

School Performance Plan

School Name
Rainbow Dreams Academy

Address (City, State, Zip Code, Telephone):
950 W Lake Mead Blvd
Las Vegas, NV 89106, 7026380222

Superintendent/Assistant Chief: / Dan Tafoya

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status: Served

Designation: CSI

Grade Level Served: Elementary

Classification: 1 Star

NCCAT-S: Initial

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

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

Name of Member	Position	Name of Member	Position
Stephanie Woods	Parent	King Duncan	Chancellor
Amber Foy	Principal	Hayle McClellan	Communications Director

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	Achievement Gap Data	Achievement Gap Data
NA	NA	NA
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.

MAP Growth Reports from Fall 2018-2019

English Language Arts:

Fall 2018-2019 Mean RIT By Grade Level from Initial NWEA Assessment:

Grade K - 142.5

Grade 1 - 150.8

Grade 2 - 164

Grade 3 - 177

Grade 4 - 190.9

Grade 5 - 195.5

Mathematics:

Fall 2018-2019 Mean RIT By Grade Level from Initial NWEA Assessment:

Grade K - 139.4

Grade 1 - 148.9

Grade 2 - 163.1

Grade 3 - 177.1

Grade 4 - 195.1

Grade 5 - 197.1

17-18 Smarter Balanced Assessment Results:

ENGLISH LANGUAGE ARTS:

Overall, 28.1% of 3rd-5th grade students were proficient in ELA (25% - 3rd grade). This is a 1 point decrease from the 17-18 results. The District overall average is 49% proficient. ELA proficiency rates increase from 3rd - 5th grade.

The percent of proficient students by subgroup is as follows:

Asian/Pacific Islander (0%)

Black/African American (27.7%)

Caucasian (0%)

Hispanic (37.5%)
 Multiracial (20%)
 Students with an IEP (N/A)
 English Learners (N/A)

MATH:

Overall, 16.5% of 3rd-5th grade students were proficient in math (7.5% - 3rd grade; 14% - 4th grade; 15.38% - 5th grade). This is a 4 point increase from the 16-17 results. The District overall average is 41.6% proficient. Math proficiency rates increase from 3rd - 5th grade.

The percent of proficient students by subgroup is as follows:

Asian/Pacific Islander (0%)
 Black/African American (13.8%)
 Caucasian (0%)
 Hispanic (31.2%)
 Multiracial (13.3%)
 Students with an IEP (N/A)
 English Learners (N/A)

MAP Growth Reports from Fall 2017-2018**English Language Arts:**

Fall 2017-2018 Mean RIT By Grade Level from Initial NWEA Assessment:

Grade K - 136.9
 Grade 1 - 147.8
 Grade 2 - 162.7
 Grade 3 - 178.4
 Grade 4 - 186.5
 Grade 5 - 196.8

Mathematics:

Fall 2017-2018 Mean RIT By Grade Level from Initial NWEA Assessment:

Grade K - 129.8
 Grade 1 - 147.5
 Grade 2 - 163.6
 Grade 3 - 178.5
 Grade 4 - 191.4
 Grade 5 - 196.8

16-17 Smarter Balanced Assessment Results:**ENGLISH LANGUAGE ARTS:**

Overall, 29.46% of 3rd-5th grade students were proficient in ELA (20% - 3rd grade; 28% - 4th grade; 41% - 5th grade). This is a 3.54 point decrease from the 15-16 results. The District overall average is 47.8% proficient. ELA proficiency rates increase from 3rd - 5th grade.

The percent of proficient students by subgroup is as follows:

Asian/Pacific Islander (0%)
 Black/African American (29.04% - 27 students)
 Caucasian (100% - 2 students)
 Hispanic (35.71% - 5 students)
 Multiracial (21.05% - 4 students)
 Students with an IEP (14.29% - 1 student)
 English Learners (33.33% - 1 student)
 Female (29.63% - 24 students)
 Male (29.17% - 14 students)

MATH:

Overall, 12.4% of 3rd-5th grade students were proficient in math (7.5% - 3rd grade; 14% - 4th grade; 15.38% - 5th grade). This is a 2.25 point decrease from the 15-16 results. The District overall average is 40.2% proficient. Math proficiency rates increase from 3rd - 5th grade.

The percent of proficient students by subgroup is as follows:

Asian/Pacific Islander (0%)

Black/African American (9.68% - 9 students)

Caucasian (0%)

Hispanic (28.58% - 4 students)

Multiracial (15.79% - 3 students)

Students with an IEP (0%)

English Learners (66.67% - 2 students)

Female (11.11% - 7 students)

Male (14.58% - 7 students)

15-16 Baseline Data - Smarter Balanced Assessment:**ENGLISH LANGUAGE ARTS:**

Overall, 33% of 3rd-5th grade students were proficient in ELA (22% - 3rd grade; 34% - 4th grade; 45% - 5th grade). The District overall average is 48% proficient. ELA proficiency rates increase from 3rd - 5th grade.

The highest performing ethnic subgroups were Asian (100% proficient - 1 student) and Multiracial (56% - 9 students). The lowest performing ethnic subgroups were Black (30% proficient) and Hispanic (31%). These subgroups consist of a total of 105 students.

No students who have an Individualized Education Plan (IEP) were proficient while 34% of students without an IEP were proficient. English Language Learners (ELL) were proficient at a rate of 50% (2 students) while students who are not ELL were 33% proficient. Female students (36% proficient) out-performed male students (29%).

MATH:

Overall, 15% of 3rd-5th grade students were proficient in math (11% - 3rd grade; 13% - 4th grade; 21% - 5th grade). The District overall average is 31% proficient. Math proficiency rates decrease from 3rd - 5th grade.

The highest performing ethnic subgroup was Asian (100% proficient - 1 student). The lowest performing ethnic subgroups were Multiracial (0% proficient - 9 students), Black (15% - 92 students), and Hispanic (15% - 13 students).

No students who have an Individualized Education Plan (IEP) were proficient while 15% of students without an IEP were proficient. English Language Learners (ELL) were proficient at a rate of 100% (2 students) while students who are not ELL were 13% proficient. Male students (19% proficient) out-performed female students (12%).

Due to statewide testing irregularities, there are no state summative assessment results for 2014-2015. Below is a summary of 2013-2014 CRT results:

The School Growth Summary indicates an increase in both reading and math from 2013-2014. The median growth percentile for reading increased from 34 to 53, and in math from 31 to 76. The median growth percentile increased for subgroups (FRL, IEP and ELL) in both reading and math. The percent of non-proficient students increased in both reading (17 to 45) and math (25-52). The percent of students Keeping Up in reading decreased (57-56). The percent of student Moving Up in reading increased (26-31) and Keeping Up (23-54) and Moving Up (3-16) in math.

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 the percentage of students proficient in Reading.

Root Causes:

Progress monitoring of student data was inconsistent. Data was not used to monitor and identify specific causes of low performance. Teachers did not consistently identify deficit skills to develop targeted instruction for individual students.

Measurable Objective 1:

Increase the percent of Elementary students proficient in reading from 28.1% to 39.5% as measured by state assessments.

Measurable Objective 2:

Formative Assessments; increase students who are above the 41st percentile and deemed proficient in ELA from baseline of 15% to 30.3% on the second and 39.5% by the third assessment as measured by MAP.

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:	

Once a week teachers will participate in Professional Development in one of the following areas: CCSS, differentiated instruction, depth of knowledge, vocabulary development, constructed response questions, and informational text. Read by Grade Three professional development sessions will be provided to all teachers and Success for All consultants will provide PD.	Personnel: principal, chancellor Title I:1-to-1 Student Laptops, STRIDE, Renaissance Learning DSA Funds: McGraw Hill science and math readers, Success for All	Sign-ins, Agenda, Collaboration logs, Literacy Plan, K-4 Student Literacy Plans, Lesson Plans	Weekly PD on early release days (Chancellor, SFA consultant, Principals) 3 Professional development days scheduled throughout the year (Chancellor, SFA consultant, Principals) 1 week of PD prior to students starting school (Chancellor, SFA consultant, Principals)	N/A
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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:	NCCAT-S Indicators:	
Two family literacy trainings will be held. APTT (Academic Parent Teacher Team) meetings are held three times this year for teachers to discuss academic growth with parents.	Literacy materials, attendance incentives. Personnel: classroom teachers Instructional materials (folders, paper, etc) Title I: Refreshments and instructional materials for parent events;	Calendar of events, Sign-ins, Agendas, Evaluations, emails	Two Family Literacy trainings (September and March - Teachers) APTT meetings (three times per year - teachers and administration)	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will use the Success for All reading program, Developmental Reading Assessment, and Northwest Educational Assessment (MAP assessments) to identify deficit skills and develop targeted instruction for individual students.	Personnel: Principal, Chancellor Title I:1-to-1 Student Laptops, STRIDE, Renaissance Learning DSA Funds: McGraw Hill science and math readers, Success for All Read by Grade Three: DRA Teachers Aids	Classroom observations, lesson plans, assessment results, data analysis, and student work samples	SFA used daily for classroom instruction (teachers) NWEA Assessments Three times per year	N/A

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:

Increase the percentage of students proficient in Math from 16.5% in 2018 to 28.8% in 2019 as measured by state summative assessments.

Root Causes:

Additional training is needed in the following areas; Nevada Academic Content Standards, differentiated instruction, and depth of knowledge. Common formative assessments do not consistently include constructed response questions. Assessments are not being used to drive instruction and current instruction emphasizes computational mastery and does not develop the CCSS Mathematical Practices. Instruction was not consistent because a school-wide curriculum was not in place.

Measurable Objective 1:

Increase the percentage of students proficient in Math from 16.5% in 2018 to 28.8% in 2019 on SBAC Assessments.

Measurable Objective 2:

Formative Assessments; increase percent proficient in Math from baseline of 11% to 20% on the second and 28.8% by the third assessment as measured by MAP.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed <small>for Implementation (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:	NCCAT-S Indicators:	

Monthly teachers will participate in Professional Development on the My Math curriculum. A McGraw Hill consultant will provide PD on science and math readers. Teachers will have access to Connect Ed to access differentiated materials, PowerPoints, and videos.	Personnel: principal DSA Funds: McGraw Hill science and math readers McGraw Hill Consultant Title I Funds: 1-to-1 Student Laptops, STRIDE	Sign-ins, Agenda, Collaboration logs, Lesson Plans, classroom observations	Weekly PD on early release days (Chancellor, Learning Strategist, Principals) 3 Professional development days scheduled throughout the year (Chancellor, Learning Strategist, Principals) 1 week of PD prior to students starting school (Chancellor, Learning Strategist, McGraw Hill consultant, Principals)	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:	
Two family math trainings will be provided by Principal, Chancellor, and teachers. APTT (Academic Parent Teacher Team) meetings are held three times this year for teachers to discuss academic growth with parents.	Personnel: classroom teacher, administration Instructional materials (folders, paper, etc) Title I: refreshments and instructional materials for parent events	Calendar of events, sign-ins, agendas, and evaluations	Two Family Math training's (November and March - Teachers) APTT meetings (three times per year - teachers and administration)	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers use Northwest Educational Assessment (MAP assessments) to drive instruction. Teachers will use math manipulatives, materials, and student books through the My Math curriculum to develop skills in the CCSS Mathematical Practices.	Personnel: principal, teachers DSA Funds: McGraw Hill science and math readers McGraw Hill Consultant Title I: 1-to-1 Student Laptops, STRIDE	Classroom observations, lesson plans, assessment results, data analysis, and student work samples	My Math used daily for classroom instruction (teachers)	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:
Not Required

Root Causes:

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:	NCCAT-S Indicators:	
				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:	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 II: Inquiry Process & Action Plan Design- Priority Need/Interventions

Based on the CNA, identify all that apply:

Root Causes:

Monitoring Status

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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
4.1 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
4.2 Family Engagement (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

4.3 Curriculum/Instruction/Assessment (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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Comments:

4.4 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)
DSA		Staffing, Instructional Materials, Technology,	Goals 1 and 2
Title I & Parent Involvement Set-Aside	\$107,868.00	1-to-1 Laptops for All Students for STRIDE, Accelerated Reader through Renaissance Learning, MyMath Online and additional online tools for student learning. Materials and refreshments for parent engagement activities.	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.

Rainbow Dreams Academy has created a working environment that promotes the retention of highly qualified teachers. Teachers are valued for their efforts and professionalism. They are encouraged to seek professional growth by completing course work toward license renewal and pay increase. Every effort is made to provide teachers with the resources to be successful. Teachers are supported by providing professional development.

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.

Title I funds will be utilized to provide parents with materials and training on literacy and math strategies at each grade level. School-wide events will be published in the school newsletter. Parents are able to access information regarding student grades and attendance through the Infinite Campus Parent Portal. Parents receive monthly emails and teachers communicate with parents daily through Class Dojo.

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.).

Fifth grade students will become familiar with classroom routines in preparation for middle school. The fifth grade teachers will collaborate to establish transitional activities to prepare students for middle school. Create a school wide program i.e. promotion ceremony, policy and procedures, 6th grade expectations during required parent orientation. Plans will be to develop a high school transition plan once the school has an 8th grade.

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

Staff will analyze in-school data to determine the areas of need in all core subjects, Reading, Math, Language Arts and Science. Teachers use STRIDE and NWEA assessment data to plan for instruction and create flexible reading groups.

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

Various school community partnerships are established and are coordinated with state and federal funds and integrated into the school improvement efforts and school performance plan.

APPENDIX A - Professional Development Plan

1.1

Once a week teachers will participate in Professional Development in one of the following areas: CCSS, differentiated instruction, depth of knowledge, vocabulary development, constructed response questions, and informational text. Read by Grade Three professional development sessions will be provided to all teachers and Success for All consultants will provide PD.

Goal 1 Additional PD Action Step (Optional)

2.1

Monthly teachers will participate in Professional Development on the My Math curriculum. A McGraw Hill consultant will provide PD on science and math readers. Teachers will have access to Connect Ed to access differentiated materials, PowerPoints, and videos.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

4.1

Intervention Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Two family literacy trainings will be held. APTT (Academic Parent Teacher Team) meetings are held three times this year for teachers to discuss academic growth with parents.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Two family math trainings will be provided by Principal, Chancellor, and teachers. APTT (Academic Parent Teacher Team) meetings are held three times this year for teachers to discuss academic growth with parents.

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 the percentage of students proficient in Reading.

Measurable Objective(s):

- Increase the percent of Elementary students proficient in reading from 28.1% to 39.5% as measured by state assessments.
- Formative Assessments; increase students who are above the 41st percentile and deemed proficient in ELA from baseline of 15% to 30.3% on the second and 39.5% by the third assessment as measured by MAP.

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	Once a week teachers will participate in Professional Development in one of the following areas: CCSS, differentiated instruction, depth of knowledge, vocabulary development, constructed response questions, and informational text. Read by Grade Three professional development sessions will be provided to all teachers and Success for All consultants will provide PD.	N/A
Progress		
Barriers		
Next Steps		
1.2	Two family literacy trainings will be held. APTT (Academic Parent Teacher Team) meetings are held three times this year for teachers to discuss academic growth with parents.	N/A
Progress		

Barriers		
Next Steps		
1.3	Teachers will use the Success for All reading program, Developmental Reading Assessment, and Northwest Educational Assessment (MAP assessments) to identify deficit skills and develop targeted instruction for individual students.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percentage of students proficient in Math from 16.5% in 2018 to 28.8% in 2019 as measured by state summative assessments.

Measurable Objective(s):

- Increase the percentage of students proficient in Math from 16.5% in 2018 to 28.8% in 2019 on SBAC Assessments.
- Formative Assessments; increase percent proficient in Math from baseline of 11% to 20% on the second and 28.8% by the third assessment as measured by MAP.

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	Monthly teachers will participate in Professional Development on the My Math curriculum. A McGraw Hill consultant will provide PD on science and math readers. Teachers will have access to Connect Ed to access differentiated materials, PowerPoints, and videos.	
Progress		N/A
Barriers		
Next Steps		
2.2	Two family math trainings will be provided by Principal, Chancellor, and teachers. APTT (Academic Parent Teacher Team) meetings are held three times this year for teachers to discuss academic growth with parents.	
Progress		N/A

Barriers		
Next Steps		
2.3	Teachers use Northwest Educational Assessment (MAP assessments) to drive instruction. Teachers will use math manipulatives, materials, and student books through the My Math curriculum to develop skills in the CCSS Mathematical Practices.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Not Required

Measurable Objective(s):

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		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		

APPENDIX C - Monitoring/Evaluation

Priority Need/Interventions

Priority Need/Interventions:

Measurable Objective(s):

Status

Comments:

4.1 Professional Development:

4.2 Family Engagement:

4.3 Curriculum/Instruction/Assessment:

4.4 Other:

	Mid-Year	End-of-Year
4.1		
Progress		
Barriers		
Next Steps		
4.2		
Progress		
Barriers		

Next Steps		
4.3		
Progress		
Barriers		
Next Steps		
4.4		
Progress		
Barriers		
Next Steps		