as measured by state summative assessments. Black/African American subgroup will increase proficiency in math from 13.3% (2018) to 23.8% by 2021, by 34.3% by 2022, and by 44.8% by 2023 as measured by state summative assessments and reported on the NSPF. Special Education subgroup will increase proficiency in math from 10% (2018) to 20.6% by 2021, by 31.2% by 2022, and by 41.9% by 2023 as measured by state summative assessments and reported on the NSPF. Adjusted goals using Focus 2024 targets.

Root Causes:

Based on observations and data, there is a need for effective Tier 1 instruction with rigorous tasks, high-yielding strategies, opportunities for academic discourse and connections from new learning to prior concepts and experiences, specifically with Black/African American and Special Education subgroups (NEPF standard 1).

Measurable Objective 1:

Increase the percent of students performing on or above grade level in Math from 35.66% (Fall) to 38.82% (winter) and from 38.82% (Winter) to 41.98% (Spring) as measured by MAPS (Measures of Academic Progress).

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
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2,1.3,1.5	

A.) Craig ES will implement effective PLC structure based on standards and student data B.) Teachers will continue to participate in PD to increase their knowledge of using data to inform instruction example MAP, etc. C.) Teachers will participate in instructional Professional Development (PD) based on purposeful planning for rigorous standards based on instruction including high-yielding strategies connecting new learning to prior learning and academic discourse,	PD funds/prep buyout and Learning Strategist, leadership team	PD Agendas, Sign-ins, Observation Cycle , Lesson Plans,	Aug 2020-MAY 2021 Admin, Strategists and School Improvement Team	N/A
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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:	
Family engagement will increase through monthly trainings for parents, deployment of books from the Breakfast with Books program, 21st Century Grant funded enrichment club, before and after school, Leader in Me events, virtual Family Nights and parent conferences.	Instructional Materials, Title I Funding; Support Staff Extra Duty (translation), Title I funding;	Parent Training Agendas, handouts, sign-ins, parent surveys, Flyers, Parentlinks, Class Dojo, Website, Facebook	Aug 2020- May 2021 Admin, Strategists and School Improvement Team	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2,1.3,1.5 1.2,1.3,1.51.2,1.3,1.5	
Craig ES teachers will be actively and consistently planning purposeful standards based instruction utilizing data based decision making.	Extra duty pay/prep buyout, Learning Strategist - Title I Language Learning Strategist, i-Ready - ZOOM Easy CBM, Extra duty pay - Strategic Budget	PLC Agendas and forms. PD Agendas/Sign-ins/Surveys, lesson plans. Lesson plans, admin observation notes, Student Achievement Data and progress monitoring, Google survey	Aug 2019- May 2020 Admin, Strategists and School Improvement Team	N/A

Comments:

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

Comments:

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

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

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 1	296500	Teacher Salaries	Goals 1 and 2
Strategic Budget	3841200	Teacher salaries and instructional materials	Goals 1 and 2
ZOOM (Title 3)	734,000	Teacher Salaries, ZOOM Reading Center, ZOOM pre-k, Additional 19 instructional minutes	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

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

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

In order to attract effective, high quality teachers, we will provide teachers with current research based strategies and techniques to improve instruction. All licensed teachers are provided with a laptop, in order to better access data and technology resources. In addition, teachers are provided an extra 19 minutes of instruction, as part of the Zoom school structure. Teachers at Lois Craig are supported to investigate leadership opportunities and personal professional development.

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.

At Lois Craig, we have implemented Class Dojo as a way to communicate more effectively with parents. In addition, we have updated the website to make it more helpful for parents to gain necessary information. Lois Craig hosts monthly food pantries for our families and Leader in Me events to increase life skills to be a leader in one's own life. Monthly technology meetings help parents to better support students as well as daily open office hours to support parents technology needs.

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.).

As a Zoom school, we offer pre-K to the neighborhood students. The Pre-K team works with the kindergarten team to ensure that students are prepared for kindergarten. The school counselor provides students with the Magnet School presentation to give 5th grade students options for middle school. Fifth grade teachers work with students and families to select middle school classes that best fit each students' academic needs.

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

The governance structure of Lois Craig gives teachers the opportunity to participate in the use of the academic assessments as teachers communicate to grade level chairs who then share concerns and suggestions in the leadership meetings. In addition, teachers participate in bimonthly PLC meetings where reflections are made and shared with administration to help guide the use of academic assessments.

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

The Lois Craig administration works with the region, district and state to follow all regulations and guidelines. Lois Craig has a partnership with ANet to focus on improved academic instruction.

Plan for improving the school climate

Goal:

Decrease the percentage of all chronically absent students from 23.1% to 20% as measured by 20-21 NSPF.

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

Students must feel they are a part of the Craig ES community. As part of the Leader in Me grant, stakeholders will learn strategies to utilize the 7 Effective Habits and how to find the leader in themselves. By regularly attending school they will have opportunities to receive grade level instruction.

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

Attendance mentors will sign off monthly sheets to track student attendance. Communities in Schools, the Social Worker and the school Counselor will work with student and families to create action plans to increase attendance. We will also track through the following documents: attendance contracts, attendance letters, educational neglect files

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

Chronic Absenteeism will be tracked through Infinite Campus and Datalab.

APPENDIX A - Professional Development Plan

1.1

Craig ES will implement effective PLC structure based on standards and student data utilizing a schoolwide template to focus on evidence, action and analysis. Teachers will continue to participate in PD to increase their knowledge of using data to inform instruction example MAP, WIDA, AR, STAR, CORE Phonics, etc. Teachers will participate in instructional Professional Development (PD) based on purposeful planning for rigorous standards based on instruction including high-yielding strategies connecting new learning to prior learning and academic discourse. Teachers will participate in PD to integrate high yielding strategies in the digital platform.

Goal 1 Additional PD Action Step (Optional)

2.1

A.) Craig ES will implement effective PLC structure based on standards and student data B.) Teachers will continue to participate in PD to increase their knowledge of using data to inform instruction example MAP, etc. C.) Teachers will participate in instructional Professional Development (PD) based on purposeful planning for rigorous standards based on instruction including high-yielding strategies connecting new learning to prior learning and academic discourse,

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Family engagement will increase through monthly trainings for parents, deployment of books from the Breakfast with Books program, 21st Century Grant funded enrichment club, before and after school, Leader in Me events, virtual Family Nights and parent conferences.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Family engagement will increase through monthly trainings for parents, deployment of books from the Breakfast with Books program, 21st Century Grant funded enrichment club, before and after school, Leader in Me events, virtual Family Nights and parent conferences.

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 ELA from 27.1% (2018) to 39.7% by 2021, by 52.3% by 2022, and by 64.9% by 2023 as measured by state summative assessments. Black/African American subgroup will increase proficiency in ELA from 16% (2018) to 28.4% by 2021, by 40.3% by 2022, and by 53.3% by 2023 as measured by state summative assessments and reported on the NSPF. Special Education subgroup will increase proficiency in ELA from 6.5% (2018) to 18.6% by 2021, by 30.7% by 2022, and by 42.9% by 2023 as measured by state summative assessments and reported on the NSPF. Adjusted goals using Focus 2024 targets.

Measurable Objective(s):

- Increase the percent of students performing on or above grade level in ELA from 41.3% (Fall) to 45.3% (Winter) and from 45.3% (Winter) to 49.3% (Spring) as measured by MAPS (Measures of Academic Progress).
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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	Craig ES will implement effective PLC structure based on standards and student data utilizing a schoolwide template to focus on evidence, action and analysis. Teachers will continue to participate in PD to increase their knowledge of using data to inform instruction example MAP, WIDA, AR, STAR, CORE Phonics, etc. Teachers will participate in instructional Professional Development (PD) based on purposeful planning for rigorous standards based on instruction including high-yielding strategies connecting new learning to prior learning and academic discourse. Teachers will participate in PD to integrate high yielding strategies in the digital platform.	
Progress		
Barriers		
Next Steps		

1.2	Family engagement will increase through monthly trainings for parents, deployment of books from the Breakfast with Books program, 21st Century Grant funded enrichment club, before and after school, Leader in Me events, virtual Family Nights and parent conferences.	
Progress		
Barriers		
Next Steps		
1.3	Craig ES teachers will be actively and consistently planning purposeful standards based instruction utilizing data based decision making. Strategists will utilize the coaching cycle to improve instructional practices with teachers, specifically utilizing digital platforms.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

All students will increase proficiency in math from 27.1% (2018) to 37.4% by 2021, by 47.7% by 2022, and by 58% by 2023 as measured by state summative assessments. Black/African American subgroup will increase proficiency in math from 13.3% (2018) to 23.8% by 2021, by 34.3% by 2022, and by 44.8% by 2023 as measured by state summative assessments and reported on the NSPF. Special Education subgroup will increase proficiency in math from 10% (2018) to 20.6% by 2021, by 31.2% by 2022, and by 41.9% by 2023 as measured by state summative assessments and reported on the NSPF. Adjusted goals using Focus 2024 targets.

Measurable Objective(s):

- Increase the percent of students performing on or above grade level in Math from 35.66% (Fall) to 38.82% (winter) and from 38.82% (Winter) to 41.98% (Spring) as measured by MAPS (Measures of Academic Progress).

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	A.) Craig ES will implement effective PLC structure based on standards and student data B.) Teachers will continue to participate in PD to increase their knowledge of using data to inform instruction example MAP, etc. C.) Teachers will participate in instructional Professional Development (PD) based on purposeful planning for rigorous standards based on instruction including high-yielding strategies connecting new learning to prior learning and academic discourse.	
Progress		
Barriers		
Next Steps		
2.2	Family engagement will increase through monthly trainings for parents, deployment of books from the Breakfast with Books program, 21st Century Grant funded enrichment club, before and after school, Leader in Me events, virtual Family Nights and parent conferences.	

Progress		
Barriers		
Next Steps		
2.3	Craig ES teachers will be actively and consistently planning purposeful standards based instruction utilizing data based decision making.	
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		