

School Performance Plan

School Name
Beckley, Will ES

Address (City, State, Zip Code, Telephone):
3223 S Glenhurst Dr
Las Vegas, NV 89121-3322, (702) 799-7700

Superintendent/Assistant Chief: Pat Skorkowsky / Lorna James-Cervantes

For Implementation During The Following Years: 2016-2017

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 3 Star

NCCAT-S: Not Required

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

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

Name of Member	Position	Name of Member	Position
Greshann Murdoch	Parent	Jeanne Plese	Principal
Cheryle Trupp	Assistant Principal	Barbara Grogan	Counselor
April Paine	Librarian	Jessica Hanakahi	Kindergarten
Rocio Amador	First Grade	Sophia Cotton	Second Grade
Jennifer Berta	Third Grade	Kristy Price	4th Grade
Apollonia Grande	Fifth Grade	Holly Lawrence	Math Strategist
Amparo Johnson	Data Strategist	Sara Kennedy	Title 1 Strategist

Rebekah Williams	Read by Three Strategist		
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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	AMAOs/ELPA Analysis	Individualized Education Programs (IEP)
Formative Assessments Practice	Teacher/Administrator Observation Data	Teacher/Administrator Observation Data
Teacher/Administrator Observation Data	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other: AimsWeb
Other:	Other:	Other:

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

-The percentage of students meeting proficiency in Reading were consistent in grades 3-5 on SBAC for 15-16 school year. Teachers will improve their Tier 1 instruction to be more consistent in delivering standard based instruction. Teachers will continue to provide daily systematic interventions for all Tier 2 and Tier 3 students.

Areas of Concern:

-The percent of proficient students in the area of Math was 17.29%. Teachers have not been effectively or consistently pulling Math intervention groups for students who are Tier 2 and Tier 3 in Math. School has implemented a Math Intervention program which provides differentiated instruction for students at their instructional level. Teachers need further collaboration and training on how to unwrap and supplement the Math NVACS.

-The percent of proficient students in the area of Reading was 31.50% in 2015-2016. Teachers need continued training on unwrapping the NVACS and differentiating instruction which was targeted to specific students skill deficits based on data. Teachers need to consistently provide more high quality Tier 1 instruction.

iReady Assessments:

iReady was implemented this year (2016-2017).

Students who are on grade level for the first benchmark:Math- K-5%, 1-4%, 2-8%, 3-10%, 4-16%, 5-12%

Students who are on grade level for the first benchmark:Reading- K-7%, 1-13%, 2-23%, 3-37%, 4-22%, 5-13%

AIMSweb: 50th percentile or higher (green)- Fall benchmark

1st grade-63%

2nd grade-65%

3rd grade-64%

4th grade-48%

5th grade-53.6%

K-Letter Naming-37%

K-Letter Sound-46%

Demographics

Total enrollment at Beckley has increased slightly from 850 students in 2015-2016 to 910 students in November 2016. Beckley ES has changed from a 9 month schedule to a year-round schedule in the 2015-2016 school year. Beckley has a high ELL student population(over 50%). This indicates an increased need to provide instruction specifically designed to address the diverse learning needs of our students who are learning English as a second language.

Parent Engagement

Beckley has multiple parent engagement activities that produce a large amount of parents attending.

Miscellaneous

Since 2008, attendance at parent/teacher conferences each year has been 98% or higher.

Average daily attendance at Beckley ES (95.6%) is higher than the district average daily attendance (94.7%).

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:

Increase Grade 3 proficiency rates in reading.

Root Causes:

Teachers did not consistently expose students to high quality tier 1 instruction using higher Depth of Knowledge (DOK) questioning, engagement strategies, and ELL strategies. Teachers also did not consistently use data to differentiate instruction for students receiving Tier 1 or Tier 2 instruction. Teachers were inconsistent in implementing standard-based instruction.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 31.19% to 35.19% by 2017 as measured by state assessments.

Measurable Objective 2:

Increase the percent of 4th grade students proficient in reading from 31.90% to 36.90% by 2017 as measured by state assessments.

Measurable Objective 3:

Increase the percent of 5th grade students proficient in reading from 31.40% to 36.40% by 2017 as measured by state 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
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.3, 2.2	

<p>Teachers will receive professional development in the areas of data analysis, the use depth of knowledge, ELL strategies, data driven instructional practices, standard-based instruction and engagement strategies. Teachers will also be given professional development on how to understand the different instructional requirements of students based on the changes between the levels of ELL (WIDA levels). Teachers will participate in vertical and horizontal PLCs to collaborate how to implement and the progress of the professional development .</p>	<p>Title I Funds: Add-on days (20) for reading strategist (\$83,300.00); Add-on days (20) for data strategist (\$83,300.00); Substitutes for collaboration (100 days = \$15,840.00); Licensed extra-duty pay for PD (\$2300.00);</p>	<p>PLC notes, PD sign-in sheets, lesson plans, coaching logs, and administrative observations. Weekly "Monday Memos" will contain strategies from NEPF & pd for teachers to use.</p>	<p>August 2016- May 2017 Data/Evidence will be analyzed after each iReady assessment and AIMSweb monthly assessments by: Administration, Strategists, and 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
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
<p>Parent meetings & materials: Monthly parent meetings (2nd cup of coffee), district wide parent trainings with FACES, Race to Read classes-book and DVD provided to parents. Teachers assist parents with learning how to identify phonemes, letter, etc and how to blend and identify letters, parent teacher conferences, Beckley also had Read by 3 conferences, a Harvest festival, and parent educational courses. There will be two ZOOM nights for parents. School participates in Spread the Word which enables students to receive books and parents to participate in breakfast, storytelling, receive books, and participate in a raffle. When students are absent 5 times or have 5 missing assignments the parents are required to meet with administration. Teachers send home bi-monthly progress reports.</p>	<p>Title I Funds: Add-on days (20) for reading strategist (\$83,300.00); Add-on days (20) for data strategist (\$83,300.00); Books for parent involvement give-away (\$1086.50); Refreshments for parent trainings (\$486.00); Support extra-duty pay (\$210.00); Licensed extra-duty pay (\$920.00); Instructional Materials for Parents (\$250.00) Teacher Family Aide (\$45,800)</p>	<p>Monthly parent newsletters, "Second Cup of Coffee" parent sign-in sheets, Parent- Teacher conferences documentation, Parent Training sessions, and parent evaluations.</p>	<p>August 2016- May 2017 Data/Evidence will be reviewed monthly by: Administration and Learning Strategists</p>	<p>N/A</p>

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.3, 2.2	
<p>Teachers will Implement: depth of knowledge questioning, data analysis, ELL strategies, data driven instructional practices, and engagement strategies. Teachers will also implement strategies learned on how to understand the different instructional requirements of students based on the changes between the levels of ELL (WIDA levels). All of these strategies will be implemented into lesson planning and daily instruction and through ReadyGen.</p>	<p>Title I Funds: Add-on days (20) for reading strategist (\$83,300.00); Add-on days (20) for data strategist (\$83,300.00); Instructional assistant to work with students (\$40,500.00); Instructional assistant to work with students (\$16,861.00); Teacher family aide to work with students (\$45,800.00); Substitutes for collaboration (132 days = \$15,840.00); Technology supplies - toner, LCD projectors, student laptops (\$2045.00); Books and periodicals-classroom (\$2045.00) Instructional Materials (\$2019.00)</p>	<p>Observations, lesson plan reviews, ELL walkthroughs, iReady data and AIMSweb data.</p>	<p>August 2016- May 2017 Data/Evidence will be reviewed monthly by: Administration and Learning Strategists</p>	<p>N/A</p>

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	<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:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

Root Causes:

Teachers did not consistently teach to mastery in grade level curriculum during Tier 1 math and reading instruction. Teachers are not proficient in differentiated small group instruction in Math and Reading Tier I. Teachers need to understand, teach, and assess students' proficiency in the Math and Reading NVACS. There is a need for more parent and teacher collaboration. There is a need for ELL strategies and engagement strategies.

Measurable Objective 1:

Increase the percentage of 3rd grade ELs who are on or above grade level in reading, as measured by end of year assessments, from 25% to 30% by June 2017.

Measurable Objective 2:

Increase the percentage of K-2 ELs who are on or above grade level in reading, as measured by iReady, from 12.9% to 22.9% by June 2017. Increase the percentage of K-5 students who are on or above grade level in math, as measured by iReady, from 9.1% to 20.1% by June 2017.

Measurable Objective 3:

Increase the percent of ELs meeting AGP, as measured by ELPA, from 62.20% to 72.20% by June 2017.

Measurable Objective 4:

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 46.49 to 36.49 by 2017 as measured by state assessments.

Measurable Objective 5:

Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 40.41 to 33.41 by 2017 as measured by state 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: 1.2, 1.3, 2.2	
Teachers will receive professional development in the areas of data analysis, the use depth of knowledge, ELL strategies, data driven instructional practices, small group instruction in reading and math, Number Talks, and engagement strategies. Teachers will also be given professional development on how to understand the different instructional requirements of students based on the changes between the levels of ELL (WIDA levels). Teachers will participate in vertical and horizontal PLCs to collaborate on how to implement the professional development.	Title I Funds: Add-on days (20) for reading strategist (\$83,300.00); Add-on days (20) for data strategist (\$83,300.00); Substitutes for collaboration (132 days = \$15,840.00); Licensed extra-duty pay for PD (\$2300.00); ELL Learning Division	PLC notes, PD sign-ins, review of lesson plans, AimsWeb and iReady data, and administrative observations.	August 2016- May 2017 Data/Evidence will be analyzed after each iReady and AimsWeb assessment by: Administration, Strategists, and Teachers	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:	
Parent meetings & materials: Monthly parent meetings (2nd cup of coffee), district wide parent trainings with FACES, Race to Read classes-book and DVD provided to parents. Teachers assist parents with learning how to identify phonemes, letter, etc and how to blend and identify letters, parent teacher conferences, Beckley has Read by 3 conferences, a harvest festival, and parent educational courses. Two ZOOM nights are held for parents. School participates in Spread the Word which enables students to receive books and parents to participate in breakfast, storytelling, receive books, and participate in a raffle. When students are absent 5 times or have 5 missing assignments the parents are required to meet with administration. Translators will be available to assist our Spanish speaking parents. Kideract community service club provides a home to school connection. Bi-monthly progress reports are sent home. Envision parent letters sent home as needed.	Title I Funds: Add-on days (20) for reading strategist (\$83,300.00); Add-on days (20) for data strategist (\$83,300.00); Books for parent involvement (\$1086.50); Refreshments for parent trainings (\$486.00); Support extra-duty pay (\$210.00); Licensed extra-duty pay (\$920.00); Instructional Materials for Parents (\$250.00)	Monthly parent newsletters, School website, parent sign-in sheets, and parent evaluations of training. All parent educational materials will translated in Spanish to assist our Spanish speaking parents.	August 2016- May 2017 Monthly parent newsletters, parent sign-in sheets, and parent evaluations of training will be reviewed monthly by: Administration and Learning Strategists	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.3, 2.2
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<p>Teachers will Implement the professional development in the areas of: data analysis, the use depth of knowledge, ELL strategies, data driven instructional practices, small group instruction in reading and math, Number Talks, and engagement strategies. Teachers will also implement professional development on how to understand the different instructional requirements of students based on the changes between the levels of ELL (WIDA levels). Teachers will implement in lesson plans and daily instruction. Teachers will participate in vertical and horizontal PLCS to collaborate on how to implement the professional development .</p>	<p>Title I Funds: Add-on days (20) for reading strategist (\$83,300.00); Add-on days (20) for data strategist (\$83,300.00); Instructional assistant to work with students (\$37,500.00); Teacher family aide to work with students (\$45,800.00); Substitutes for collaboration (132 days = \$15,840.00); Technology supplies - toner, LCD projectors, student laptops (\$19,861.00); Books and periodicals-classroom (\$2045.00) Instructional Materials (\$2019.00)</p>	<p>Administrative and Strategist Observations, iReady data, and AIMSweb data, PLC notes, and lesson plans.</p>	<p>August 2016- May 2017 Data/Evidence will be reviewed by administration, strategists, and teachers after each iReady and AIMSweb benchmark assessment.</p>	<p>N/A</p>
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Comments:

<p>2.4 Other (Optional)</p>		<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>
<p>Full day Kindergarten; Zoom Reading Center: 30 minutes additional Tier I literacy instruction; Zoom Summer Academy and Intersession Academy provide 17 additional days of instruction</p>	<p>CCSD Literacy Framework with supplementary materials for differentiated instruction (Zoom); CCSD Zoom Reading Center Framework, Zoom Project Facilitators, long-term sub, 3 PPTs, and Reading Center facility (furniture, books, instructional supplies, technology, and software)(Zoom); Themed units aligned to Literacy Framework and NVACS, Math curriculum based on WestEd program, licensed and support staff, transportation personnel, nurses, crossing guards, subs, presenters, and classroom supplies (Zoom)</p>	<p>WIDA, iReady Data (3 times per year); DRA and District/State Assessments (3 times per year) ; District/State Assessments (3 times per year), WIDA ACCESS pre- and post-tests</p>	<p>Zoom Kindergarten teachers, Administrator (2015-2016 school year), Assistant Chief</p> <p>N/A</p>

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 checked="" type="checkbox"/> Other
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Priority Need/Goal 3:

Increase the percentage of school-based personnel trained in cultural competency.

Root Causes:

There is a need for training in the area of cultural competency as evidenced by the District student achievement gap data. Teachers need to understand the diverse needs of their students.

Measurable Objective 1:

100% of staff will participate in a school-based cultural competency professional development during the 2016-2017 school year as measured by sign-in sheets.

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
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 3.1	
The school Equity and Diversity Department school representative and ELL Student Success Advocate will provide training for staff. Teachers will utilize cultural competency strategies that are built into both ReadyGen and Envision 2.0 .	Training materials from E&DD and ELL department.	Sign-in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during the school year.	N/A

Comments:

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

				N/A
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Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I & Parent Set-Aside	\$298,212.60	Add-on days (20) for reading strategist (\$83,300.00); Add-on days (20) for data strategist (\$83,300.00); Instructional assistant to work with students (\$37,500.00); family aide to work with students (\$45,800.00); Substitutes for collaboration (132 days = \$15,840.00); Licensed extra-duty pay for site liaison (80 hours = \$1840.00); Licensed extra-duty pay for collaboration (\$2,300.00); substitute collaboration (\$15,840.00); Technology supplies - toner, LCD projectors, student laptops (\$19,861.00); Instructional materials (\$2019.00); Books & periodicals classroom (\$2045.00); books for parent (\$1086.5.00); refreshments for parent trainings (\$486.00); Ins Material-parenting (\$250.00), licensed Ex Duty-parenting (\$920.00); support staff Ex Duty (\$210.00)	Goals 1 and 2
Zoom	\$25 million	Total funding for Zoom schools . Funding will provide for Pre-K half days, 4 days a week; Full Day Kindergarten; Reading Skills Center; Summer Academy Intersession; Professional Development; Recruitment/Retention Initiatives; and Family Engagement Opportunities. The intended outcome is to raise students with WIDA scores academic achievement.	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.

Personal contact and key teachers present during the interview process. Two on-site mentors work during the summer to welcome highly qualified teachers to our site. Our website assists new teachers in understanding Beckley demographics and school climate. A "Welcome reception" was held for new teachers prior to the first day. An "Aloha Committee" coordinates luncheons and organizes staff team building events. Weekly grade level PLC meetings are held to help new teachers acclimate and once a month new teacher meetings are held to keep teachers new to Beckley apprised of deadlines and requirements. Beckley offers many opportunities for teachers to volunteer their time outside of the classroom including; Disney Musicals, Beckley Gardening Project, and Breakfast with Books. Nest meeting held weekly to meet with new teachers to discuss any areas of concerns or questions they may have. All new teacher have a mentor.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (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.

Frequent communication by the administration to the Beckley Parent Committee (BPC) and parents through notices and newsletters. Contacts are sent in English and Spanish. Monthly "Second Cup of Coffee" meetings are held to impart school information and receive feedback from parents. 100% participation in Parent-Teacher conferences is required in order to share academic information. Envision math parents letters, newsletters, and a welcoming atmosphere encourage parent engagement in school. Website in both English and Spanish. Parent link messages go out when needed. Bimonthly progress reports sent home to parents.

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.).

Pre-K program instructors meet with Kindergarten teachers to facilitate transition to Kindergarten. Pre-K teachers assist Kindergarten reading success by teaching "Lively Letters" once a week. The Beckley counselor meets with counselors from feeder middle schools to plan and facilitate student transition from fifth grade to middle school. Fifth grade teachers consistently implement progressive 'middle school' expectations during the school year to help students be prepared for the transition.

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

Weekly PLC meetings with leadership assist teachers in data analysis and lesson planning to address curriculum gaps/needs. Teachers work with strategists to plan and implement intervention groups. Substitute time is provided so teachers can be assisted with RTI planning/documentation. Teachers utilize data from assessments to guide parent teacher conferences.

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

Beckley coordinates-integrates its programs with Title 1 Preschool; AI's Closet; Title 1 HOPE Project; 3-Square Backpack Weekend Food Program; Junior Assistance School Bell; Family Services Parenting Project; Spread the Word Nevada; Becky Watson Company; State of NV Neighborhood Family Services; volunteer services/monetary donations from Arizona Charlie's Casino and Las Vegas Rotary, Nevada Health Department and Los Vaqueros.

APPENDIX A - Professional Development Plan

1.1

Teachers will receive professional development in the areas of data analysis, the use depth of knowledge, ELL strategies, data driven instructional practices, standard-based instruction and engagement strategies. Teachers will also be given professional development on how to understand the different instructional requirements of students based on the changes between the levels of ELL (WIDA levels). Teachers will participate in vertical and horizontal PLCS to collaborate how to implement and the progress of the professional development .

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will receive professional development in the areas of data analysis, the use depth of knowledge, ELL strategies, data driven instructional practices, small group instruction in reading and math, Number Talks, and engagement strategies. Teachers will also be given professional development on how to understand the different instructional requirements of students based on the changes between the levels of ELL (WIDA levels). Teachers will participate in vertical and horizontal PLCS to collaborate on how to implement the professional development.

Goal 2 Additional PD Action Step (Optional)

3.1

The school Equity and Diversity Department school representative and ELL Student Success Advocate will provide training for staff. Teachers will utilize cultural competency strategies that are built into both ReadyGen and Envision 2.0 .

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Parent meetings & materials: Monthly parent meetings (2nd cup of coffee), district wide parent trainings with FACES, Race to Read classes-book and DVD provided to parents. Teachers assist parents with learning how to identify phonemes, letter, etc and how to blend and identify letters, parent teacher conferences, Beckley also had Read by 3 conferences, a Harvest festival, and parent educational courses. There will be two ZOOM nights for parents. School participates in Spread the Word which enables students to receive books and parents to participate in breakfast, storytelling, receive books, and participate in a raffle. When students are absent 5 times or have 5 missing assignments the parents are required to meet with administration. Teachers send home bi-monthly progress reports.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Parent meetings & materials: Monthly parent meetings (2nd cup of coffee), district wide parent trainings with FACES, Race to Read classes-book and DVD provided to parents. Teachers assist parents with learning how to identify phonemes, letter, etc and how to blend and identify letters, parent teacher conferences, Beckley has Read by 3 conferences, a harvest festival, and parent educational courses. Two ZOOM nights are held for parents. School participates in Spread the Word which enables students to receive books and parents to participate in breakfast, storytelling, receive books, and participate in a raffle. When students are absent 5 times or have 5 missing assignments the parents are required to meet with administration. Translators will be available to assist our Spanish speaking parents. Kideract community service club provides a home to school connection. Bi-monthly progress reports are sent home. Envision parent letters sent home as needed.

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:

Increase Grade 3 proficiency rates in reading.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in reading from 31.19% to 35.19% by 2017 as measured by state assessments.
- Increase the percent of 4th grade students proficient in reading from 31.90% to 36.90% by 2017 as measured by state assessments.
- Increase the percent of 5th grade students proficient in reading from 31.40% to 36.40% by 2017 as measured by state 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 receive professional development in the areas of data analysis, the use depth of knowledge, ELL strategies, data driven instructional practices, standard-based instruction and engagement strategies. Teachers will also be given professional development on how to understand the different instructional requirements of students based on the changes between the levels of ELL (WIDA levels). Teachers will participate in vertical and horizontal PLCs to collaborate how to implement and the progress of the professional development .	
Progress		
Barriers		
Next Steps		
1.2	Parent meetings & materials: Monthly parent meetings (2nd cup of coffee), district wide parent trainings with FACES, Race to Read classes-book and DVD provided to parents. Teachers assist parents with learning how to identify phonemes, letter, etc and how to blend and identify letters, parent teacher conferences, Beckley also had Read by 3 conferences, a Harvest festival, and parent educational courses. There will be two ZOOM nights for parents. School participates in Spread the Word which enables students to receive books and parents to participate in breakfast, storytelling, receive books, and participate in a raffle. When students are absent 5 times or have 5 missing assignments the parents are required to meet with administration. Teachers send home bi-monthly progress reports.	

Progress		
Barriers		
Next Steps		
1.3	Teachers will Implement: depth of knowledge questioning, data analysis, ELL strategies, data driven instructional practices, and engagement strategies. Teachers will also implement strategies learned on how to understand the different instructional requirements of students based on the changes between the levels of ELL (WIDA levels). All of these strategies will be implemented into lesson planning and daily instruction and through ReadyGen.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

Measurable Objective(s):

- Increase the percentage of 3rd grade ELs who are on or above grade level in reading, as measured by end of year assessments, from 25% to 30% by June 2017.
- Increase the percentage of K-2 ELs who are on or above grade level in reading, as measured by iReady, from 12.9% to 22.9% by June 2017. Increase the percentage of K-5 students who are on or above grade level in math, as measured by iReady, from 9.1% to 20.1% by June 2017.
- Increase the percent of ELs meeting AGP, as measured by ELPA, from 62.20% to 72.20% by June 2017.
- Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 46.49 to 36.49 by 2017 as measured by state assessments.
- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 40.41 to 33.41 by 2017 as measured by state 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 receive professional development in the areas of data analysis, the use depth of knowledge, ELL strategies, data driven instructional practices, small group instruction in reading and math, Number Talks, and engagement strategies. Teachers will also be given professional development on how to understand the different instructional requirements of students based on the changes between the levels of ELL (WIDA levels). Teachers will participate in vertical and horizontal PLCs to collaborate on how to implement the professional development.	
Progress		
Barriers		
Next Steps		

2.2	Parent meetings & materials: Monthly parent meetings (2nd cup of coffee), district wide parent trainings with FACES, Race to Read classes-book and DVD provided to parents. Teachers assist parents with learning how to identify phonemes, letter, etc and how to blend and identify letters, parent teacher conferences, Beckley has Read by 3 conferences, a harvest festival, and parent educational courses. Two ZOOM nights are held for parents. School participates in Spread the Word which enables students to receive books and parents to participate in breakfast, storytelling, receive books, and participate in a raffle. When students are absent 5 times or have 5 missing assignments the parents are required to meet with administration. Translators will be available to assist our Spanish speaking parents. Kideract community service club provides a home to school connection. Bi-monthly progress reports are sent home. Envision parent letters sent home as needed.	
Progress		
Barriers		
Next Steps		
2.3	Teachers will implement the professional development in the areas of: data analysis, the use depth of knowledge, ELL strategies, data driven instructional practices, small group instruction in reading and math, Number Talks, and engagement strategies. Teachers will also implement professional development on how to understand the different instructional requirements of students based on the changes between the levels of ELL (WIDA levels). Teachers will implement in lesson plans and daily instruction. Teachers will participate in vertical and horizontal PLCS to collaborate on how to implement the professional development.	
Progress		
Barriers		
Next Steps		
2.4	Full day Kindergarten; Zoom Reading Center: 30 minutes additional Tier I literacy instruction; Zoom Summer Academy and Intersession Academy provide 17 additional days of instruction	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase the percentage of school-based personnel trained in cultural competency.

Measurable Objective(s):

- 100% of staff will participate in a school-based cultural competency professional development during the 2016-2017 school year as measured by sign-in sheets.

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	The school Equity and Diversity Department school representative and ELL Student Success Advocate will provide training for staff. Teachers will utilize cultural competency strategies that are built into both ReadyGen and Envision 2.0 .	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

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