

School Performance Plan1

School Name

Innovations International Charter School of NV ES

Address (City, State, Zip Code, Telephone):

1600 E Oakey Blvd
Las Vegas, NV 89104, (702) 216-4337

Superintendent/Assistant Chief:

Dr. Connie Malin, CEO / Dan Tafoya

For Implementation During The Following Years:

2015-2016

The Following MUST Be Completed:

Title I Status: Served

Designation: Priority School

Grade Level Served: Elementary

Classification: 1 Star

NCCAT-S: Review

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request 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
Bejay Palazzolo	Parent	Dr. Connie Malin	CEO
Teresa Miller	Teacher	Bobbie Stanley	Teacher
Laurie Collins	Support Staff	Dr. LeAnn G. Putney	Board President

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	Achievement Gap Data
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	Placement (Proficiency Levels)	Service Delivery Models
Stakeholder Survey Information	Time in ELL Program/Projected Time to Proficiency	Special Education Procedures - Whole School
Stakeholder information	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.

Analyzed data will guide the instructional process, materials selection, addition of resources, and the implementation of additional instructional programs to assist children in minimizing the achievement gaps differences compared to district and state student performance as measured by standardized exams. Analyzed data will assist stakeholders in making educational decisions and guiding instructional practices that impact student growth and achievement by increasing the percentage of students meeting or exceeding standards. Analyzed data will be shared with parents and students to build engagement and to help them understand the critical nature of their partnership with the school in creating and supporting a learning environment that fosters student achievement.

Innovations International Charter School of Nevada is currently a one-star school based on the 2013-2014 Nevada School Performance Framework. The school population consists of 8.3% of students with an Individualized Education Plan (IEP), 39.5% of students who are English Language Learners (ELL), and 73.4% of students who qualify for Free or Reduced Price Lunch (FRL). The most current statewide assessment data (2013-2014) shows a 43.2% reading proficiency rate which is an increase from 2012-2013 which was 34.5% proficient. In 2014, there were 38.6% of students proficient in math which is a decrease from the previous year which was 43.1%. Almost 34% of 4th-5th grade students are making adequate growth (AGP) in reading. Gap measures show that 28.4% of FRL students, 29.4% of IEP students, and 8.6% of ELL students are meeting AGP in reading. The percent of IEP students meeting AGP in reading has increased from previous years' scores of 0%. Only 22.6% of 4th-5th grade students are making adequate growth (AGP) in math. Gap measures show that 20% of FRL students, 29.9% of IEP students, and 5.7% of ELL students are meeting AGP in math. The percent of IEP students meeting AGP in math has increased from previous scores of 14.3% (2012) and 0% (2013). Proficiency for IEP students has increased from 0% to 22% in reading and 17% to 22% in math between 2012 and 2014. For ELL students, proficiency has increased from 18% to 23% in reading but decreased from 23% to 20% in math between 2012 and 2014. The highest achievement gap among ethnic subgroups in reading is between the White/Caucasian subgroup (64% proficient) and the Black/African American subgroup (34% proficient). The achievement gap in math is largest between the White/Caucasian subgroup (60% proficient) and the Hispanic and African American subgroups (34% and 38%, respectively).

Attendance rates have decreased between 2012 and 2014 from 95.8% to 94%.

The Stakeholder Survey/Needs Assessment for the Victory School Plan (which included students, parents, teachers, staff members, and board members) noted 60% of the responses desired programming that provides for the language supports for speakers of a language other than English to improve student learning outcomes encompassing a 66% respondent request for after school programming to assist with the improvement of student learning outcomes. The Needs Assessment also noted that 71% of the respondents prioritized the providing of literacy programs and resources in the school and community to improve student learning outcomes and that 75% prioritized opportunities for parent and family involvement as a means for improving student learning outcomes. A final major point addressed by the stakeholders was a 63% request to provide access to updated technology for supporting the improvement of student learning outcomes. These outcomes encompass the highest needs expressed by the stakeholders to have extended learning opportunities with parent engagement and extended uses of current technology to promote student achievement.

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, thus decreasing the reading proficiency gaps between the district's highest performing subgroups and lower performing ethnic/racial supergroups by 8 percent as measured by state assessments.

Root Causes:

There has been a lack of consistency in reading instruction throughout the content areas by the subject area teachers as noted by classroom observations, lesson plan reviews, and a lack of common planning time.

Measurable Objective 1:

Increase the percentage of FRL students catching up in ELA from 29.0 % as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.

Measurable Objective 2:

Increase the percentage of IEP students catching up in ELA from 13.0% as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by the IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.

Measurable Objective 3:

Increase the percentage of LEP students catching up in ELA from 11.0% as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by the IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.

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: 1.1 (c)	

Elementary teachers will receive ongoing professional development, coaching, and E-Learning on best practices to increase vocabulary and reading comprehension for all students using the Rule of Three and Spotlight strategies to answer higher levels of comprehension in expository and narrative texts. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students.	Tutorial Resources - September 2015 - May 2016 Title I - \$4172.84 Supplemental Curriculum - September 2015 - May 2016 Title I - \$55657.16 Professional Development - September 2015 - May 2016 Title I - \$8000.00 UP School Support: ELL PD Coach/Mentor (\$21,000)	Interim Assessments Classroom Observations Student Achievement Progress Reports Report Cards and Student Test Scores	Administration - August 2015 - May 2016 Professional Development Coaches/Mentors - August 2015 - May 2016 ELL PD Coach/Mentor - August 2015 - May 2016 District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.	On Task
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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: 1.9 (d)	
Parents will be offered assistance in helping to work with their children in the areas of reading comprehension, word analysis, and vocabulary development. Assistance will come in the form of conferences and/or classes offered to help families with literacy skills. The ELL PD Coach/Mentor will work with the teachers on strategies that parents can use for engaging the ELL students in the home. The data analysis coach will provide assessment results to share with parents.	Parent Instructional Materials - September 2015 - May 2016 Title I \$678.30 UP School Support: Data Analysis Coach (\$21,000) ELL PD Coach/Mentor (\$21,000)	Student Achievement Parental Attendance at the conferences and/or classes Student Report Cards Student Test Scores Parent Feedback on surveys	Administration - September 2015 - May 2016 Data Analysis Coach - September 2015 - May 2016 District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.	On Task

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators: 1.4 & 1.5	
Elementary teachers will reduce the reading proficiency gap between the district's highest performing subgroup and the lower performing ethnic/racial supergroups by 8% as measured by state assessments. Teachers will provide instruction and curriculum aligned to the Nevada Academic Standards through effective instruction and the use of data driven differentiated instruction. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students. The ELL Teacher Assistants will work with the ELL teacher on staff at Innovations to deliver small group and one-one-one instruction to the children in the ELL program. The data Analysis Coach will collect, analyze, and report interim assessment data to support instruction. The Student Literacy Coaches will utilize the skills they are learning in the teacher education classes while getting a practical application of literacy and testing skills in the educational setting.	Tutorial Resources - September 2015 - May 2016 Title I - \$4172.84 Supplemental Curriculum - September 2015 - May 2016 Title I - \$55657.16 Professional Development - September 2015 - May 2016 Title I - \$8000.00 UP School Support: ELL PD Coach/Mentor (\$21,000) ELL Teacher Assistants (\$60,000) Data Analysis Coach (\$21,000) Student Literacy Coaches (\$48,000)	Interim Assessments Classroom Observations Student Achievement Progress Reports Report Cards Student Test Scores	Administration: August 2015 - May 2016 ELL Professional Development Coach: September 2015 - May 2016 Data Coach: September 2015 - May 2016 Grade Level Chairs - September 2015 - May 2016 District staff will meet with school staff monthly for problem solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.	On Task

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 mathematics, thus decreasing the mathematic proficiency gaps between the district's highest performing subgroups and lower performing ethnic/racial supergroups by 8 percent as measured by state assessments.

Root Causes:

Academic reasons were the causes for a decline in scores. In particular, these could be attributed to the lack of consistency in computation skills, algebraic problem solving in linear equations, application of skills in mathematical problems, and utilizing proper order of operations in multi-step problems. Teachers could be the cause for academic decline, attributed to a lack of consistency in education and instruction between and among grade levels in scaffolding basic mathematical knowledge as noted by test scores reported on state mandated assessments and interim tests conducted by the school each quarter utilizing Moby Max.

Measurable Objective 1:

Increase the percentage of FRL students catching up in math from 23% from 2014 CRT results to 33% as measured by state assessments.

Measurable Objective 2:

Increase the percentage of IEP students catching up in math from 23% from 2014 CRT results to 33% as measured by state assessments.

Measurable Objective 3:

Increase the percentage of LEP students catching up in math from 11% from 2014 CRT results to 21% 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: 1.1 (c)	

Elementary teachers will receive ongoing professional development, coaching, and E-Learning on best practices to increase computation skills, algebraic problem solving in linear equations, application of skills in mathematical problems, and utilizing proper order of operations in multi-step problems. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students.	Illuminate Data and Assessment Management System August 2015 - May 2016 Title I - \$9,000. Professional Development - September 2015 - May 2016 Title I - \$8,000. UP School Support: ELL PD Coach/Mentor (\$21,000)	Interim Assessments Classroom Observations and Lesson Plans Student Achievement Progress Reports Student Report Cards and Test Scores	Administration Professional Development Coaches/Mentors Data Coach/Mentor District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.	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:	NCCAT-S Indicators: 1.9 (d)	
Parents of students in the elementary levels will be offered evening instructional classes and conferences on assisting and understanding strategies needed to help their students with mathematics homework in the homes. The ELL PD Coach/Mentor will work with the teachers on strategies that parents can use for engaging the ELL students in the home. The data analysis coach will provide assessment results to share with parents.	Parent Involvement Funds - September 2015 - May 2016 Title I - \$678.30 UP School Support: Data Analysis Coach (\$21,000) ELL PD Coach/Mentor (\$21,000)	Classroom Observations and Lesson Plans Student Achievement Progress Reports Student Report Cards and Test Scores	Administration ELL PD Coach Data Analysis Coach District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators: 1.4 & 1.5	
Teachers in all grades will use supplemental and online instructional materials to provide students with consistent, standards-based instruction and intervention. Teachers will provide daily academic language instruction to accelerate achievement in understanding what math problems ask them to do. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students. The ELL Teacher Assistants will work with the ELL teacher on staff at Innovations to deliver small group and one-one-one instruction to the children in the ELL program. The data Analysis Coach will collect, analyze, and report interim assessment data to support instruction. The Student Literacy Coaches will utilize the skills they are learning in the teacher education classes while getting a practical application of literacy and testing skills in the educational setting.	Illuminate Data and Assessment Management System August 2015 - May 2016 Title I - \$9,000. Professional Development - September 2015 - May 2016 Title I - \$8,000. UP School Support: ELL PD Coach/Mentor (\$21,000) ELL Teacher Assistants (\$60,000) Data Analysis Coach (\$21,000) Student Literacy Coaches (\$48,000)	Interim Assessments Classroom Observations and Lesson Plans Student Achievement Progress Reports Student Report Cards and Test Scores	Administration - September 2015 - May 2016 Data Analysis Coach - September 2015 - May 2016 Professional Development Coaches/Mentors Grade Level Chairs District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.	On Task

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

Increase the provision of access to updated technology, after school programming, language supports for speakers of a language other than English, literacy programs and resources for use in the school and community, and opportunities for parent and family engagement as means to increase improved student learning outcomes as measured by student performance and in the survey results reported by the stakeholders.

Root Causes:

Academic reasons have been the cause for a lack of continual upward growth by students in the FRL, IEP, and ELL subpopulations. The academic reasons center on inconsistent use of technology in the homes and community, limited access of families to after school programs, and irregular attendance by families in school centered events designed to assist in parental engagement in the learning process. As many of the parents have limited financial resources, their needs center on poverty issues rather than the willingness to assist their children.

Measurable Objective 1:

Increase the attendance in parent engagement activities in the elementary school from the October to May by 10% as measured by parent attendance.

Measurable Objective 2:

Provide before and after school programs for students and their families enrolled at IICSN to assist with literacy development, homework tutorials, and math tutorials for students from all subgroup populations as measured by attendance and nightly work completion and as measured by observation of consistent student participation in the work assigned and completed in the programs.

Measurable Objective 3:

Not Required

Measurable Objective 4:

Not Required

Measurable Objective 5:

Not Required

Monitoring Status

Not Meet

ACTION PLAN		MONITORING PLAN		
<p>Action Step (please only list one action step per box)</p>	<p>Resources and Amount Needed for Implementation (people, time, materials, funding sources)</p>	<p>List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.</p>	<p>List Timeline, Benchmarks, and Position Responsible</p>	<p>Monitoring Status</p>

3.1 Professional Development (Required)		Continuation From Last	NCCAT-S Indicators: 1.1 c	
		Year: No		
Elementary teachers will receive ongoing professional development and coaching on working with children of poverty and their families in order to assist in literacy development, parent engagement, technology enhancement of learning, and for assisting children who speak languages other than English. Elementary teachers will receive ongoing, professional development, coaching and E-Learning on best practices to increase vocabulary and reading comprehension for all students using CEU Teacher Toolbox and using face-to-face instruction from UNLV professionals. These skills for reading will help teachers determine what needs to be incorporated in their classrooms to help students access the expected reading standards for their grade levels. Teachers will also receive ongoing training in foundational reading skills and the importance of strengthening these in the classroom setting to promote reading skills achievement among the students. Teachers and counselors will learn techniques to enhance the core values, decision making and critical thinking skills, and create a learning environment that promotes the social-emotional well being of the students throughout the school (Character Counts). Professional and paraprofessional staff members will also receive ongoing professional development in areas that will increase their job proficiency and assist in developing higher levels of knowledge and skills to assist students and families.	Literacy and Technology Training - no charge VICTORY: CEU Teacher toolbox (\$10,000); Character Counts Bully/Self Esteem (\$9,000); Edivate Site License (\$6,000); administrator's stipend (\$5000)	Interim Assessments Classroom Observations Teacher Professional Module Completion Reports Progress Reports Report Cards Student Test Scores Counselor Reports	Administration - August 2015-May 2016 Data Coach- September 2015-May 2016 Accountability Coordinator - September 2015-May 2016 Counselor (s) - August 2015-May 2016	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	NCCAT-S Indicators: 1.9 d	
	Year: Yes			
Parents will receive ongoing classes (ELL Classes), opportunities to interact with the school and staff members in and out of the school environment (Family Nights & Dinner), and quarterly classes on community resources available to assist in their assessment and maintenance of family needs. Parents will be offered assistance in helping to work with their children in the areas of reading comprehension, word analysis, phonics development, and vocabulary development (Family Night Staff and Materials). Assistance will come in the form of family literacy classes and portable computer lab for families for technology access (Computer lab and hardware). Families will also be offered community engagement/resource evenings where they will be provided with information and access to various organizations throughout the community that assist people of poverty. These sessions will focus on emotional and social challenges, acute and chronic stressors, cognitive lags, and health and safety issues. Family field trips will be provided by the school to help with parent child bonding while experiencing community resources that promote cognitive learning (Literacy Family Field Trip).	VICTORY: ELL Parent Classes (\$30,000); Technology Mac Mini-lab (\$14,000); Family Nights Materials & Dinner (\$8,000); Family Night Staff (\$5,000); Literacy Family Field Trip (\$7,000); Portable computer lab for family use (\$50,000); 10 wireless internet routers and hardware (\$31,000); administrator's stipend (\$5000)	Family Observations Parental Attendance Student Report Cards Completed Parent Night Projects Increase in student technology proficiency as measured by homework completion and online assessments	Administration-August 2015-May 2016 Parent Engagement Coach-August 2015-May 2016 Data Coach-September 2015-May 2016 Accountability Coordinator-September 2015-may 2016	Not Meet

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
Students will be offered extended learning time to increase the opportunity to learn and to receive additional instruction in literacy and mathematics (Staff and Materials for 4 Week Summer Academy). The school will use before and after school programs, summer programs, and 20 days of Saturday school to offer this extended learning (After-school and Saturday Tutoring). 1.4 & 1.5 Teachers in grades K-5 will use supplemental and extended learning time/ programs to provide students with reading instruction at times when students are not in the school session. These skills will focus on fundamental reading skills needed to promote fluent reading and comprehension needed to achieve grade level literacy benchmarks/ standards. Teachers will be given additional technology equipment to engage students in electronic learning and testing associated with reading (Laptops and Learning Tables). The technology equipment will enable students to be interactive with each other and with the reading process in an effort to develop confidence and social skills associated with interacting with peers. Skills to be covered with these technologies will be decoding, phonetics, reading comprehension, and use of reading comprehension in informational text.	VICTORY: Staff for summer academy - 4 weeks (\$62,000); Supplies for summer academy (\$12,000); Staff for before/after school tutoring/HW Support - 32 weeks (\$141,000); Staff for Saturday School - 20 days (\$8,000); Microsoft Surface Laptops (\$21,000); Sonia Interactive Learning Tables (\$78,000); Classroom supplies (\$37,000); administrator's stipend (\$5000)	Interim Assessments Classroom Observations Work Completion Progress Reports Teacher Anecdotal Records Staff Attendance Records	Administration: August 2015-May 2016 Data Coach: August 2015-May 2016 Grade Level Chairs: September 2015-May 2016 Accountability Coordinator: September 2015-May 2016	Not Meet

Comments:

3.4 Other (Optional)		Continuation From Last Year: No	NCCAT-S Indicators: 1.6	
Teachers in grades K-5 will be given supplemental incentives for extending student learning and for remaining consistent in their school attendance in order to fully engage students and families in the learning process (Classroom Awards and Staff Recognition). Teachers will also receive incentives for performing their daily duties by using new technology (Laptops and Learning Tables), having add-on days for professional duties (3 Add-on Days), and by having access to additional needed school supplies (Classroom Supplies) to engage students in their learning environment, thus adding to additional motivation to learn literacy skills in the classrooms.	VICTORY: Classroom supplies (\$37,000); Classroom awards (\$9,000); Staff Recognition (\$36,000); Recognition assemblies (\$4000) 2 add-on days (\$26,000); Microsoft Surface Laptops (\$21,000); Sonia Interactive Learning Tables (\$78,000); administrator's stipend (\$5000)	Interim Assessments Classroom Observations Work Completion Progress Reports Teacher Anecdotal Records Staff Attendance Records	Administration: August 2015-May 2016 Data Coach: August 2015-May 2016 Grade Level Chairs: September 2015-May 2016 Accountability Coordinator: September 2015-May 2016	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)
General Funding/DSA	\$5,954,000.00	Instruction, technology, materials, staffing, and general operations of the school	Goals 1 and 2
IDEA	\$120,586.00	Special education instruction, materials, and services	Goals 1 and 2
State Special Education	\$189,010.00	Special education instruction, materials, and services	Goals 1 and 2
Title I	67,830.00 + 687.30 parent involvement set aside	Extra duty pay for tutoring for identified students, Supplemental instructional materials, technology, and tutorial work for at risk students in language arts and mathematics, Illuminate Software with Data Progress/early problem identification Tracking, Online Spotlight Strategies supplementary reading comprehension system targeted grades 3-5, Rule of Three - Supplemental Best Practices Interdisciplinary Academic Vocabulary Builder -reading supplement K-5, Spotlight - Supplementary Best Practices Thinking/Reading Comprehension - grades 2-5, Younglight Educate, Sacramento, CA Professional Development - 8 Staff members X \$1,000 each to School Visits/Training in Sacramento, Supplies to create flyers, brochures, and specific training materials for Parent Conference/Training, Refreshments for Parent class/conference	Goals 1 and 2
UP School Support	\$150,000 shared between all three school levels (ES, MS, HS)	ELL PD coach/mentor (\$21,000) -The ELL Professional Development Coach will work with the ELL staff to ensure they have the most effective strategies for teaching English as a Second Language.ELL Teaching Assistants - (\$60,000), Data analysis coach (\$21,000) who will be working part time as the data collector, analyzer, and disseminator of the interim assessments being conducted at the school. Student Literacy Coaches (\$48,000) will use the skills they are learning in the teacher education classes while getting a practical application of literacy and testing skills in the educational setting.	Goals 1 and 2
ELL Funds	\$5,285.00	Extra duty pay for staff for Summer School (June 2015)	Goals 1 and 2
Victory	\$617,635.35	8(c): Summer Academy: Staff for summer academy (\$62,000); Supplies (\$12,000); 8(d): Additional Instruction: Before/After school tutoring/HW Support (\$141,000); Saturday School (\$8,000) 8(e): Professional Development: CEU Teacher tool box (\$10,000); Character Counts Bully/Self Esteem (\$9,000); Edivate Site License (\$6,000) 8(f): Incentives for hiring/retaining teachers: Classroom supplies (\$37,000); Classroom awards (\$9,000); recognition assemblies (\$4000); Staff Recognition (\$36,000); 2 add-on days (\$26,000); Microsoft Surface Laptops (\$21,000); Sonia Interactive Learning Tables (\$78,000); administrator's stipend (\$5000) 9(b): Parent engagement: ELL Classes (\$30,000); Technology Mac Mini-lab (\$14,000); Family Nights Materials & Dinner (\$8,000); Family Night Staff (\$5,000); Literacy Family Field Trip (\$7,000); Portable computer lab for family use (\$50,000); 10 wireless internet routers and hardware (\$31,000)	Goal 3

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.

The school will continue to utilize various forms of advertisement when recruiting new teachers for positions that are open. In so doing, teacher licensure and HQ status will be looked at. Selection of HQ teachers will be made as much as possible to fill open positions. The school will also work with the local universities and the Nevada Department of Education to seek out HQ teachers in an effort to give the students the best education possible and to meet Title I requirements.

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.

The school will host a Parent as Learning Partners Conference to assist parents with issues pertinent to educating their children. The school will send home parent newsletters that provide strategies to help prepare children for testing, academic information in English and Spanish, and host parent evenings to show how to help their children with homework. The school will create a new website built with an instant translator so parents can read it in their natural languages.

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.).

Students moving from ES to MS and from MS to HS will meet new teachers, experience classes at the next level, and work with teachers on new expectations. Students will also have the chance to speak with the counselors to help develop skills for credit achievement, testing expectations, and prepare transcripts in preparation for the next level of education. A Newcomers Class will prepare kindergartners for the new school year. Kinder students will attend 1st grade reading classes in the spring.

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

Grade level chairs have the opportunity to work with administration on decisions regarding the use of academic assessments. All of these are again discussed on professional development days as a school-wide plan comes together. We have grade level meetings, RTI meetings, and professional development to plan and modify instruction. Academic assessments must be aligned with CRTs and common core standards is always a first thought at school.

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

IICSN follows the procedures set forth by the state, local, and federal services for coordinating and integrating the school improvement efforts. Plans are completed, filed, and followed each year in conjunction with state and district standards, meeting all obligations necessary for Title I status.

APPENDIX A - Professional Development Plan

1.1

Elementary teachers will receive ongoing professional development, coaching, and E-Learning on best practices to increase vocabulary and reading comprehension for all students using the Rule of Three and Spotlight strategies to answer higher levels of comprehension in expository and narrative texts. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students.

Goal 1 Additional PD Action Step (Optional)

2.1

Elementary teachers will receive ongoing professional development, coaching, and E-Learning on best practices to increase computation skills, algebraic problem solving in linear equations, application of skills in mathematical problems, and utilizing proper order of operations in multi-step problems. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students.

Goal 2 Additional PD Action Step (Optional)

3.1

Elementary teachers will receive ongoing professional development and coaching on working with children of poverty and their families in order to assist in literacy development, parent engagement, technology enhancement of learning, and for assisting children who speak languages other than English. Elementary teachers will receive ongoing, professional development, coaching and E-Learning on best practices to increase vocabulary and reading comprehension for all students using CEU Teacher Toolbox and using face-to-face instruction from UNLV professionals. These skills for reading will help teachers determine what needs to be incorporated in their classrooms to help students access the expected reading standards for their grade levels. Teachers will also receive ongoing training in foundational reading skills and the importance of strengthening these in the classroom setting to promote reading skills achievement among the students. Teachers and counselors will learn techniques to enhance the core values, decision making and critical thinking skills, and create a learning environment that promotes the social-emotional well being of the students throughout the school (Character Counts). Professional and paraprofessional staff members will also receive ongoing professional development in areas that will increase their job proficiency and assist in developing higher levels of knowledge and skills to assist students and families.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Parents will be offered assistance in helping to work with their children in the areas of reading comprehension, word analysis, and vocabulary development. Assistance will come in the form of conferences and/or classes offered to help families with literacy skills. The ELL PD Coach/Mentor will work with the teachers on strategies that parents can use for engaging the ELL students in the home. The data analysis coach will provide assessment results to share with parents.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Parents of students in the elementary levels will be offered evening instructional classes and conferences on assisting and understanding strategies needed to help their students with mathematics homework in the homes. The ELL PD Coach/Mentor will work with the teachers on strategies that parents can use for engaging the ELL students in the home. The data analysis coach will provide assessment results to share with parents.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Parents will receive ongoing classes (ELL Classes), opportunities to interact with the school and staff members in and out of the school environment (Family Nights & Dinner), and quarterly classes on community resources available to assist in their assessment and maintenance of family needs. Parents will be offered assistance in helping to work with their children in the areas of reading comprehension, word analysis, phonics development, and vocabulary development (Family Night Staff and Materials). Assistance will come in the form of family literacy classes and portable computer lab for families for technology access (Computer lab and hardware). Families will also be offered community engagement/resource evenings where they will be provided with information and access to various organizations throughout the community that assist people of poverty. These sessions will focus on emotional and social challenges, acute and chronic stressors, cognitive lags, and health and safety issues. Family field trips will be provided by the school to help with parent child bonding while experiencing community resources that promote cognitive learning (Literacy Family Field Trip).

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, thus decreasing the reading proficiency gaps between the district's highest performing subgroups and lower performing ethnic/racial supergroups by 8 percent as measured by state assessments.

Measurable Objective(s):

- Increase the percentage of FRL students catching up in ELA from 29.0 % as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.
- Increase the percentage of IEP students catching up in ELA from 13.0% as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by the IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.
- Increase the percentage of LEP students catching up in ELA from 11.0% as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by the IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.

Status
N/A

Comments:

Discussion: All staff members received a copy of the SPP. A more in-depth discussion of the SPP will occur in small and large groups on the October 29th staff development day. • The SPP has been shared with the governing board. • The SPP was shared with parents during mandatory parent orientation meetings held in August. Information about the SPP action steps will be included in the October newsletter. • Student Literacy Coaches will hopefully begin working next week. Some of the student coaches are bilingual. • All other positions have been filled. General thoughts from the team: • It is vital that the Charter school administrators are included in all communication for UPSchools and Victory Schools. Sometimes, charter school administrators are not included in meetings or communications. • Deadlines and timelines are often very short. It would be helpful to know deadlines and schedule meetings farther in advance. • It would be valuable for all UPSchools to get together for a “conference” or “symposium” in order to share what is working and what is not. This would be a good opportunity for schools to learn from each other.

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Elementary teachers will receive ongoing professional development, coaching, and E-Learning on best practices to increase vocabulary and reading comprehension for all students using the Rule of Three and Spotlight strategies to answer higher levels of comprehension in expository and narrative texts. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students.	N/A

Progress	<p>10/2/15 • Common planning time has been scheduled for teachers to participate in PD and collaboration. • Edivate and Rule of Three PD were provided on August 17th and 18th. More is scheduled for next week. • Two full-day PD days were held on September 8th and 9th. Follow-up is being provided in the classroom through the ELL PD Coach. • PD is ongoing and specifically focused on increasing reading achievement. A PD calendar has been developed. This includes weekly PD during common prep times using the assigned videos available through Edivate and Teacher CEU Toolbox. • Teachers have been given PD on 2 effective ELL strategies. The ELL PD Coach follows up these trainings with modeling and coaching. This involves in class modeling and coaching for the teacher as well as small group pull-out for students.</p>	
Barriers	<p>10/2/15 • Outside vendor (Illuminate) is not uploading assessment data in a timely manner. Admin will discuss with vendor if necessary.</p>	
Next Steps	<p>10/7/15 • The ELL PD Coach will do classroom observations and continue following a 3 week cycle of PD during the 1st week, modeling and coaching during the 2nd week, and re-teaching during the 3rd week. • PD with program vendors will continue to be scheduled. • For the October PD day, the data coach will put together the assessment results for teachers to analyze at the grade and department level.</p>	
1.2	<p>Parents will be offered assistance in helping to work with their children in the areas of reading comprehension, word analysis, and vocabulary development. Assistance will come in the form of conferences and/or classes offered to help families with literacy skills. The ELL PD Coach/Mentor will work with the teachers on strategies that parents can use for engaging the ELL students in the home. The data analysis coach will provide assessment results to share with parents.</p>	N/A
Progress	<p>10/2/15 • Parent conferences were held on September 24th and 25th. There was a 97% parent turn-out for these conferences. Teachers discussed Moby Max, GMADE, and GRADE data with parents. Parents of high school students were also given information regarding graduation requirements. • The school is gathering feedback from parents through surveys. Parents were very happy to have assessment data shared with them during conferences. • The school counselor meeting one-on-one with credit-deficient high school students monthly. These students are set up in Compass Learning credit recovery courses. • A parent engagement night was held that focused on providing resources for wrap-around services.</p>	
Barriers	<p>10/2/15 • During parent engagement events, bilingual personnel are needed to effectively communicate. We are working on ensuring there are bilingual staff members at each parent event.</p>	
Next Steps	<p>10/2/15 • Next week an Open House will be held. Parents will learn about the new curriculum, Moby Max and Reading Plus access codes, classroom rules, and code of conduct at the school. • Before and after-school tutoring will begin soon. • Saturday schools are scheduled. The classes are full and parents are asking for more classes to open up. • In early November, a Chromebook lab will be used to teach parents how to use the internet, do research, and take sample SBAC test items.</p>	
1.3	<p>Elementary teachers will reduce the reading proficiency gap between the district's highest performing subgroup and the lower performing ethnic/racial supergroups by 8% as measured by state assessments. Teachers will provide instruction and curriculum aligned to the Nevada Academic Standards through effective instruction and the use of data driven differentiated instruction. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students. The ELL Teacher Assistants will work with the ELL teacher on staff at Innovations to deliver small group and one-one-one instruction to the children in the ELL program. The data Analysis Coach will collect, analyze, and report interim assessment data to support instruction. The Student Literacy Coaches will utilize the skills they are learning in the teacher education classes while getting a practical application of literacy and testing skills in the educational setting.</p>	N/A

Progress	<ul style="list-style-type: none"> • K-8th grade teachers all have scheduled a 2 hour literacy block which includes 30-45 minutes of academic vocabulary instruction. Admin has seen many students engaged in the vocabulary instructional methods that involve movement and hand gestures. • Teachers have been taught 2 ELL strategies and admin has seen effective use in the classrooms. • Teacher Assistants have been providing small group reading comprehension and vocabulary instruction. • ELL PD Coach has been teaching, modeling, observing, and coaching teachers as they implement ELL strategies. Admin has seen many "A-Ha" moments, especially for new teachers. 		
Barriers	None discussed		
Next Steps	Student Literacy Coaches will pull small groups to focus on targeted intervention.		
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 mathematics, thus decreasing the mathematic proficiency gaps between the district's highest performing subgroups and lower performing ethnic/racial supergroups by 8 percent as measured by state assessments.

Measurable Objective(s):

- Increase the percentage of FRL students catching up in math from 23% from 2014 CRT results to 33% as measured by state assessments.
- Increase the percentage of IEP students catching up in math from 23% from 2014 CRT results to 33% as measured by state assessments.
- Increase the percentage of LEP students catching up in math from 11% from 2014 CRT results to 21% 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	Elementary teachers will receive ongoing professional development, coaching, and E-Learning on best practices to increase computation skills, algebraic problem solving in linear equations, application of skills in mathematical problems, and utilizing proper order of operations in multi-step problems. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students.	On Task
Progress	10/2/15: Same as Goal 1 • Common planning time has been scheduled for teachers to participate in PD and collaboration. • Edivate and Rule of Three PD were provided on August 17th and 18th. More is scheduled for next week. • Two full-day PD days were held on September 8th and 9th. Follow-up is being provided in the classroom through the ELL PD Coach. • PD is ongoing and specifically focused on increasing reading achievement. A PD calendar has been developed. This includes weekly PD during common prep times using the assigned videos available through Edivate and Teacher CEU Toolbox. • Teachers have been given PD on 2 effective ELL strategies. The ELL PD Coach follows up these trainings with modeling and coaching. This involves in class modeling and coaching for the teacher as well as small group pull-out for students.	
Barriers	10/2/15: • Outside vendor (Illuminate) is not uploading assessment data in a timely manner. Admin will discuss with vendor if necessary.	

Next Steps	10/2/15: • The ELL PD Coach will do classroom observations and continue following a 3 week cycle of PD during the 1st week, modeling and coaching during the 2nd week, and re-teaching during the 3rd week. • PD with program vendors will continue to be scheduled. • For the October PD day, the data coach will put together the assessment <u>results for teachers to analyze at the grade and department level.</u>	
2.2	Parents of students in the elementary levels will be offered evening instructional classes and conferences on assisting and understanding strategies needed to help their students with mathematics homework in the homes. The ELL PD Coach/Mentor will work with the teachers on strategies that parents can use for engaging the ELL students in the home. The data analysis coach will provide assessment results to share <u>with parents.</u>	On Task
Progress	10/2/15: Same as Goal 1 • Parent conferences were held on September 24th and 25th. There was a 97% parent turn-out for these conferences. Teachers discussed Moby Max, GMADE, and GRADE data with parents. Parents of high school students were also given information regarding graduation requirements. • The school is gathering feedback from parents through surveys. Parents were very happy to have assessment data shared with them during conferences. • The school counselor meeting one-on-one with credit-deficient high school students monthly. These students are set up in Compass Learning credit recovery courses. • A parent engagement night was held that focused on providing resources for wrap-around services.	
Barriers	10/2/15: • During parent engagement events, bilingual personnel are needed to effectively communicate. We are working on ensuring there are bilingual staff members at each parent event.	
Next Steps	10/2/15: • Next week an Open House will be held. Parents will learn about the new curriculum, Moby Max and Reading Plus access codes, classroom rules, and code of conduct at the school. • Before and after-school tutoring will begin soon. • Saturday schools are scheduled. The classes are full and parents are asking for more classes to open up. • In early November, a Chromebook lab will be used to teach parents how to <u>use the internet, do research, and take sample SBAC test items.</u>	
2.3	Teachers in all grades will use supplemental and online instructional materials to provide students with consistent, standards-based instruction and intervention. Teachers will provide daily academic language instruction to accelerate achievement in understanding what math problems ask them to do. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students. The ELL Teacher Assistants will work with the ELL teacher on staff at Innovations to deliver small group and one-one-one instruction to the children in the ELL program. The data Analysis Coach will collect, analyze, and report interim assessment data to support instruction. The Student Literacy Coaches will utilize the skills they are learning in the teacher education classes while getting a <u>practical application of literacy and testing skills in the educational setting.</u>	On Task
Progress	10/2/15 Same as Goal 1: • K-8th grade teachers all have scheduled a 2 hour literacy block which includes 30-45 minutes of academic vocabulary instruction. Admin has seen many students engaged in the vocabulary instructional methods that involve movement and hand gestures. • Teachers have been taught 2 ELL strategies and admin has seen effective use in the classrooms. • Teacher Assistants have been providing small group reading comprehension and vocabulary instruction. • ELL PD Coach has been teaching, modeling, observing, and coaching teachers as they implement ELL strategies. Admin has seen many "A-Ha" moments, especially for new teachers.	
Barriers	10/2/15 None discussed	

Next Steps	10/2/15 • Student Literacy Coaches will pull small groups to focus on targeted intervention.	
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase the provision of access to updated technology, after school programming, language supports for speakers of a language other than English, literacy programs and resources for use in the school and community, and opportunities for parent and family engagement as means to increase improved student learning outcomes as measured by student performance and in the survey results reported by the stakeholders.

Measurable Objective(s):

- Increase the attendance in parent engagement activities in the elementary school from the October to May by 10% as measured by parent attendance.
- Provide before and after school programs for students and their families enrolled at IICSN to assist with literacy development, homework tutorials, and math tutorials for students from all subgroup populations as measured by attendance and nightly work completion and as measured by observation of consistent student participation in the work assigned and completed in the programs.
- Not Required
- Not Required
- Not Required

Status
Not Meet

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1	Elementary teachers will receive ongoing professional development and coaching on working with children of poverty and their families in order to assist in literacy development, parent engagement, technology enhancement of learning, and for assisting children who speak languages other than English. Elementary teachers will receive ongoing, professional development, coaching and E-Learning on best practices to increase vocabulary and reading comprehension for all students using CEU Teacher Toolbox and using face-to-face instruction from UNLV professionals. These skills for reading will help teachers determine what needs to be incorporated in their classrooms to help students access the expected reading standards for their grade levels. Teachers will also receive ongoing training in foundational reading skills and the importance of strengthening these in the classroom setting to promote reading skills achievement among the students. Teachers and counselors will learn techniques to enhance the core values, decision making and critical thinking skills, and create a learning environment that promotes the social-emotional well being of the students throughout the school (Character Counts). Professional and paraprofessional staff members will also receive ongoing professional development in areas that will increase their job proficiency and assist in developing higher levels of knowledge and skills to assist students and families.	
Progress		

Barriers		
Next Steps		
3.2	Parents will receive ongoing classes (ELL Classes), opportunities to interact with the school and staff members in and out of the school environment (Family Nights & Dinner), and quarterly classes on community resources available to assist in their assessment and maintenance of family needs. Parents will be offered assistance in helping to work with their children in the areas of reading comprehension, word analysis, phonics development, and vocabulary development (Family Night Staff and Materials). Assistance will come in the form of family literacy classes and portable computer lab for families for technology access (Computer lab and hardware). Families will also be offered community engagement/resource evenings where they will be provided with information and access to various organizations throughout the community that assist people of poverty. These sessions will focus on emotional and social challenges, acute and chronic stressors, cognitive lags, and health and safety issues. Family field trips will be provided by the school to help with parent child bonding while experiencing community resources that promote cognitive learning (Literacy Family Field Trip).	
Progress		
Barriers		
Next Steps		
3.3	Students will be offered extended learning time to increase the opportunity to learn and to receive additional instruction in literacy and mathematics (Staff and Materials for 4 Week Summer Academy). The school will use before and after school programs, summer programs, and 20 days of Saturday school to offer this extended learning (After-school and Saturday Tutoring). 1.4 & 1.5 Teachers in grades K-5 will use supplemental and extended learning time/ programs to provide students with reading instruction at times when students are not in the school session. These skills will focus on fundamental reading skills needed to promote fluent reading and comprehension needed to achieve grade level literacy benchmarks/ standards. Teachers will be given additional technology equipment to engage students in electronic learning and testing associated with reading (Laptops and Learning Tables). The technology equipment will enable students to be interactive with each other and with the reading process in an effort to develop confidence and social skills associated with interacting with peers. Skills to be covered with these technologies will be decoding, phonetics, reading comprehension, and use of reading comprehension in informational text.	
Progress		
Barriers		
Next Steps		

3.4	Teachers in grades K-5 will be given supplemental incentives for extending student learning and for remaining consistent in their school attendance in order to fully engage students and families in the learning process (Classroom Awards and Staff Recognition). Teachers will also receive incentives for performing their daily duties by using new technology (Laptops and Learning Tables), having add-on days for professional duties (3 Add-on Days), and by having access to additional needed school supplies (Classroom Supplies) to engage students in their learning environment, thus adding to additional motivation to learn literacy skills in the classrooms.	
Progress		
Barriers		
Next Steps		