

# School Performance Plan

**School Name**  
HANCOCK, DORIS ES

**Address (City, State, Zip Code, Telephone):**  
1661 LINDELL ROAD  
LAS VEGAS, NV 89146, 7027994205

**Superintendent/Region Superintendent:** Jesus Jara / Samuel Scavella

**For Implementation During The Following Year:** 2021-2022

The Following MUST Be Completed:

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

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

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
Andrea Ljungquist	Parent	Dilcia Martinez Hernandez	Parent
Sarah Payne	Principal	Christie McKenzie	Assistant Principal
Humberto Ramirez	Head Custodian	Sandra Banks	Strategist
Tina Redsull	Strategist	Rachel Marx	Strategist
Veronica Dannaker	Teacher		

## COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### DATA REVIEWED & ANALYZED:

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

School Data For General Ed Including FRL	English Language Learner (E	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Nevada Comprehensive Audit Tool for Schools (NCAT-S)	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other: 2020-2021 Enrollment Data	Other: 2020-2021 Enrollment Data	Other: 2020-2021 Enrollment Data
Other:	Other:	Other:

**Summary Statement:** Please provide a brief description for how the analyzed data will impact your Inquiry and Ac

**Overview**  
 Doris Hancock Elementary School (Hancock ES) is a Title I school located in Region 2 of the Clark County School District (CCSD). The student population has increased over the last several years. Enrollment for the 2020-21 school year is as follows: 50.8% Hispanic, 23.62% Black, 11.8% White, 8.86% two or more races, 13.28% students with an Individual Education Plan (IEP), and 100% Free and Reduced Lunch (FRL). There were moderate shifts in enrollment for Hispanic students and an increase in Black students. Total enrollment has declined from 595 (2018-2019) to 544 (2020-2021). This is likely due to the COVID-19 pandemic in the Valley as well as the shift to distance learning.

**Analysis of Data**  
 Hancock ES fell from a two-star status in 2016-17 (27 index points) to a one-star status in 2017-18 (11 index points) and remained a one-star status in 2018-19 (18.5 index points) as reported on the Nevada School Performance Framework (NSPF). The increase in NSPF points was observed most drastically in reading proficiency from 25.4% to 33.7%. In reviewing data we have determined that this increase can be attributed to the implementation of Reading Rangers, a program that increased the amount of time that students read independently, and a focus on Tier I instruction strategies. Effective opportunities for academic language development for all students. The 17-18 school year was the first year of implementation with i-Ready (Level 3) and Reading Rangers. Additional coaching and support with i-Ready and Ready program implementation was provided in 2018-19 by reading strategists.

**Positive Statements**  
 Positive trends can be seen in the increase in English Language Arts (ELA) Proficiency from 25.4% to 33.7% and the percent of chronically absent students. Success in reading can be attributed to implementing Reading Rangers, ELA professional development for teachers, strategists supporting student learning, and in reducing the amount of chronically absent students can be attributed to attendance incentives and attendance phone calls made by the coaches. We will continue to recognize students for attending school regularly and make phone calls home when students are absent. In addition, we added a reading coach and safe school professional will be able to do home visits for chronically absent students and get them additional support as needed.

Hancock ES started the 2020-2021 fully staffed for the first time in nearly 10 years. The 2020-2021 staff has embraced utilizing technology and the staff prepared and deployed distance learning materials to families and students and will continue to deploy materials on a monthly basis.

**Areas of Opportunity**

Math proficiency remains an area of concern at Hancock ES. Students proficient in math at Hancock were as follows: 16-17 24%, 17-18 21.3% the district average and conversations with our stakeholders have also revealed this area as a concern. In the 18-19 school year, Hancock ES was the first full year of implementation of the Eureka math program. As a result we would like to have a larger focus on mathematics and support the implementation of Number Talks and instructional rounds. Another area of concern is with students who were non-proficient the year before were very low: 7.5% for math and 22.6% for reading. Students who meet AGP are on track for becoming proficient in that area in the next three years. If students who are non-proficient are on track for meeting proficiency, we are instituting a schoolwide walk to intervention model with intervention supports. Reading Mastery (EBI Level 1) will be used for reading intervention, and iReady will be used for math intervention.

An additional area of opportunity for the 2020-2021 school year is identifying and implementing engagement strategies for digital learning.

#### Prioritized Needs

Hancock ES engaged in the Nevada Comprehensive Curriculum Audit Tool-Schools (NCCAT-S) in the Fall of 2019. The team 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.
- 1.7 All instructional staff members use instructional materials that meet the identified needs of all students.
- 2.2 All instructional staff members develop unit/lesson plans based on student assessment results and adjust instruction accordingly.
- 3.1 School leadership develops and communicates a clear, shared vision and mission.

Interim Needs Assessment: Hancock ES staff have made great progress in addressing the needs identified through the NCCAT-S process. Additional needs include: refine our implementation of a standards-based curriculum (virtually), use of effective instructional and engagement strategies and materials, instructional planning, and communication of a shared vision and mission. The 2021-2022 SPP will continue to focus on addressing these identified needs.

#### ESSA Levels of Evidence

Goals and action steps address the above areas of opportunity and priority.

We will implement the following evidence based programs with federal and state funding:

#### Corrective Reading EBI Level 1

Torgesen, J., Schirm, A., Castner, L., Vartivarian, S., Mansfield, W., Myers, D., & Institute of Education Sciences (ED), W., DC. (2007). Closing the Reading Gap--Findings from a Randomized Trial of Four Reading Interventions for Striving Readers. NCEE 2008-4013. National Center for Education Evaluation and Regional Assistance. Retrieved from eric. (National Center for Education Evaluation and Regional Assistance.

#### Reading Mastery EBI Level 3

Gunn, B., Biglan, A., Smolkowski, K., & Ary, D. (2000). Journal of Special Education, 34(2), 90-103. Retrieved from: <https://eric.ed.gov/?id=ED414841>. Institute for Direct Instruction.

#### MAP EBI Level 3

National Center for Education Evaluation and Regional Assistance (12/2012). The Impact of the Measures of Academic Progress (MAP) Program. Retrieved from: [https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL\\_20134000.pdf](https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_20134000.pdf)

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

Based on the CNA, identify all that apply:	& General Education	& FRL	& ELL	& IEP	& Other
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**Priority Need/Goal 1:**

All students will increase proficiency in ELA from 33.7% in 2019 to X% in 2021 to Y% by 2022 as measured by state summative assessments.

**Root Causes:**

Inconsistent implementation of instruction aligned to the rigor and depth of the NVACS due to inconsistencies in staffing.

**Measurable Objective 1:**

Decrease the percent of K-5 students scoring at or below the 40th percentile from X% (fall) to Y% (winter) to Z% (spring) by 2022 as measured by state summative assessments.

**Measurable Objective 2:**

Increase the percent of students above the 31th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by 2022 as measured by FastBridge.

**Measurable Objective 3:**

Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from X% (Winter) to Y% (Spring) as measured by state summative assessments.

### Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step)	Resources and Amount Needed for Implementation (people, time, materials, funding source)	List Artifacts/Evidence of Progress Information (Data) that will verify action step is in progress occurred.	List Timeline, Benchmark and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year	Yes	NCCAT-S Indicators: 1.2, 1.7, 2.2

<p>-PLC Structure Revision - Learning (Title I) to support data-driven behaviors -Instructional Rounds in classrooms -Job Embedded Coaching Standard Task Alignment, Differentiated Digital learning Strategies -PL: School Programs and Assessments (including Calkins); learning strategist (Title I) behavioral support; RBG3 strategist to provide professional focused on literacy</p>	<p>Principal, full-time assistant principal, Strategic Budget and Title I), learning strategist, outside consultants Time use days, PLC, PD days (Strategic Budget Materials: Technology, Instructional Software, Collaborative Learning, state and local funds, including blended and braided to implement this step.</p>	<p>Professional development day/ virtual attendance/ professional development training, electronic PLC meetings, weekly common grade level assessment data, instructional data</p>	<p>Administration and learning strategists will evaluate these data monthly. Lucy Calkins professional development in the fall. Weekly ReadingRangers support will start in the fall and continue throughout the year.</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: 3.1	
<p>Monthly materials Deployment Immediate technology (virtual option) Safe School Professional wraparound services and wellness checks. Social support families to address attendance concerns wellness checks. School will partner with FACES Community Engagement Services) division of CC supports to families. Weekly library book deployment multiple forms of parent communication- email, etc.</p>	<p>Teachers, learning strategists, outside consultants, FACES personnel. ParentLink, Website, Google Classroom, Facebook. Title I have been blended and braided to provide this action step. Title I funds provide materials for family engagement events and communication.</p>	<p>Parentlink, Wellness checks, mediation</p>	<p>Administration, Learning Strategists, and the School Guidance Counselor will evaluate these artifacts on a regular basis to ensure family needs are being identified and addressed</p>	<p>N/A</p>

Comments:

1.3 Curriculum/Instruction/Assessment	(Required)	Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.7, 2.2
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<p>Curriculum: Journeys, Reading Mastery, Corrective Reading, Creating Better Writers, Lucy Calkins, use of district resources (Smarty Ants and Achieve 3000) Instructional Strategies Implementation of interventions (Mastery/Corrective Reading) with fidelity; Implementation of Systems and Structures, Differentiation, Standards Alignment, Strengthen Tier 1, Reading Rangers; Strategist (Title I) to model Tier 1 behavioral support; Assessment: MAP Growth, FastBridge, STAR - Setting using FastBridge and STAR data</p>	<p>Read by Grade 3 (Strategic Budget and Title I), Read by Grade 3 (Strategic Budget), site based technician, CTE, RTI, etc. Tutoring, RTI (Title I) Materials: Technology, Instructional Materials, Imagine Learning, Canvas, Google Meet, Google Classroom, Canvas Funding: Federal, state and local funds, Title I have been blended and braided to implement this action step.</p>	<p>Lesson plans, administration, grade level PLC minutes, Reading data, Journeys assessment, MAP, FastBridge, Canvas/Canvas</p>	<p>Administration, Learning Strategist, and Read by Grade 3 Strategist will evaluate these artifacts monthly. Weekly grade level meetings to review data.</p>	<p>N/A</p>
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Comments:

1.4 Other (Optional)	Continuation From Last Year NCCAT-S Indicators: 1.2, 1.3, 1.7,		
<p>Academic Support Funds will provide an intervention support daily, direct instruction to identified students professional learning for teachers. An additional teacher to reduce class sizes so that grade-level teachers to provide differentiated instruction to meet all students. Additional Academic Support Funds will purchase to provide academic and behavioral support for students bottom quartile and progress monitoring tools for</p>	<p>Academic Support Funds: interventionist, teacher to reduce class size (to be directly by SMART Ants and Achieve 3000 (District funded). Federal, state and local funds Title I have been blended to implement this action step.</p>	<p>Lesson plans, administration, grade level PLC minutes, Reading data, Journeys assessment, MAP, FastBridge, Canvas</p>	<p>Administration, interventionist, and teachers will evaluate these artifacts monthly. Weekly grade level meetings to review data. Monitoring log for students eligible for ASF support.</p>

Comments:

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

Based on the CNA, identify all that apply:	& General Education	& FRL	& ELL	& IEP	& Other
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**Priority Need/Goal 2:**  
All students will increase proficiency in Math from 23.5% in 2019 to X% in 2021 to Y% in 2022 as measured by state summative assessments.

**Root Causes:**  
Inconsistent implementation of instruction aligned to the rigor and depth of the NVACS due to inconsistencies in staffing.

**Measurable Objective 1:**  
Decrease the percent of K-5 students scoring at or below the 40th percentile from 40X% (fall) to 35Y% (winter) to Z% (spring) 2022 as measured by state summative assessments.

**Measurable Objective 2:**  
Increase the percent of students above the 31th percentile in Math from X% (fall) to Y% (winter) to Z% (spring) by 2022 as measured by Fast Forward Math.

**Measurable Objective 3:**  
Increase the percent of ASF eligible students meeting or exceeding growth projections in Math from X% (Winter) to Y% (Spring) as measured by state summative assessments.

<b>Monitoring Status</b>
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress Information (Data) that will verify step is in progress or has occurred	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development <span style="color: red;">(Required)</span>		Continuation From Last Year:	Yes NCCAT-S Indicators: 1.2, 1.7, 2.1	

<p>-PLC Structure Revision - Learning (Title I) to support data-driven instructional decisions -Instructional Rounds in classrooms -Job Embedded Coaching Standard Task Alignment, Differentiated Digital learning Strategies; learning Programs and Assessments, District curriculum for math</p>	<p>Principal, full-time assistant principal (Strategic Budget and Title I), learning strategist, site based technician, outside consultant, PLC, PD days Materials Instructional Software, Instructional Materials on Documents, Google Classroom, Canvas LMS</p>	<p>Professional development day agenda/ virtual attendance, professional development training, electronic PLC meetings, common grade level format, student data, instructional rounds data</p>	<p>Administration and Learning Strategist will evaluate these data monthly. District-adopted programs, professional development in the fall.</p>	<p>N/A will</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>2.2 Family Engagement (Required)</p>	<p>People Admin, teachers, Learning Strategists, site based technician, outside consultant, Parentlink, Website, Google Classroom, Canvas</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 3.1</p>	<p>N/A</p>
<p>Monthly materials Deployment Immediate technician (two strategists Orientation and Open virtual option) Safe School Professional wraparound services and wellness checks. Social support families to address attendance concerns and Community Engagement Services) division provide supports to families. Utilize multiple communication- email, phone, Parentlink, etc.</p>	<p>People Admin, teachers, Learning Strategists, site based technician, outside consultant, Parentlink, Website, Google Classroom, Canvas</p>	<p>Case studies, Parentlink, Wellness checks, community mediation</p>	<p>Administration, Learning Strategist, and the School Guidance Counselor will evaluate these artifacts on a regular basis to ensure family needs are being identified and addressed</p>	<p>N/A</p>

Comments:

<p>2.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 1.2, 1.7, 2.2</p>	
<p>Curriculum: District-adopted math curriculum, Khan Academy Instructional Materials, Math Intervention Groups (walk to intervention model), Talks, Standard Task Alignment Assessment, MAP, FastBridge - Student Goal Setting, FastBridge</p>	<p>People Admin, teachers (Strategic Budget and Title I), learning strategists, site based technician, PLC and Planning time, RTI Meetings, etc. Tutoring (Title III) Materials: Technology, Instructional Materials, Imagine Learning (Title III). Documents, Google Meet, Google Classroom, Canvas</p>	<p>Lessons plans, administration and teacher observations, grade level PLC minutes, District-based curriculum standards, student progress reports, MAP, FastBridge data, Google Classroom/ Canvas</p>	<p>Administration, Learning Strategists, and site based technician will evaluate these artifacts monthly.</p>

Comments:

<p>2.4 Other (Optional)</p>	<p>Continuation From Last Year: NCCAT-S Indicators: 1.2, 1.3, 1.7,</p>
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<p>Academic Support Funds will provide an intervention support daily, direct instruction to identified students learning for teachers. An additional teacher will be hired to reduce class sizes so that grade-level teachers will be better able to provide differentiated instruction to meet all students' needs. Academic Support Funds will purchase FastBridge licenses for academic and behavioral support for students in the district and progress monitoring tools for teachers.</p>	<p>Academic Support Funds: intervention plans, administration observations, grade level PLAs, agendas and minutes, District adopted math curriculum, MAP, FastBridge, Google Classroom/Canvas</p>	<p>Administration, intervention Strategist, and teachers will evaluate these artifacts monthly. Weekly grade level meetings to review data. Monitoring log for students eligible for ASF support.</p>	<p>N/A</p>
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Comments:

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

Based on the CNA, identify all that apply:	& General Education	& FRL	& ELL	& IEP	& Other
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Priority Need/Goal 3:

Root Causes:

<b>Monitoring Status</b>
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list action step per b	Resources and Amount Needed  Implementation (people, time, materials, fundin	List Artifacts/Evidence of Progress Information (Data) that will verify the a progress or has occurred.	List Timeline, Benchmarks, &  Position Responsible	Monitoring Status
3.1 Professional Development <span style="color: red;">(Required)</span>		Continuation From Last Year:	NCCAT-S Indicators:	N/A

Comments:

Action Step	Resources and Amount Need	List Artifacts/Evidence	Timeline and Position Respons	Monitoring Status
3.2 Family Engagem <span style="color: blue;">(Required)</span>		Continuation From Last Year:	NCCAT-S Indicators:	

				N/A
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Comments:

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

Comments:

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

Comments:

## COMPONENT III: Budget Plan

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

Source of Funds applicable Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, activities, intended outcomes, etc.)	Applicable Goal(s)
Strategic Budget	\$3,782,209.45	Staffing, funds for professional development, Lucy Calkins writing program K-5, Reading Grade 3 Strategist, Counselor, instructional supplies	Goals 1 and 2
Title I and Parent Involvement	\$225,826.10	Behavior Strategist, 2 class-size reduction teachers, materials to support family engagement activities and communication.	Goals 1 and 2
Academic Support Funds	\$173,565.00	Intervention Strategist, class-size reduction teacher, FastBridge licenses for students then bottom quartile.	Goals 1 and 2
Title III	TBD	Imagine Learning, Tutoring	Goals 1 and 2



## Plan for improving the school climate

**Goal:**

Increase the percentage of students responding positively to the item, "This school is safe," from 82.2% in 2020 to X% by 2021 to Y% by 2022

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

-Implementing supports with counselor and/or social workers -Ensuring students are placed in the most appropriate setting -Trauma Informed

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

-Committee Meetings -Admin Meetings -Counselor, Social Worker, and Safe Schools Professional Data

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

Increase in positive responses on districtwide survey.

## APPENDIX A - Professional Development Plan

1.1

-PLC Structure Revision - Learning Strategist (Title I) to support data-driven behavioral supports -Instructional Rounds in the classrooms -J Differentiation, Digital learning Strategies -PL: School Programs and Assessments (including Lucy Calkins); learning strategist (Title I) to m to provide professional learning focused on literacy

Goal 1 Additional PD Action [\(Optional\)](#)

2.1

-PLC Structure Revision - Learning Strategist (Title I) to support data-driven instructional decisions -Instructional Rounds in the classrooms Differentiation, Digital learning Strategies; learning strategist (Title I) to model Tier 1 instruction -PL: School Programs and Assessments, D

Goal 2 Additional PD Action [\(Optional\)](#)

3.1

Goal 3 Additional PD Action [\(Optional\)](#)

## APPENDIX B - Family Engagement Plan

1.2

Monthly materials Deployment Immediate technology help line manned by two strategists Orientation and Open House (with a virtual option) S wraparound services and wellness checks. Social Worker will support families to address attendance concerns and support with wellness che Community Engagement Services) division of CCSD to provide supports to families. Weekly library book deployment. Utilize multiple forms of etc.

Goal 1 Additional Family Engagement Act([Opt i S tep](#))

2.2

Monthly materials Deployment Immediate technology help line manned by two strategists Orientation and Open House (with a virtual option) S wraparound services and wellness checks. Social Worker will support families to address attendance concerns and support with wellness che Community Engagement Services) division of CCSD to provide supports to families. Utilize multiple forms of parent communication- email, ph

Goal 2 Additional Family Engagement Act([Opt i S tep](#))

3.2

Goal 3 Additional Family Engagement Act([Opt i S tep](#))



## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

Priority Need/Goal 1:

All students will increase proficiency in ELA from 33.7% in 2019 to X% in 2021 to Y% by 2022 as measured by state summative assessments.

Measurable Objective(s):

- Decrease the percent of K-5 students scoring at or below the 40th percentile from X% (fall) to Y% (winter) to Z% (spring) by 2022 as measured by state summative assessments.
- Increase the percent of students above the 31th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by 2022 as measured by Fast Forward Literacy Assessment.
- Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from X% (Winter) to Y% (Spring) as measured by state summative 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	-PLC Structure Revision - Learning Strategist (Title I) to support data-driven behavioral supports -Instructional Rounds in the classroom Embedded Coaching: Standard Task Alignment, Differentiation, Digital learning Strategies -PL: School Programs and Assessments (in Lucy Calkins); learning strategist (Title I) to model Tier 1 behavioral support; RBG3 learning strategist to provide professional learning focused on literacy	
Progress	N/A	
Barriers		
Next Steps		
1.2	Monthly materials Deployment Immediate technology help line manned by two strategists Orientation and Open House (with a virtual option) Safe School Professional will support families with wraparound services and wellness checks. Social Worker will support families address attendance concerns and support with wellness checks. School will partner with FACES (Family and Community Engagement Services) division of CCSD to provide supports to families. Weekly library book deployment. Utilize multiple forms of parent communication, email, phone, Parentlink, etc.	

Progress		
Barriers		
Next Steps		
1.3	Curriculum: Journeys, Reading Mastery, Corrective Reading, Creating Better Writers, Lucy Calkins, (Smarty Ants and Achieve 3000) Instructional: Digital Learning Strategies Implementation of interventions (Reading Mastery/Corrective Reading) with fidelity; Implementation of RTI Systems and Structures, Differentiation, Standard Task Rangers; learning strategist (Title I) to model Tier 1 behavioral supports Assessment: MAP Growth, FastBridge, STAR - Student Goal using FastBridge and STAR data	Use of district-approved resources (Reading Mastery/Corrective Reading, Strengthen Tier 1, F
Progress		
Barriers		
Next Steps		
1.4	Academic Support Funds will provide an intervention strategist to support daily, direct instruction to identified students and professional learning for teachers. An additional teacher will be hired to reduce class sizes so that grade-level teachers will be better able to provide differentiated instruction to meet all students needs. Additional Academic Support Funds will purchase FastBridge licenses to provide academic and behavioral support for students in the bottom quartile and progress monitoring tools for teachers.	N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

Priority Need/Goal 2:

All students will increase proficiency in Math from 23.5% in 2019 to X% in 2021 to Y% in 2022 as measured by state summative assessments.

Measurable Objective(s):

- Decrease the percent of K-5 students scoring at or below the 40th percentile from 40X% (fall) to 35Y% (winter) to Z% (spring) 2022 as mea
- Increase the percent of students above the 31th percentile in Math from X% (fall) to Y% (winter) to Z% (spring) by 2022 as measured by Fa
- Increase the percent of ASF eligible students meeting or exceeding growth projections in Math from X% (Winter) to Y% (Spring) as measure

<b>Status</b>
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	-PLC Structure Revision - Learning Strategist (Title I) to support data-driven instructional decisions Job Embedded Coaching: Standard Task Alignment, Differentiation, Digital learning Strategies; learning instruction -PL: School Programs and Assessments, District-adopted curriculum for math	-Instructional Rounds in the cla N/A strategist (Title I) to model
Progress		
Barriers		
Next Steps		
2.2	Monthly materials Deployment Immediate technology help line manned by two strategists Orientation option) Safe School Professional will support families with wraparound services and wellness checks. address attendance concerns and support with wellness checks. School will partner with FACES (Family and Community Engagement Services) division of CCSD to provide supports to families. Utilize multiple forms of parent communication-	and Open House (with a virtual N/A Social Worker will support fam - email, phone, Parentlink
Progress		

Barriers		
Next Steps		
2.3	Curriculum: District-adopted math curriculum, Kathy Richardson, Khan Academy Instruction: Digital Learning Strategies, Math Intervention Groups (walk to intervention model), Number Talks, Standard Task Alignment Assessment: MAP, FastBridge	Age - Student Goal Setting w
Progress		
Barriers		
Next Steps		
2.4	Academic Support Funds will provide an intervention strategist to support daily, direct instruction to identified students and professional learning for teachers. An additional teacher will be hired to reduce class sizes so that grade-level teachers will be better able to provide differentiated instruction to meet all students' needs. Additional Academic Support Funds will purchase FastBridge licenses to provide academic and behavioral support for students in the bottom quartile and progress monitoring tools for teachers.	N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

<b>Status</b>
N/A

Comments:

- 3.1 Professional Development:
- 3.2 Family Engagement:
- 3.3 Curriculum/Instruction/Assessment:
- 3.4 Other:

	Mid-Year	End-of-Year
3.1		N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		
Barriers		

Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		

WL\_0522

		Gen Fund	Academic Support Funding	Title I	CSR	Food	GenF Read by 3	Sp Ed	Early Childhood	Title IV	Cost	Cost (%)
<b>ALL FUNDING SOURCES</b>												
<b>Plan Summary</b>												
Admin Jobs	Total Funding Amount	272,684									272,684	5.45%
Licensed Jobs	Total Funding Amount	2,290,951	173,565	213,661	176,037		88,018	657,445	108,216	86,383	3,794,276	75.83%
Support Jobs	Total Funding Amount	477,088				38,578		252,222	78,595		846,483	16.92%
	Supplies and Other Services	31,878		7,949			982				40,808	0.82%
Supplies and Services	Service Level Agreement	49,397									49,397	0.99%
<b>Total</b>		<b>3,121,998</b>	<b>173,565</b>	<b>221,610</b>	<b>176,037</b>	<b>38,578</b>	<b>89,000</b>	<b>909,666</b>	<b>186,811</b>	<b>86,383</b>	<b>5,003,648</b>	<b>100.00</b>

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Job	Position	Assumption		Planned FTE	Gen Fund		Academic Support Funding		Title I	CSR	Food	GenF Read by 3	Sp Ed	Early Childhood	Title IV
		Shared Position	Months Work Override		Avg Hours	FS Amount Average Cost Basis	FS Amount Average Cost Basis	FS Amount Actual Cost Basis							
ELE PRINC (9 MOS) - U7000	P_10026876_1		11 Months	8.00	1.00	\$148,156.40									
ELE AST PRINC - U7050	P_10017304_1		11 Months	8.00	1.00	\$124,527.44									
<b>Total Administrative Staffing</b>					<b>2.00</b>	<b>272,683.84</b>									
KDG 1 AM/1 PM1 - C1000	P_10017258_1		09 Months	7.18	1.00	\$88,018.42									
			09 Months	7.18	1.00	\$88,018.42									
			09 Months	7.18	1.00	\$88,018.42									
			09 Months	7.18	1.00	\$88,018.42									
GRADE 1 - C1010	P_10017259_1		09 Months	7.18	1.00	\$88,018.42									
			09 Months	7.18	1.00	\$88,018.42									
			09 Months	7.18	1.00	\$88,018.42									
			09 Months	7.18	1.00	\$88,018.42									
			09 Months	7.18	1.00	\$88,018.42									
GRADE 2 - C1020	P_10017261_1		09 Months	7.18	1.00	\$88,018.42									
			09 Months	7.18	1.00	\$88,018.42									
	P_10017262_1		09 Months	7.18	1.00				\$88,018.42						
			09 Months	7.18	1.00				\$88,018.42						
	New Position 1		09 Months	7.18	1.00	\$88,018.42									
GRADE 3 - C1030	P_10017264_1		09 Months	7.18	1.00	\$88,018.42									
			09 Months	7.18	1.00	\$88,018.42									
			09 Months	7.18	1.00	\$88,018.42									
	P_20004525_1		09 Months	7.18	1.00				\$62,729.59						
GRADE 4 - C1040	P_10017266_1		09 Months	7.18	1.00	\$88,018.42									
			09 Months	7.18	1.00	\$88,018.42									
			09 Months	7.18	1.00	\$88,018.42									
	New Position 3		09 Months	7.18	1.00	\$2,471.82	\$85,546.60								
GRADE 5 - C1050	P_10017268_1		09 Months	7.18	1.00	\$88,018.42									
			09 Months	7.18	1.00	\$88,018.42									
	P_20001550_1		09 Months	7.18	1.00				\$62,729.59						
	New Position 4				1.00	\$88,018.42									

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Job	Position	Assumption		Planned FTE	Gen Fund		Academic Support Funding		Title I	CSR	Food	GenF Read by 3		Sp Ed	Early Childhood		Tile IV	
		Shared Position	Months Work Override		Avg Hours	FS Amount	Average Cost	FS Amount				Average Cost	FS Amount		Average Cost	FS Amount		Average Cost
ART, ELEM - C1100	P_10017270_1		09 Months	7.18	1.00	\$88,018.42												
MUSIC, ELEM - C1250	P_10017271_1		09 Months	7.18	1.00	\$88,018.42												
PHYSICAL ED - C1260	P_10017272_1		09 Months	7.18	1.00	\$88,018.42												
TITLE 1, PRE KDG - C1300	P_10017273_1		09 Months	7.18	1.00											\$108,215.81		
EAR CHLDHD SP ED - C6030	P_20001744_1		09 Months	7.18	1.00									\$102,758.36				
AUTISM IMPAIRED - C6040	P_10002077_1		09 Months	7.18	1.00									\$75,465.84				
			09 Months	7.18	1.00									\$111,855.87				
GEN RR ELEM - C6050	P_10017276_1		09 Months	7.18	1.00									\$88,202.08				
			09 Months	7.18	1.00									\$62,729.59				
SPECIF LEARN DIS - C6070	P_10017277_1		09 Months	7.18	1.00									\$93,660.85				
COUNSELOR/ELE - C8000	New Position 2		09 Months	7.18	1.00	\$88,018.42												
LIBRARY ELE - C8040	P_10017280_1		09 Months	7.18	1.00	\$88,018.42												
SOCIAL WORKER - C8080	P_10017281_1		09 Months	7.18	1.00													\$86,383.37
LEARN STRAT, ELEM - C8111	P_10017282_1		09 Months	7.18	1.00		\$88,018.42											
RBG3 LEARNING STR - C8112	P_10017283_1		09 Months	7.18	1.00							\$88,018.42						
LRN STRT TTL1 ELE - C8114	P_10017284_1		09 Months	7.18	1.00				\$88,202.08									
FAC SP ED - C8130	P_10017285_1		09 Months	7.18	1.00									\$122,772.09				
<b>Total Licensed Staffing</b>					<b>43.00</b>	<b>\$2,290,950.74</b>	<b>\$173,565.02</b>	<b>\$213,661.26</b>	<b>\$176,036.84</b>			<b>\$88,018.42</b>	<b>\$657,444.68</b>	<b>\$108,215.81</b>	<b>\$86,383.37</b>			
FRST AID/SFTY AST - N0090	P_10017286_1		09 Months	6.00	0.56	\$32,200.60												
ELEM SCHOOL CLERK - N0143	P_10017291_1		11 Months	8.00	0.91	\$55,226.03												
SCH OFFICE MANAGE - N0310	P_10017298_1		11 Months	8.00	0.91	\$68,343.02												
COMPUTER TECH I - N1555	P_10017299_1		10 Months	8.00	0.85	\$59,481.30												
CUSTODIAN - N8040	P_10017300_1		12 Months	8.00	1.00	\$50,697.47												
	New Position 5		12 Months	7.00	0.88	\$45,295.85												
HD CUST I - N8110	P_10017302_1		12 Months	8.00	1.00	\$62,866.59												
SCHOOL AIDE - N0100	P_10017288_1		10 Months	7.00	0.74	\$34,966.83												
	P_20004902_1		10 Months	1.00	0.11	\$3,926.04												
TI LIB AST III SW - N0108	P_10017289_1		09 Months	5.00	0.47	\$28,169.94												
	P_10017290_1		09 Months	1.00	0.09	\$4,137.08												
TI SP PROG TA III - N0158	P_10017292_1		09 Months	7.00	0.65									\$35,633.17				
			09 Months	7.00	0.65									\$35,633.17				
			09 Months	7.00	0.65									\$34,249.99				
			09 Months	7.00	0.65									\$35,633.17				
TI SP PROG TA IV - N0159	P_10017294_1		09 Months	7.00	0.65									\$49,033.86				
TI PE ASST III - N0180	P_10017295_1		09 Months	6.00	0.56	\$31,777.30												
TI TCH/FAM ASTIII - N0188	P_10017296_1		09 Months	7.00	0.65											\$38,525.28		
			09 Months	7.00	0.65											\$40,070.13		
TI INS ASST III - N0198	P_10017297_1		09 Months	6.00	0.56									\$31,611.93				
			09 Months	6.00	0.56									\$30,426.35				
SR FOOD SRVC WRKR - N5030	P_10023731_1		09 Months	5.50	0.51						\$38,577.88							
<b>Total Support Staffing</b>					<b>14.28</b>	<b>\$477,088.05</b>					<b>\$38,577.88</b>	<b>\$252,221.64</b>	<b>\$78,595.41</b>					



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Job	Position	Days of Add-On Hours	Add-On Hours	Extra Hours	Days of Extra Hours	Add-On Note	Extra Note
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**Add-On and Extra**

**Total Add-On and Extra**

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Account Description	Budget	Budget	Budget	(%)
	Gen Fund	Title I	GenF Read by 3	

**Supplies and Other Services**

5610000000 General Supplies	\$31,877.87	\$7,948.74	\$981.58	100.00%
<b>Total Supplies and Other Services</b>	<b>\$31,877.87</b>	<b>\$7,948.74</b>	<b>\$981.58</b>	<b>100.00%</b>

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Item Description	Gen Fund
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**SLA Breakdown**

AARSI - ELL Placement Testing Personnel (Vacant)	3,535.35
AARSI - ELL Placement Testing Personnel (Filled)	3,154.25
AARSI - WIDA Access 2.0 Testing Protocols/Licenses	4,384.50
AARSI - MAP Testing Protocols/Licenses	3,330.00
BF - Utilities and Trash Disposal	96,541.89
COMM - FACES Support Services	437.86
COMM - Partnership Field Trips	10.00
ELL - Student Success Advocates	1,020.76
ESD - Attendance Officers	4,274.42
ESD - Correctional Schools	6,518.66
ESD - Substance Abuse (SAAP) Instructors	117.28
FD - Landscape Maintenance	6,477.16
SSD - Gifted and Talented Education Specialists	26,113.73

**Service Level Agreement Total Cost** **155,915.85**