

School Performance Plan

School Name
Garehime, Edith ES

Address (City, State, Zip Code, Telephone):
3850 Campbell Rd
Las Vegas, NV 89129-7077, (702) 799-6000

Superintendent/Assistant Chief: Pat Skorkowsky / Andrea Klafter-Phillips

For Implementation During The Following Years: 2017-2018

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 4 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
Josh Johnston	Parent	Heather McKnight	Parent
Misty West	Parent	Donna Fullington	Support Staff
Jason Lillebo	Teacher	Johnette Mercer	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 the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other: AIMSweb	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.

Based on student achievement data outlined in the NSPF, Garehime ES has earned a four star ranking. Our demographics based on the 2016-2017 NDE Validation Data, identified Asian (3.4%), African American (14.1%), White/Caucasian (36.4%), American Indian/Alaskan Native (.1%) Hispanic/Latino (33.3%), Multi-race (11.2%), Hawaiian/Pacific Islander (1.5%), FRL (48%), IEP (13.7%), and ELL (9.1%) with a total of 715 students.

Previously analyzed data identified the following:

Based on the fall 2015 benchmark data, 56% of our kindergartners (LSF), 61% of our first graders (LSF), 71% of our second graders (RCBM), 59% of our third graders (RCBM), 71% of our fourth graders (RCBM) and 53% of our fifth graders (RCBM) were meeting benchmark as measured by the AIMSweb ELA assessments. Our teachers met in grade levels and set their own measurable objectives which we will monitor this year as outlined in goal one and goal two of our plan. (AIMSweb is a Nevada State approved assessment.)

Strengths: In 2012, 78.81% of our fifth grade students were proficient in ELA as compared to 2014 when 85.09% were proficient as evidenced by the Nevada School Performance Framework. According to the CRT Three Year Trend, our fifth grade Asian students increased from 77.12% in 2012 to 78.07% proficient in Mathematics in 2014. Areas of Need: Based on the CRT Three Year Trend, our third grade students have decreased proficiency in ELA over the last three years: 81.98% (2012), 74.58% (2013), 64.91% (2014). Our Hispanic students have declined in Mathematics proficiency over the last three years: 85% (2012), 80% (2013), and 69% (2014) were proficient for a downward trend of 16% over the last three years as evidenced by the Nevada School Performance Framework.

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:

Based on student achievement data and observation, there was a lack of horizontal and vertical alignment of instructional strategies and Response to Intervention processes (RTI).

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 64% to 72% by 2017 as measured by state assessments.

Measurable Objective 2:

Reduce the percent of third grade students identified at-risk from 24% (from fall 2016) to 16% (by spring 2017) as measured by the number of student literacy performance plans in the Elementary Literacy Dashboard.

Measurable Objective 3:

Reduce the percent of second grade students identified at-risk from 30% (from fall 2016) to 22% (by spring 2017) as measured by the number of student literacy performance plans in the Elementary Literacy Dashboard.

Measurable Objective 4:

Reduce the percent of first grade students identified at-risk from 36% (from fall 2016) to 26% (by spring 2017) as measured by the number of student literacy performance plans in the Elementary Literacy Dashboard.

Measurable Objective 5:

Reduce the percent of kindergarten students identified at-risk from 20% (from fall 2016) to 10% (by spring 2017) as measured by the number of student literacy performance plans in the Elementary Literacy Dashboard.

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:	NCCAT-S Indicators:	

1) Increase the consistency of instructional strategies through the following PD: - Read By Three - Words Their Way (K-5) - Refresher of Marzano strategies 2) Planning and scheduling of Tier II intervention blocks - Observation of another school's intervention system/structure - Professional development for teachers on how to improve our intervention system	1/2) Read By Three Funding: Strategist (\$82,458.76) Substitutes for professional learning (\$11,850)	1/2) Agendas, sign ins, and surveys from trainings	1/2) Agendas, sign ins, and surveys from trainings (Admin and Strategist, monthly)	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:	
1) Our parent updates will take place during GHCC monthly meetings on current district and school initiatives. 2) Grade level specific parent meetings to inform parents about grade level expectations and how they can help their child at home. 3) Include standards, strategies/resources, and upcoming events in weekly classroom newsletters "Ask-me-About".	1/2/3) Parents, Administrators, Read By Three Strategist, teachers, monthly GHCC meetings; Title I: Family Engagement Instructional Materials/Refreshments (\$907.50)	1/2/3) GHCC agendas, sign-ins, meeting minutes, Ask-Me-Abouts, Newsletters	1/2/3) GHCC agendas, sign-ins, meeting minutes - Admin, monthly; Ask-Me-Abouts - Teachers, weekly; Newsletters - Admin, every other month	N/A

Comments:

GHCC = Garehime Heights Citizens Club

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
1) Implement instructional strategies learned through the following PD: - Read By Three - Words Their Way (K-5) - Marzano strategies 2) Implementing Tier II intervention blocks - Targeted data based instruction - Professional Development for teachers on how to improve our own intervention. - Students in grades K-3 (below 25th percentile) will receive targeted intervention by Lexia 3) After school tutoring to identified students	1/2) Read By Three Funding: Prep buyout (\$8,400) Before/after school tutoring (\$5,940) Substitutes for professional learning (\$11,160) DRA Kits (\$6,900) 1/2 Strategist (\$40,500) General Budget: Licenses for Lexia 3) Students in grades K-3 (below 25th percentile) will receive targeted intervention by Lexia and/or Tutoring Read By Three Funding: Before/after school tutoring (\$5,940)	1/2) Lesson plans, observations, student work, teacher feedback, teacher conference tools, student achievement data, Instructional Rounds 3) Rosters and student achievement data (Lexia, AIMSweb)	1/2) Lesson plans, observations, student work, teacher feedback, teacher conference tools, student achievement data - Admin, three times per year; Implementation - Teachers, ongoing	N/A

Comments:

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

<p>Read By Three Initiative: A) Designate a strategist to provide training on implementation of Read By Three Initiatives. B) Strategist/Teacher leaders will train staff. C) Administer and analyze state approved assessments to identify students at risk for additional intervention. D) Develop a literacy plan for students in grades K-3. E) Provide intervention and progress monitoring to identified students in addition to the reading block. F) Provide written notification to parents of students identified as having a deficiency in reading and devise a progress monitoring plan. G) Follow Senate Bill 391 regarding next steps.</p>	<p>- Administration, Learning Strategist, Lead Teachers (All resources listed above.)</p>	<p>- Agendas and Sign-In sheets for PD, - Read By Three literacy plans, - PLC's, grade level meetings, - Site based collaboration time (SBCT)</p>	<p>- Agendas and Sign-In sheets for PD (Strategist/Admin, monthly), - Read By Three literacy plans (Strategist/Admin, monthly), - PLC's, grade level meetings (Grade Level Lead Teachers, monthly), - Site based collaboration time/Master Schedule (Admin, monthly).</p>	<p>N/A</p>
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Comments:

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

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

Based on our student assessment data and observations, there was a lack of rigorous common assessments and consistent implementation of DOK 3 and 4 instruction.

Measurable Objective 1:

Reduce the ELA proficiency gap between the Black/African American subgroup (34%) and our supergroup (68%) from 34% to 22% by 2017 as measured by state assessments.

Measurable Objective 2:

Reduce the math proficiency gap between the Black/African American subgroup (28%) and our supergroup (49%) from 21% to 14% 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
2.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
1) All strategies outlined in Goal 1. 2) Collaboration time will be provided to create rigorous common assessments in ELA and math with support from the Strategist and Administrator. 3) Professional development on DOK 3 and 4 aligned with SBAC interims.	1/2) Title I: Substitutes for teacher collaboration (\$11850)	1/2) Agendas, sign ins, and surveys from trainings	1/2) Agendas, sign ins, and surveys from trainings (Admin and Strategist, monthly)	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:	NCCAT-S Indicators:	
1) Our parent updates will take place during GHCC monthly meetings on current district and school initiatives. 2) Grade level specific parent meetings to inform parents about grade level expectations and how they can help their child at home. 3) Include standards, strategies/resources, and upcoming events in weekly classroom newsletters "Ask-me-About". 2) Include technology ideas in weekly classroom newsletters "Ask-me-About".	1/2/3) Parents, Administrators, Read By Three Strategist, teachers, monthly GHCC meetings; resources needed to support trainings (Title I funding, \$)	1/2/3) GHCC agendas, sign-ins, meeting minutes, Ask-Me-Abouts, Newsletters	1/2/3) GHCC agendas, sign-ins, meeting minutes - Admin, monthly; Ask-Me-Abouts - Teachers, weekly; Newsletters - Admin, every other month	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will Implement: 1) All strategies outlined in Goal 1. 2) Implementation of common assessments in ELA and math based on claim level data on SBAC. 3) DOK 3 and 4 strategies.	1) Outlined in Goal 1. 1/2) CCSD staff development days and staff meetings; Administrators, Teacher Leaders, PZIC 1/2/3) Title I: Humanities Specialist (\$80,000)	1) Outlined in Goal 1. 2/3) Lesson plans, observational round data, student work, teacher feedback, teacher conference tools, student achievement data, Instructional Rounds	1/2) Lesson plans, observations, student work, teacher feedback, teacher conference tools, student achievement data - Admin, three times per year; Implementation - Teachers, ongoing	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 checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" 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 achievement gap data.

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2017-2018 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:	NCCAT-S Indicators:	
All staff will participate in a professional development session with materials provided by the District's Equity and Diversity Department.	Training materials from Equity and Diversity Department.	Sign- in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during the 2017-18 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:	
One life skill will be taught, modeled, and practiced in each classroom weekly.	Books/resources to support teaching the life skills	Monthly Bulletin board, "Principally Speaking" Newsletter, "Ask Me About's" teacher weekly newsletters	Administration, twice per month Teachers, weekly	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)
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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.

Candidates are pre-screened using the district's management software Search Soft. Candidates are observed teaching when possible and interviewed by administration and staff as needed.

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.

Staff members conduct grade level specific parent meetings twice per year in addition to individual student conferences minimally once per school year. Read by 3 notification letters distributed and parent conferences held for all students not meeting grade level expectancies in Reading. Grades are posted on Parent Link and progress reports are sent home monthly. Report cards are distributed at the end of each semester. Parent organization meetings are held monthly to share school information as well as help parent trainings provided by staff and outside entities.

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.).

Kindergarten and First Grade students are prescreened prior to the beginning of each school year. Fifth Grade students are provided information and presentations on Magnet School programs and area middle school site visits that encourage enrollment and registration for Sixth Grade courses.

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

Grade level teams create grade level common assessments. Structured Teacher Planning Time is used continuously to disaggregate the data from common assessments, progress monitoring (AIMSweb) and interim testing data to determine next steps in grade level instruction content and practices. Read by 3 Strategist and grade level representatives facilitate grade level lists of at risk students, interventions, and student logs to ensure each student has opportunity for academic growth.

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

Read by 3 allocation was used to fund a Strategist to implement the initiative. Title I allocation was used to create a Humanities position that assists staff and students with technology and professional development time for all licensed staff.

APPENDIX A - Professional Development Plan

1.1

1) Increase the consistency of instructional strategies through the following PD: - Read By Three - Words Their Way (K-5) - Refresher of Marzano strategies 2) Planning and scheduling of Tier II intervention blocks - Observation of another school's intervention system/structure - Professional development for teachers on how to improve our intervention system

Goal 1 Additional PD Action Step (Optional)

2.1

1) All strategies outlined in Goal 1. 2) Collaboration time will be provided to create rigorous common assessments in ELA and math with support from the Strategist and Administrator. 3) Professional development on DOK 3 and 4 aligned with SBAC interims.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development session with materials provided by the District's Equity and Diversity Department.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

1) Our parent updates will take place during GHCC monthly meetings on current district and school initiatives. 2) Grade level specific parent meetings to inform parents about grade level expectations and how they can help their child at home. 3) Include standards, strategies/resources, and upcoming events in weekly classroom newsletters "Ask-me-About".

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

1) Our parent updates will take place during GHCC monthly meetings on current district and school initiatives. 2) Grade level specific parent meetings to inform parents about grade level expectations and how they can help their child at home. 3) Include standards, strategies/resources, and upcoming events in weekly classroom newsletters "Ask-me-About". 2) Include technology ideas in weekly classroom newsletters "Ask-me-About".

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 64% to 72% by 2017 as measured by state assessments.
- Reduce the percent of third grade students identified at-risk from 24% (from fall 2016) to 16% (by spring 2017) as measured by the number of student literacy performance plans in the Elementary Literacy Dashboard.
- Reduce the percent of second grade students identified at-risk from 30% (from fall 2016) to 22% (by spring 2017) as measured by the number of student literacy performance plans in the Elementary Literacy Dashboard.
- Reduce the percent of first grade students identified at-risk from 36% (from fall 2016) to 26% (by spring 2017) as measured by the number of student literacy performance plans in the Elementary Literacy Dashboard.
- Reduce the percent of kindergarten students identified at-risk from 20% (from fall 2016) to 10% (by spring 2017) as measured by the number of student literacy performance plans in the Elementary Literacy Dashboard.

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement: GHCC = Garehime Heights Citizens Club

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	1) Increase the consistency of instructional strategies through the following PD: - Read By Three - Words Their Way (K-5) - Refresher of Marzano strategies 2) Planning and scheduling of Tier II intervention blocks - Observation of another school's intervention system/structure - Professional development for teachers on how to improve our intervention system	N/A
Progress		
Barriers		
Next Steps		

1.2	1) Our parent updates will take place during GHCC monthly meetings on current district and school initiatives. 2) Grade level specific parent meetings to inform parents about grade level expectations and how they can help their child at home. 3) Include standards, strategies/resources, and upcoming events in weekly classroom newsletters "Ask-me-About".	N/A
Progress		
Barriers		
Next Steps		
1.3	1) Implement instructional strategies learned through the following PD: - Read By Three - Words Their Way (K-5) - Marzano strategies 2) Implementing Tier II intervention blocks - Targeted data based instruction - Professional Development for teachers on how to improve our own intervention. - Students in grades K-3 (below 25th percentile) will receive targeted intervention by Lexia 3) After school tutoring to identified students	N/A
Progress		
Barriers		
Next Steps		
1.4	Read By Three Initiative: A) Designate a strategist to provide training on implementation of Read By Three Initiatives. B) Strategist/Teacher leaders will train staff. C) Administer and analyze state approved assessments to identify students at risk for additional intervention. D) Develop a literacy plan for students in grades K-3. E) Provide intervention and progress monitoring to identified students in addition to the reading block. F) Provide written notification to parents of students identified as having a deficiency in reading and devise a progress monitoring plan. G) Follow Senate Bill 391 regarding next steps.	N/A
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):

- Reduce the ELA proficiency gap between the Black/African American subgroup (34%) and our supergroup (68%) from 34% to 22% by 2017 as measured by state assessments.
- Reduce the math proficiency gap between the Black/African American subgroup (28%) and our supergroup (49%) from 21% to 14% 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	1) All strategies outlined in Goal 1. 2) Collaboration time will be provided to create rigorous common assessments in ELA and math with support from the Strategist and Administrator. 3) Professional development on DOK 3 and 4 aligned with SBAC interims.	
Progress		
Barriers		
Next Steps		
2.2	1) Our parent updates will take place during GHCC monthly meetings on current district and school initiatives. 2) Grade level specific parent meetings to inform parents about grade level expectations and how they can help their child at home. 3) Include standards, strategies/resources, and upcoming events in weekly classroom newsletters "Ask-me-About". 2) Include technology ideas in weekly classroom newsletters "Ask-me-About".	
Progress		

Barriers		
Next Steps		
2.3	Teachers will implement: 1) All strategies outlined in Goal 1. 2) Implementation of common assessments in ELA and math based on claim level data on SBAC. 3) DOK 3 and 4 strategies.	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:

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

Measurable Objective(s):

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2017-2018 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	All staff will participate in a professional development session with materials provided by the District's Equity and Diversity Department.	
Progress		N/A
Barriers		
Next Steps		
3.2		
Progress		N/A

Barriers		
Next Steps		
3.3	One life skill will be taught, modeled, and practiced in each classroom weekly.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		