

School Performance Plan

School Name
Mack, Jerome MS

Address (City, State, Zip Code, Telephone):
4250 Karen Ave
Las Vegas, NV 89121, (702) 799-2005

Superintendent/Assistant Chief: Pat Skorkowsky / Rebecca Kaatz

For Implementation During The Following Years: 2015-2016

The Following MUST Be Completed:

Title I Status: Served

Designation: Focus School

Grade Level Served: Middle School

Classification: 2 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
Kristie Fields	Parent	Roxanne Kelley	Principal
Sharon Armstrong	Literacy Coach	Rhonda Calvo	Assistant Principal
JoAnn Strand	Assistant Principal	Charlene Basinger	Librarian
Suzanne Miller	Counselor	Andrea Sanders	Teacher
Derek Krallman	Teacher	Gina Dewees	Teacher
Christopher Hartley	Strategist	Cynthia Daniels	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
Statewide Assessments	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Nevada School Performance Framework (NSPF)	ELL Program Policies and Procedures	Availability of Curriculum for IEP Students
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	NA	Teacher/Administrator Observation Data
NA	NA	NA
NA	NA	NA
Other: Green and Whites	Other: Reading Horizons	Other: Common Assessments
Other: Achieve 3000	Other:	Other: Achieve 3000

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

Mack Middle School is a 2-star school, receiving 49.67 points out of the possible 100 points, indicating a need for overall improvement. In the 2013-2014 school year the 7th grade math students participated in the Smarter Balanced Assessment Consortium field test.

The three year growth analysis, 2012-2014, of ELA shows an increase of 6% to 44 percentile in 6th, 7th and 8th grade overall. This is beneath the district average of 51 percentile. The three year growth analysis of the math scores shows in 6th grade show a decrease of 9% to 27 percentile; 8th grade show a increase of 5% to 49 percentile. (As noted above, 7th grade participated in the SBAC field test.) Both 6th and 8th grade are below the district percentiles. The lack of growth is mirrored in each of our subgroups when comparing 2013 data, however when comparing from 2012 data, each of these subgroups show an increase. The action steps detailed in the plan are a result of the analyzed data.

As an overall look into the performance during 2014-2015, all students were exposed to an intensive reading program, Achieve 3000, to help determine Lexile scores. All grade levels tested at least two levels below their current grade: 6th-392; 7th-455 and 8th 574. However, by the end of the year, all Lexile scores increased at least 75 points, with 8th grade improving the most with 87. The mean ending Lexile scores were as follows: 6th-467; 7th-524; and 8th- 661. Although they had not yet caught up to their peers, they had made tremendous growth in just the October-May implementation. Now that teachers are well versed in the program, we expect even greater gains. Newcomer ELL students worked on a program, Reading Horizons, and that data indicates an improvement in word recognition of .92 overall. The scores for Most Common Word Assessment, students made gains of 15.75. The implementation of the program began in late November. Students receiving services in a CC model for 6th grade ELA were placed into an accelerated class in order to close the gap between them and their general education peers. The data from common assessments between the general education students and the special education students indicate that the students had a slight increase in classroom assessments over their peers in other classes. When surveyed if they wanted to continue in the accelerated classroom, the response was overwhelmingly positive. A Spanish for Spanish speakers class was implemented in the 2014-2015 school year to provide instruction in their native language to build on constructs in English Language Arts . This model will establish a baseline data for student achievement in English Language Arts.

School data from the 2014-2015 school year has not been included due to testing issues.

HOPE 2 Intervention

Focus of Intervention:

Monitoring Plan:

Evaluation Plan:

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 checked="" type="checkbox"/> Other
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Priority Need/Goal 1:

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

Root Causes:

As evidenced by colleague and administrative walkthrough data, teachers are engaging their students at a high level less than 60% of the time; this disengagement leads teachers to removing students from the instructional environment due to behavioral issues at rate of 18-30 students per day, schoolwide, as based on TMZ (Time Out Zone) data. This removal keeps students from receiving Tier I instruction.

Measurable Objective 1:

Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 38.2 to 32.2 by 2016 as measured by state assessments.

Measurable Objective 2:

Increase the percent of ELL students proficient in reading from 8% to 18% by 2016 as measured by state assessments.

Measurable Objective 3:

Increase the percent of IEP students proficient in reading from 13% to 23% by 2016 as measured by state assessments.

Measurable Objective 4:

Increase the percent of FRL students proficient in reading from 41% to 51% by 2016 as measured by state assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 2.4	

Provide ongoing job-embedded professional development focused on research-based engagement strategies, differentiating standard-based instruction, with a focus on technology, classroom management strategies, Achieve 3000, Springboard, MyPath, Edgenuity.	One part-time strategist, funded by Striving Readers Grant, Title 1 strategist/site liaison, and Behavior Mentor Strategist funded through Title I School Support. Teaching position for math position funded through Title I Set Aside; MyPath supplement from Title 1, and E3 grant provides laptops and personnel for training and implementation of differentiation strategies. Collaboration substitutes (Title I)	Colleague walkthroughs, staff development, professional development sign- ins and agendas, evidence of PD implementation through walkthrough data; behavioral data	Monthly colleague walk throughs by teachers, professional development sign-in, agendas, and implementation walkthrough data collected monthly by admin, E3 Digital Coach, and strategists (Title I and Focus), and behavioral data reports collected monthly by deans	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: No	NCCAT-S Indicators:	
Ongoing training for families on traversing the educational system as well as the resources available to help their students through focused family engagement nights.	Family involvement activities funded through Title 1 (refreshments, extra duty pay for support staff and teachers and materials). Parent Literacy Classes, bilingual Teacher Family Aide (Title I)	School Activity Calendar, Family Surveys, and event sign-in sheets	Scheduled on activity calendar by Admin and Strategist in August 2015, event sign-in sheets and family surveys collected by site liaison after each event (4xs per year), Open House, Sept 30,2015; Nov 10, 2015, ELA Night; Feb. 4, 2016, Math Night; March 3, 2016, Science Night; April 21, 2016, PE/Arts Night.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: No	NCCAT-S Indicators: 1.2, 2.4	
Provide Tier I, Tier II, and Tier III focused strategies and instruction through the use of Achieve 3000, Edgenuity, Springboard Online, MyPath, and Moby Max.	Laptops for every student (E3 Grant). Achieve 3000 (CCSD) & Springboard Online (CCSD), Moby Max (general budget), After School tutoring- (Title 1), prep buyouts for credit retrieval and reading (Title I), CTT (Title I), CSR for reading and school within a school teachers (Title I), Headphones and mice for technology (Title I)	District-provided interim assessments Professional Learning Community notes, formative assessments, Achieve 3000 reports	Weekly PLC-Notes compiled by learning strategist; review of interim assessment data 3xs per year during benchmark periods- Admin, Strategist Tutoring attendance sheets and progress monitoring weekly- Strategist Achieve 3000- Teacher reports, formative assessments analyzed by teachers after each assessment period during PLCs and analysis logged in notes	N/A

Comments:

1.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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				N/A
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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 checked="" 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 math.

Root Causes:

As evidenced by colleague and administrative walkthrough data, teachers are engaging their students at a high level less than 60% of the time; this disengagement leads teachers to removing students from the instructional environment due to behavioral issues at rate of 18-30 students per day, schoolwide, as based on TMZ (Time Out Zone) data. This removal keeps students from receiving Tier I instruction.

Measurable Objective 1:

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 52.2 to 45 by 2016 as measured by state assessments.

Measurable Objective 2:

Increase the percent of ELL students proficient in math from 7% to 17% by 2016 as measured by state assessments.

Measurable Objective 3:

Increase the percent of IEP students proficient in math from 8% to 18% by 2016 as measured by state assessments.

Measurable Objective 4:

Increase the percent of FRL students proficient in math from 23% to 33% by 2016 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 <small>Responsible</small>	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: No	NCCAT-S Indicators: 1.2, 2.4	

Provide ongoing professional development focused on engagement, differentiating instruction, and Edgenuity	Title 1 strategist/site liaison, and Behavior Mentor Strategist funded through Title I School Support. MyPath supplement from Title 1, and E3 grant provides laptops and personnel for training and implementation of differentiation strategies and Edgenuity provided by district. Collaboration extra duty (Title I)	Colleague walkthroughs, staff development, professional development sign- ins and agendas, evidence of PD implementation through walkthrough data; behavioral data	Monthly colleague walk throughs by teachers, professional development sign-in, agendas, and implementation walkthrough data collected monthly by admin, E3 Digital Coach, and strategists (Title I and Focus), and behavioral data reports collected monthly by deans	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: No	NCCAT-S Indicators:	
Encourage families to help children by increasing their own mathematical fluency through participating in family involvement activities and community classes. (Four Family Nights, One Per Department)	Encourage families to help children by increasing their own mathematical fluency through participating in family involvement activities and community classes. (Four Family Nights, One Per Department)	School Activity Calendar, Family Surveys, and event sign-in sheets	Scheduled on activity calendar by Admin and Strategist in August 2015, event sign-in sheets and family surveys collected by site liaison after each event (4xs per year)	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: No	NCCAT-S Indicators: 1.2, 2.4	
Provide Tier I, Tier II, and Tier III focused strategies and instruction through the use of Edgenuity, Springboard Online, Moby Max, ST Math, Front Rowed, and MyPath.	Focus-paid math instructor (Title I School Support) to implement MyPath. Laptops for every student funded by the E3 Grant. Springboard Online funded by district, Moby Max funded by general budget, MyPath (Title 1), ST math (Title I), After School tutoring (Title 1), prep buyouts for credit retrieval and math (Title I), CSR for math and school within a school (Title I), CTT (Title I), Free version of Front-Rowed	District-provided Interim Assessments, Professional Learning Community notes, formative assessments	Weekly PLC-Notes compiled by learning strategist, Review of district-provided interim assessments 3xs per year during benchmark periods - Admin, Strategist Tutoring attendance sheets and progress monitoring weekly- Strategist, formative assessments analyzed by teachers after each assessment period during PLCs and analysis logged in notes	On Task

Comments:

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

Fewer than 95% of staff have been trained to de-escalate student behaviors that impede the learning process.

Measurable Objective 1:

By the end of the 2015-2016 school year, using the data referral base from Infinite Campus, Mack Middle School will see a decrease in student referrals by 5%.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Provide ongoing training for staff and one-on-one coaching and modeling in effective behavior management strategies	Behavior mentor strategist funded through Title I School Support, student monitor support staff (Title I), Prep buyouts for school within a school, STEP and character education training (Hope2) to reduce suspensions/referrals	Behavior mentor strategist log and notes, and professional development sign ins	Strategist log, notes and sign-in sheets collected August 2015-April 2016 by Strategist and Admin	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:	
Cultural competency and behavior strategy workshops will be provided during family nights.	Behavior mentor strategist funded through Title I Set Aside, student monitor support staff (Title I), refreshments (Title 1)	Agendas, sign-in sheets, and/or exit surveys for each event	Scheduled on activity calendar by Admin, Behavior Mentor Strategist, and Strategist in August 2015, event sign-in sheets and family surveys collected by site liaison after each event (4xs per year)	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year: Year: Yes	NCCAT-S Indicators:	
Teachers will demonstrate a higher cultural competence in the classroom and increase student engagement by utilizing the strategies taught by the behavior mentor strategist	Behavior mentor strategist funded through Title I School Support.	Behavior referrals; administrative and colleague walkthrough observations	Admin and Behavior Mentor Strategist review monthly behavior referrals and walkthrough data; quarterly comparative analysis of data between the 2014-2015 and 2015-2016 school years	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:	2. Ensuring teachers are effective
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Root Causes:
As evidenced by colleague and administrative walkthrough data, teachers are engaging their students at a high level less than 60% of the time; this disengagement leads teachers to removing students from the instructional environment due to behavioral issues at rate of 18-30 students per day, schoolwide, as based on TMZ (Time Out Zone) data. This removal keeps students from receiving Tier I instruction.

Measurable Objective 1:
Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 38.2 to 32.2 by 2016 as measured by state assessments.

Measurable Objective 2:
Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 52.2 to 45 by 2016 as measured by state assessments.

Measurable Objective 3:
By the end of the 2015-2016 school year, using the data referral base from Infinite Campus, Mack Middle School will see a decrease in student referrals by 5%.

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
4.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 2.4	
Teachers will participate in focused, professional development which will address high interest instructional strategies	Striving Readers Coach (Striving Readers Grant); teachers, Behavior mentor strategist (Title I Set Aside)	PD sign in sheets; admin and colleague walkthrough data	Sign-in sheets collected once per quarter for SDD by Behavior mentor strategist, coaching and mentoring is ongoing by Striving Readers Coach and Behavior Mentor Strategist, Coaching logs collected by administration monthly.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
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4.2 Family Engagement (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will participate in focused, professional development which will address behavior management strategies.	Behavior Mentor Strategist funded through Title I Set Aside.	PD sign in sheets; coaching logs	Sign-in sheets collected once per quarter for SDD by Behavior mentor strategist, coaching and mentoring is ongoing by Behavior Mentor Strategist, Coaching logs collected by administration monthly.	N/A

Comments:

4.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 2.4	
Teachers will participate in focused, professional development which will address technology strategies.	Digital Coach (strategist): E3	PD sign in sheets; coaching logs	Sign-in sheets collected once per quarter for SDD and twice-weekly throughout the school year by Digital Coach; coaching and mentoring is ongoing by Digital Coach and coaching logs are collected by administration monthly.	N/A

Comments:

4.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 2.4	
Grade 7 students will be provided with remedial classes to improve reading and math achievement.	Reading strategist (District) and math strategist (Title I Set Aside funding) to provide remedial classes and assist students not meeting Tier I standards learn basic skills to meet standards.	Achieve3000 and Moby Max pre-/post-test data, Interim Assessments	Pre-/post-test results will be analyzed monthly by strategist and teachers to provide flexible scheduling for remediation. Interim assessments will be analyzed three times yearly by strategists, teachers, and administration to monitor progress in math and reading.	N/A

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title 1 Funding: 2015-2016	\$429,856	Class size reduction teachers(3), family aide, extra duty for support staff and teachers, books, and refreshments for family outreach during school and Title I parent nights, tutoring, CTT, collaboration substitutes, technology supplies, prep buyouts for credit retrieval and reading, site liaison, supplemental programs including ST math and MyPath and extra hours for support staff to provide student monitoring support.	Goals 1 and 2
Striving Readers Grant	\$21,600	Part-time Striving Readers strategist to support reading initiatives and providing coaching/ mentoring to teachers.	Goals 1, 2 and 3
Title 1 Hope	\$35,000	Prep buy outs for school within a school (Star On) and character education to support same; this is for the STEP program which replaces suspensions and referrals to alternative education.	Goals 1, 2 and 3
Title I School Support	\$150,000	One Behavior Mentor Strategist for all staff, helping to keep students in their Tier I classes. One math teacher to provide remedial instruction to grade 7 students so that when students are in their Tier I classes, they have grade level skills to understand the new concepts.	Goals 1, 2 and 3
E3 Grant	\$28,800	Laptops and strategist for training and coaching implementation of differentiation training	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.

We provide a teaching environment whereby teachers are valued for their contributions. They are treated as the professionals that they are, allowing them to give input into how best to teach the students. They are supported in their efforts to teach the students, either fiscally or professionally, with mentoring and staff development. All applicants go through a rigorous interview process with the panel of administration to ensure each prospective teacher understands our school's challenges. Teachers are provided with opportunities to use technology to help motivate and engage students and extra duty pay is also offered for tutoring and family engagement activities.

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.

We provide an environment where we help teach parents how to navigate the school system in order to support their students in school. For example, we are helping them to utilize and access the technology that their students use in classes; we demonstrate how to navigate the new data system so parents can keep track of the grades. We provide information in two languages; we have a website and social media presence in two languages. The family nights include literacy and math nights, STEM and health/PE.

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.).

All of our 6th grade feeder students come to our school for a day to see the curricular and elective possibilities; magnet school and technical school counselors present assemblies to the 8th grade class to show curricular and elective possibilities for high school; we send 8th graders to each of their high schools and finally we take students on college trips to help them realize that the ultimate goal is not graduating from high school, but from a post secondary institution.

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

Teachers have control over all assessments outside district required assessments; they meet as departmental cohorts to decide what best assessments will suffice for the information being taught. The school is governed by the Mack Visionary Panel, or MVP which is a group of teachers, counselors, librarians and strategists who collaborate for the good of the school. This is the voting group of the school by which all policies are made and implemented.

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

All funding sources were integrated into the SPP. Technology was provided by the E3 grant. To support reading instruction, Achieve 3000 was funded by CCSD. MyPath and afterschool tutoring was purchased with Title I funds, as well as prep buyouts, extra duty pay for collaboration, and a CTT for AVID tutorial. To increase family engagement, a bilingual TFA teacher was funded through Title I funds. Focus funds were used to fund a Behavior Mentor Strategist and a teacher to support Tier I instruction through remediation. Title I Hope provides backpacks of food for weekend nutrition for our neediest students.

APPENDIX A - Professional Development Plan

1.1

Provide ongoing job-embedded professional development focused on research-based engagement strategies, differentiating standard-based instruction, with a focus on technology, classroom management strategies, Achieve 3000, Springboard, MyPath, Edgenuity.

Goal 1 Additional PD Action Step (Optional)

2.1

Provide ongoing professional development focused on engagement, differentiating instruction, and Edgenuity

Goal 2 Additional PD Action Step (Optional)

3.1

Provide ongoing training for staff and one-on-one coaching and modeling in effective behavior management strategies

Goal 3 Additional PD Action Step (Optional)

4.1

Teachers will participate in focused, professional development which will address high interest instructional strategies

Intervention Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Ongoing training for families on traversing the educational system as well as the resources available to help their students through focused family engagement nights.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Encourage families to help children by increasing their own mathematical fluency through participating in family involvement activities and community classes. (Four Family Nights, One Per Department)

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Cultural competency and behavior strategy workshops will be provided during family nights.

Goal 3 Additional Family Engagement Action Step (Optional)

4.2

Teachers will participate in focused, professional development which will address behavior management strategies.

Intervention Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

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

Measurable Objective(s):

- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 38.2 to 32.2 by 2016 as measured by state assessments.
- Increase the percent of ELL students proficient in reading from 8% to 18% by 2016 as measured by state assessments.
- Increase the percent of IEP students proficient in reading from 13% to 23% by 2016 as measured by state assessments.
- Increase the percent of FRL students proficient in reading from 41% to 51% by 2016 as measured by state assessments.

Status
N/A

Comments:

10/9/15: Staff was aware of action steps during the development of the SPP at end of year last year. SPP is on school website. It was referenced during the Title I parent meeting. Once funding was secured, the behavior mentor strategist and math strategist were hired. A long-term sub who is in school to become a teacher was hired for the math strategist. PD calendar has been created. Generally one or two PDs occur each month. Behavior management strategies and Love and Logic strategies have been presented so far. More Love and Logic materials have been ordered at the teachers' request. 1/2016 Teachers used traditional grading 1st semester. 2nd semester will be standards-based grading using 1-4 rubric. Administration will compare the two grading types and see if student's achievement is rising when grades are based on the standard, not the assignment. Impact will not be known until the end of second semester. However, administration is comparing the semester exam grade to the quarter grades to see if there is an alignment to what it learned compared to what assignment is given.

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Provide ongoing job-embedded professional development focused on research-based engagement strategies, differentiating standard-based instruction, with a focus on technology, classroom management strategies, Achieve 3000, Springboard, MyPath, Edgenuity.	Met

<p>Progress</p>	<p>10/9/15: Typically, PD occurs during prep time (teachers have 80 minutes of prep). Teachers are doing colleague walks. This year's walk-through tool is being developed and finalized. Will be rolled out next week. Teachers collect data and give feedback to the teachers (a strategy to steal and one to offer). Walk-through tool is linked to NEPF and available weekly. Behavior is a piece of the walk-through tool. Classroom management strategies provided during PD: students check in and out via computer for bathroom, etc. Time out of class is being tracked. TMZ - time out zone gives kids a chance to have a time out where students reflect on behavior. Data is tracked on why students are being sent to dean's office. STEP - Successful Temp. Educational Program - instead of referrals to behavior school and suspension. Students must meet daily goals and a complete a capstone project to reflect on their behavior and goals (Students use Edgenuity online classes). 1300 hours of instructional time has been saved so far this year using the STEP program. 11/2015 • Created a new document to track the standards being taught in each classroom. Teachers will input the students score on daily formative assessments and can remediate immediately 1/2016 Mack teachers have shifted to total standards-based grading for 2nd semester. Teachers collaborated and developed pre/post tests for 2nd semester standards. Teachers are implementing a spreadsheet to track student learning based on learning targets. Grades are entered as a rubric score, strictly skill-based. These rubric scores will be compared to the scoring from 1st semester. Teachers have implemented Google classroom and the differentiated instruction has been a success. Even students who have been transferred to the STEP classroom can have access to grade level curriculum due to Google classroom. TMZ data is being tracked and compared to Dean's referrals with last year. There has been a significant decrease in the number of Dean's referrals compared to last year. 4/2016 • Teachers are continually meeting in their STPT utilizing the GPS to create lesson planning weekly. Teachers are addressing the standards targets to drive their daily instruction. • Alignment for 1st semester needs to take place. • Teachers are looking to meet over the summer to write their long term plans for 1st semester.</p>	<p>5/2016 Continued professional development on standards-based instruction. Teachers meet to analyze data and revise teaching. Other middle schools are visiting Mack to observe the best practices of what teachers are doing with the standards-based.</p>
<p>Barriers</p>	<p>10/9/15 None noted. Teachers are asking for more PD. 1/2016 The Behavior Mentor Strategist has been promoted and school will not replace the position.</p>	
<p>Next Steps</p>	<p>10/9/15 PD is based on data from walkthrough tools. Leadership team (MVP) will meet to discuss PD needs based on the data. Team makes the decisions with guidance from admin. 1/2106 Team would like to use the rest of the salary line from the Behavior Mentor Strategist to a substitute line for additional time for teachers to collaborate and finish the learning target rubrics and assessments. 4/2016 • Leadership team is creating a calendar to distribute on SDD for teachers for next year's professional development. • Principals have a meeting in May to address the new Professional Growth Plan for teachers.</p>	<p>5/2016 Leadership team developed a plan for the site-based collaboration time for 2016-17</p>
<p>1.2</p>	<p>Ongoing training for families on traversing the educational system as well as the resources available to help their students through focused family engagement nights.</p>	<p>Met</p>

Progress	<p>10/9/15 Open House was held in two parts - Teachers talked for 12 minutes in each classroom and presented 5 minutes of information about schoolwide systems - clubs, parent conferences, who to call if..., how to use devices in the 1-on-1 programs). Title I parent meeting was held. CASA - Family engagement committee - helped to plan open house and are planning a night to train parents to use the computers. Only about 30 parents have not logged in to the parent portal. Facebook and school webpage are updated regularly. Every Friday - "What's Brewing" meeting for parents to meet with admin. Admin attempts to communicate in Spanish to parents when possible and parents are appreciative of the efforts. 1/2016 Due to the grading shift, parents will only see standards-based grades and google classroom overview (formative). There is going to be a Math Night in February for students and parents to attend and learn math strategies. A Literacy Night was planned and carried through. 4/2016 Families have been invited to attend the PE and Art night for the end of the year. Ms. Kelley is looking for more networking with families.</p>	<p>5/2016 Family night for arts and PE and attendance is increased. NJHS night was well attended.</p>	
Barriers	<p>10/9/15 Getting parents to come and participate is a barrier. Admin and staff continually work to create a welcoming culture at school. 4/2016 Decrease in attendance on the family engagement nights.</p>	<p>5/2016 Families bring family members to help translate.</p>	
Next Steps	<p>10/9/15 Family nights for ELA, Science , Math, Health and Electives are being scheduled and planned. 1/2016 Training parents to understand the standards-based grading is going to look different then what they are used to seeing on Infinite Campus. 4/2016 Family nights will be focused engagement and building community to go along with the home visits.</p>	<p>5/2016 Promotion night is coming up. High attendance is expected.</p>	
1.3	<p>Provide Tier I, Tier II, and Tier III focused strategies and instruction through the use of Achieve 3000, Edgenuity, Springboard Online, MyPath, and Moby Max.</p>		<p>Met</p>

<p>Progress</p>	<p>10/9/15 Standards drive instruction. Teachers unwrapped standards two years ago. Curriculum materials are available to get kids to master standards. Inclusive practices are used whenever possible. IEP students have been included in accelerated classes. English accelerated classes have two teachers (CC model). Piloted last year in one 6th grade English class. Student assessment data did not show tremendous growth but students were surveyed and said they wanted to do this again in 7th grade, they felt they learned more. Tier II - Each student is looked at individually to determine the best placement. ELL students - Spanish class for Spanish speakers to improve first language literacy. Achieve 3000 (nonfiction reading tests for lexile levels and leveled texts on the same subject) is used in English and Spanish. Numeracy/Literacy class are offered to address skill deficits. Tier III - Teachers in the numeracy/literacy classes (including the math strategist, work with on-grade level classes to ensure horizontal alignment to teach the same standards. Two or three ELL classes are offered. One for newcomers and one for level 2-3 in WIDA (as an elective)- Reading Horizons curriculum is used for newcomers. Tier III tutoring - teachers identified kids who needed support. Tutoring will start next week. Behavior Mentor will pull grades of students who are missing class time. 11/2015 • PLC bimonthly vertically and weekly horizontally. There is one coach that is able to attend all meetings to maintain that continuity between meetings. 1/2016 GPS scoring will begin 2nd semester. Teachers are using differentiated instruction through the use of Google classroom. Tier II & III can be addressed right in the classroom without students having to be pulled out. Behavior strategist will intervene with student and teacher before the student is referred to the dean (except for non-negotiated offences). Teachers are collecting data through the Google classroom to help guide individualized instruction for students. 4/2016 • Teachers are on course with providing students curriculum at their level by using Google classroom and using pre/post assessments. Teachers are collaborating on lesson plans. • Behavior strategies are in place, however some structures were lacking for tardiness. A new structure was put in place immediately for tardiness and bathroom passes and behavior has decreased. • STEP is still in place and effectively placing students who would otherwise be suspended. Teachers are still using TMZ as a mode for behavior strategies. • Numeracy and Literacy remedial classes are scheduled for all students, except for accelerated</p>	<p>5/2016 Teachers are using the Achieve, formative assessments, and Springboard assessments to help drive their instruction. PLC's meet to drill down to weak strands.</p>
<p>Barriers</p>	<p>10/9/15 Admin is frustrated about not having daily academic data to collect. Quick formative assessments are given daily to identify students who have not mastered objective for the day. Admin is looking for ways to capture quick formative assessment results. There is currently no way to capture whether students have mastered daily instruction. Maybe using Google classroom?</p>	<p>5/2016 Testing has halted the PLC's at the very end of the school year.</p>
<p>Next Steps</p>	<p>10/9/15 We tweak the plan as we go. We will design instruction and PD based on data collected. 1/2016 Teachers are using a daily formative gradebook to track student learning on the learning targets. PLC meetings are moving to data-driven decisions using GPS scoring and learning targets.</p>	<p>5/2016 Standards-based instruction is key and will be sustained next year. Springboard is discontinuing and the school will be continuing with My Perspectives, which is a blended learning curriculum.</p>
<p>1.4</p>		<p>N/A</p>
<p>Progress</p>		

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 math.

Measurable Objective(s):

- Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 52.2 to 45 by 2016 as measured by state assessments.
- Increase the percent of ELL students proficient in math from 7% to 17% by 2016 as measured by state assessments.
- Increase the percent of IEP students proficient in math from 8% to 18% by 2016 as measured by state assessments.
- Increase the percent of FRL students proficient in math from 23% to 33% by 2016 as measured by state assessments.

Status
N/A

Comments:

Same notes as in Goal 1: 10/9/15: Staff was aware of action steps during the development of the SPP at end of year last year. SPP is on school website. It was referenced during the Title I parent meeting. Once funding was secured, the behavior mentor strategist and math strategist were hired. A long-term sub who is in school to become a teacher was hired for the math strategist. PD calendar has been created. Generally one or two PDs occur each month. Behavior management strategies and Love and Logic strategies have been presented so far. More Love and Logic materials have been ordered at the teachers' request.

2.1 Professional Development:

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	Provide ongoing professional development focused on engagement, differentiating instruction, and Edgenuity	Met

<p>Progress</p>	<p>10/9/15: Typically, PD occurs during prep time (teachers have 80 minutes of prep). Teachers are doing colleague walks. This year's walk-through tool is being developed and finalized. Will be rolled out next week. Teachers collect data and give feedback to the teachers (a strategy to steal and one to offer). Walk-through tool is linked to NEPF and available weekly. Behavior is a piece of the walk-through tool. Classroom management strategies provided during PD: students check in and out via computer for bathroom, etc. Time out of class is being tracked. TMZ - time out zone gives kids a chance to have a time out where students reflect on behavior. Data is tracked on why students are being sent to dean's office. STEP - Successful Temp. Educational Program - instead of referrals to behavior school and suspension. Students must meet daily goals and a complete a capstone project to reflect on their behavior and goals (Students use Edgenuity online classes). 1300 hours of instructional time has been saved so far this year using the STEP program. 11/2015 • Created a new document to track the standards being taught in each classroom. Teachers will input the students score on daily formative assessments and can remediate immediately 1/2016 Mack teachers have shifted to total standards-based grading for 2nd semester. Teachers collaborated and developed pre/post tests for 2nd semester standards. Teachers are implementing a spreadsheet to track student learning based on learning targets. Grades are entered as a rubric score, strictly skill-based. These rubric scores will be compared to the scoring from 1st semester. Teachers have implemented Google classroom and the differentiated instruction has been a success. Even students who have been transferred to the STEP classroom can have access to grade level curriculum due to Google classroom. TMZ data is being tracked and compared to Dean's referrals with last year. There has been a significant decrease in the number of Dean's referrals compared to last year. 4/2016 • Teachers are continually meeting in their STPT utilizing the GPS to create lesson planning weekly. Teachers are addressing the standards targets to drive their daily instruction. • Alignment for 1st semester needs to take place. • Teachers are looking to meet over the summer to write their long term plans for 1st semester.</p>	<p>5/2016 Leadership team met to hammer out the professional development for next year's training. Leadership team will crosswalk with the school's PD plan and the new ELL Master Plan PD.</p>
<p>Barriers</p>	<p>10/9/15 None noted. Teachers are asking for more PD.</p>	
<p>Next Steps</p>	<p>10/9/15 PD is based on data from walkthrough tools. Leadership team (MVP) will meet to discuss PD needs based on the data. Team makes the decisions with guidance from admin. 11/2015 • Colleague walks ongoing 1/2016 Team would like to use the rest of the salary line from the Behavior Mentor Strategist to a substitute line for additional time for teachers to collaborate and finish the learning target rubrics and assessments. 4/2016 • Leadership team is creating a calendar to distribute on SDD for teachers for next year's professional development. • Principals have a meeting in May to address the new Professional Growth Plan for teachers.</p>	<p>5/2016 Teachers will continue to be trained with engagement and differentiating instruction, along with ELL topics for the 2016-17 school year.</p>
<p>2.2</p>	<p>Encourage families to help children by increasing their own mathematical fluency through participating in family involvement activities and community classes. (Four Family Nights, One Per Department)</p>	<p>Met</p>

Progress	<p>10/9/15 Open House was held in two parts - Teachers talked for 12 minutes in each classroom and presented 5 minutes of information about schoolwide systems - clubs, parent conferences, who to call if..., how to use devices in the 1-on-1 programs). Title I parent meeting was held. CASA - Family engagement committee - helped to plan open house and are planning a night to train parents to use the computers. Only about 30 parents have not logged in to the parent portal. Facebook and school webpage are updated regularly. Every Friday - "What's Brewing" meeting for parents to meet with admin. Admin attempts to communicate in Spanish to parents when possible and parents are appreciative of the efforts. 1/2016 Due to the grading shift, parents will only see standards-based grades and google classroom overview (formative). There is going to be a Math Night in February for students and parents to attend and learn math strategies. A Literacy Night was planned and carried through. 4/2016 Families have been invited to attend the PE and Art night for the end of the year. Ms. Kelley is looking for more networking with families.</p>	<p>5/2016 Family night for arts and PE and attendance is increased. NJHS night was well attended.</p>	
Barriers	<p>10/9/15 Getting parents to come and participate is a barrier. Admin and staff continually work to create a welcoming culture at school. 4/2016 Decrease in attendance on the family engagement nights.</p>	<p>5/2016 Families bring family members to help translate.</p>	
Next Steps	<p>10/9/15 Family nights for ELA, Science , Math, Health and Electives are being scheduled and planned. 1/2016 Training parents to understand the standards-based grading is going to look different then what they are used to seeing on Infinite Campus. 4/2106 Family nights will be focused engagement and building community to go along with the home visits.</p>	<p>5/2016 Promotion night is coming up. High attendance is expected.</p>	
2.3	<p>Provide Tier I, Tier II, and Tier III focused strategies and instruction through the use of Edgenuity, Springboard Online, Moby Max, ST Math, Front Rowed,and MyPath.</p>	<p>Met</p>	

<p>Progress</p>	<p>10/9/15 Standards drive instruction. Teachers unwrapped standards two years ago. Curriculum materials are available to get kids to master standards. Inclusive practices are used whenever possible. IEP students have been included in accelerated classes. English accelerated classes have two teachers (CC model). Piloted last year in one 6th grade English class. Student assessment data did not show tremendous growth but students were surveyed and said they wanted to do this again in 7th grade, they felt they learned more. Tier II - Each student is looked at individually to determine the best placement. ELL students - Spanish class for Spanish speakers to improve first language literacy. Achieve 3000 (nonfiction reading tests for lexile levels and leveled texts on the same subject) is used in English and Spanish. Numeracy/Literacy class are offered to address skill deficits. Tier III - Teachers in the numeracy/literacy classes (including the math strategist, work with on-grade level classes to ensure horizontal alignment to teach the same standards. Two or three ELL classes are offered. One for newcomers and one for level 2-3 in WIDA (as an elective)- Reading Horizons curriculum is used for newcomers. Tier III tutoring - teachers identified kids who needed support. Tutoring will start next week. Behavior Mentor will pull grades of students who are missing class time and determine if they need to attend tutoring. 11/2015 • PLC bimonthly vertically and weekly horizontally. There is one coach that is able to attend all meetings to maintain that continuity between meetings. 1/2016 GPS scoring will begin 2nd semester. Teachers are using differentiated instruction through the use of Google classroom. Tier II & III can be addressed right in the classroom without students having to be pulled out. Behavior strategist will intervene with student and teacher before the student is referred to the dean (except for non-negotiated offences). Teachers are collecting data through the Google classroom to help guide individualized instruction for students. 4/2016 • Teachers are on course with providing students curriculum at their level by using Google classroom and using pre/post assessments. Teachers are collaborating on lesson plans. • Behavior strategies are in place, however some structures were lacking for tardiness. A new structure was put in place immediately for tardiness and bathroom passes and behavior has decreased. • STEP is still in place and effectively placing students who would otherwise be suspended. Teachers are still using TMZ as a mode for behavior strategies. • Numeracy and Literacy remedial classes are scheduled for all students, except for accelerated students who are in A</p>	<p>5/2016 Teachers are using the Achieve, formative assessments, and Springboard assessments to help drive their instruction. PLC's meet to drill down to weak strands.</p>
<p>Barriers</p>	<p>10/9/15 Admin is frustrated about not having daily academic data to collect. Quick formative assessments are given daily to identify students who have not mastered objective for the day. Admin is looking for ways to capture quick formative assessment results. There is currently no way to capture whether students have mastered daily instruction. Maybe using Google classroom?</p>	<p>5/2016 Testing takes minutes away from the Tier I instruction.</p>
<p>Next Steps</p>	<p>10/9/15 We tweek the plan as we go. We will design instruction and PD based on data collected. 1/2016 Teachers are using a daily formative gradebook to track student learning on the learning targets. PLC meetings are moving to data-driven decisions using GPS scoring and learning targets.</p>	<p>5/2016 Next year teachers will be using ALEKS as a supplement for math.</p>
<p>2.4</p>		<p>N/A</p>
<p>Progress</p>		

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):

- By the end of the 2015-2016 school year, using the data referral base from Infinite Campus, Mack Middle School will see a decrease in student referrals by 5%.

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	Provide ongoing training for staff and one-on-one coaching and modeling in effective behavior management strategies	
Progress	10/2015 • Behavior management strategies and Love and Logic strategies have been presented so far. More Love and Logic materials have been ordered at the teachers' request. • Classroom management strategies provided during PD: students check in and out via computer for bathroom, etc. Time out of class is being tracked. TMZ - time out zone gives kids a chance to have a time out where students reflect on behavior. • Data is tracked on why students are being sent to dean's office. STEP - Successful Temp. Educational Program - instead of referrals to behavior school and suspension. Students must meet daily goals and a complete a capstone project to reflect on their behavior and goals (Students use Edgenuity online classes) 1/2016 TMZ data is being tracked and compared to Dean's referrals with last year. There has been a significant decrease in the number of Dean's referrals compared to last year.	5/2016 After the promotion of the behavior strategist, the school focused on the standards-based Tier I instruction and the google classroom. Using a blended learning approach, the amount of off-task behavior has decreased and teachers have been using behavior strategies to keep students in the classroom. High offenders are kept in school through the use of the STEP program, which has been effective to date.
Barriers	10/2015 • Teachers are asking for more PD. 1/2016 The Behavior Mentor Strategist has been promoted and school will not replace the position.	1/2016 The behavior strategist was promoted and not replaced.
Next Steps	10/2015 • PD is based on data from walkthrough tools. Leadership team (MVP) will meet to discuss PD needs based on the data. Team makes the decisions with guidance from admin.	5/2016 School will continue with the practices in place for the 16-17 school year.

3.2	Cultural competency and behavior strategy workshops will be provided during family nights.	Met
Progress	10/2015 • Title I parent meeting was held. CASA - Family engagement committee - helped to plan open house and are planning a night to train parents to use the computers. Only about 30 parents have not logged in to the parent portal. Facebook and school webpage are updated regularly.	5/2016 School worked closely with parents on trying to activate the parent portal accounts.
Barriers	10/2015 • Getting parents to come and participate is a barrier. Admin and staff continually work to create a welcoming culture at school.	5/2016 Attendance
Next Steps	10/2015 • Family nights for ELA, Science , Math, Health and Electives are being scheduled and planned.	5/2016 Next year the home visits will take the place of family nights. Teachers and staff will be trained in going to the students homes to work more closely with families and build those relationships.
3.3	Teachers will demonstrate a higher cultural competence in the classroom and increase student engagement by utilizing the strategies taught by the behavior mentor strategist	Met
Progress	10/2015 • Standards drive instruction. Teachers unwrapped standards two years ago. Curriculum materials are available to get kids to master standards. Inclusive practices are used whenever possible. IEP students have been included in accelerated classes. English accelerated classes have two teachers (CC model). Piloted last year in one 6th grade English class. Student assessment data did not show tremendous growth but students were surveyed and said they wanted to do this again in 7th grade, they felt they learned more. 1/2016 Teachers have implemented Google classroom and the differentiated instruction has been a success. Even students who have been transferred to the STEP classroom can have access to grade level curriculum due to Google classroom. TMZ data is being tracked and compared to Dean’s referrals with last year. There has been a significant decrease in the number of Dean’s referrals compared to last year.	5/2016 After the google classroom was introduced by administration and teachers began using it, the level of time-on-task has increased. Student engagement has increased as evidenced by Q3 grades.
Barriers	10/2015 • Admin is frustrated about not having daily academic data to collect. Quick formative assessments are given daily to identify students who have not mastered objective for the day. Admin is looking for ways to capture quick formative assessment results. There is currently no way to capture whether students have mastered daily instruction. Maybe using Google classroom? 1/2016 The Behavior Mentor Strategist has been promoted and school will not replace the position.	5/2016 The behavior strategist was promoted and not replaced.
Next Steps	10/2015 • We tweek the plan as we go. We will design instruction and PD based on data collected. 1/2016 Team would like to use the rest of the salary line from the Behavior Mentor Strategist to a substitute line for additional time for teachers to collaborate and finish the learning target rubrics and assessments.	5/2016 Teachers will continue the models taught this year as an effective way to teach students through the blended learning environment.
3.4		N/A
Progress		

Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Interventions

Priority Need/Interventions:

2. Ensuring teachers are effective

Measurable Objective(s):

- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 38.2 to 32.2 by 2016 as measured by state assessments.
- Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 52.2 to 45 by 2016 as measured by state assessments.
- By the end of the 2015-2016 school year, using the data referral base from Infinite Campus, Mack Middle School will see a decrease in student referrals by 5%.

Status

N/A

Comments:

Same notes as Goals 1 and 2 10/9/15: Staff was aware of action steps during the development of the SPP at end of year last year. SPP is on school website. It was referenced during the Title I parent meeting. Once funding was secured, the behavior mentor strategist and math strategist were hired. A long-term sub who is in school to become a teacher was hired for the math strategist. PD calendar has been created. Generally one or two PDs occur each month. Behavior management strategies and Love and Logic strategies have been presented so far. More Love and Logic materials have been ordered at the teachers' request. 4/2016 Mack is looking at the quarter student GPA. Quarter 3 6th grade 2.34, 7th grade 2.17, 8th grade 2.25. Something to notice is that the school made the mid-course shift from traditional grading to standards-based grading between Quarter 2 and Quarter 3 and in grade 7 the GPA increased from 1.84 to 2.17 and in grade 8 the GPA increased from 2.13 to 2.25

4.1 Professional Development:

4.2 Family Engagement:

4.3 Curriculum/Instruction/Assessment:

4.4 Other:

	Mid-Year	End-of-Year
4.1	Teachers will participate in focused, professional development which will address high interest instructional strategies	N/A

Progress	<p>10/9/15: Typically, PD occurs during prep time (teachers have 80 minutes of prep). Teachers are doing colleague walks. This year's walk-through tool is being developed and finalized. Will be rolled out next week. Teachers collect data and give feedback to the teachers (a strategy to steal and one to offer). Walk-through tool is linked to NEPF and available weekly. 11/2015 Colleague walks ongoing. 1/2016 Mack teachers have shifted to total standards-based grading for 2nd semester. Teachers collaborated and developed pre/post tests for 2nd semester standards. Teachers are implementing a spreadsheet to track student learning based on learning targets. Grades are entered as a rubric score, strictly skill-based. These rubric scores will be compared to the scoring from 1st semester. Teachers have implemented Google classroom and the differentiated instruction has been a success. Even students who have been transferred to the STEP classroom can have access to grade level curriculum due to Google classroom. TMZ data is being tracked and compared to Dean's referrals with last year. There has been a significant decrease in the number of Dean's referrals compared to last year. 4/2016 • Teachers are continually meeting in their STPT utilizing the GPS to create lesson planning weekly. Teachers are addressing the standards targets to drive their daily instruction.</p>	<p>5/2016 Continued professional development on standards-based instruction. Teachers meet to analyze data and revise teaching. Other middle schools are visiting Mack to observe the best practices of what teachers are doing with the standards-based.</p>
Barriers	<p>10/9/15 None noted. Teachers are asking for more PD. 1/2016The Behavior Mentor Strategist has been promoted and school will not replace the position.</p>	
Next Steps	<p>10/9/15 PD is based on data from walkthrough tools. Leadership team (MVP) will meet to discuss PD needs based on the data. Team makes the decisions with guidance from admin. 1/2016 Team would like to use the rest of the salary line from the Behavior Mentor Strategist to a substitute line for additional time for teachers to collaborate and finish the learning target rubrics and assessments. 4/2016 • Leadership team is creating a calendar to distribute on SDD for teachers for next year's professional development.</p>	
4.2	<p>Teachers will participate in focused, professional development which will address behavior management strategies.</p>	<p>N/A</p>
Progress	<p>10/9/15 Behavior is a piece of the walk-through tool. Classroom management strategies provided during PD: students check in and out via computer for bathroom, etc. Time out of class is being tracked. TMZ - time out zone gives kids a chance to have a time out where students reflect on behavior. Data is tracked on why students are being sent to dean's office. STEP - Successful Temp. Educational Program - instead of referrals to behavior school and suspension. Students must meet daily goals and a complete a capstone project to reflect on their behavior and goals (Students use Edgenuity online classes). 1300 hours of instructional time has been saved so far this year using the STEP program. 4/2016 • Behavior strategies are in place, however some structures were lacking for tardiness. A new structure was put in place immediately for tardiness and bathroom passes and behavior has decreased. • STEP is still in place and effectively placing students who would otherwise be suspended. Teachers are still using TMZ as a mode for behavior strategies.</p>	<p>5/2016 Colleague walk-throughs are in place and continued throughout the year. There is a feedback form the teachers fill out and are able to reflect on what is happening in the classrooms. Administration is able to view the feedback and also address any deficiencies with the teachers.</p>
Barriers	<p>10/9/15 None noted. Teachers are asking for more PD and Love and Logic materials.</p>	
Next Steps	<p>10/9/15 10/9/15 PD is based on data from walkthrough tools. Leadership team (MVP) will meet to discuss PD needs based on the data. Team makes the decisions with guidance from admin.</p>	<p>5/2016 The walk-throughs will continue in the 16-17 school year and teachers will use the feedback to strengthen their practice.</p>

4.3	Teachers will participate in focused, professional development which will address technology strategies.		N/A
Progress	10/9/15 We are a Google school and provide PD for that as well as other software used at the school. Parent trainings about using technology, student log-ins for various programs, and using Parent Portal. 11/2015 • GPS scoring will be used by teachers to be directly related to standards mastery	5/2016 Google classroom has been a positive approach to student learning. Inclusive practices are in place due to the built in differentiation of Google classroom.	
Barriers	10/9/15 None noted		
Next Steps	10/9/15 We tweak the plan as we go. We will design instruction and PD based on data collected.	5/2016 Professional Development will continue as needs arise in to the next year.	
4.4	Grade 7 students will be provided with remedial classes to improve reading and math achievement.		N/A
Progress	10/9/15 Standards drive instruction. Teachers unwrapped standards two years ago. Curriculum materials are available to get kids to master standards. Inclusive practices are used whenever possible. IEP students have been included in accelerated classes. English accelerated classes have two teachers (CC model). Piloted last year in one 6th grade English class. Student assessment data did not show tremendous growth but students were surveyed and said they wanted to do this again in 7th grade, they felt they learned more. Tier II - Each student is looked at individually to determine the best placement. ELL students - Spanish class for Spanish speakers to improve first language literacy. Achieve 3000 (nonfiction reading tests for lexile levels and leveled texts on the same subject) is used in English and Spanish. Numeracy/Literacy class are offered to address skill deficits. Tier III - Teachers in the numeracy/literacy classes (including the math strategist, work with on-grade level classes to ensure horizontal alignment to teach the same standards. Two or three ELL classes are offered. One for newcomers and one for level 2-3 in WIDA (as an elective)- Reading Horizons curriculum is used for newcomers. Tier III tutoring - teachers identified kids who needed support. Tutoring will start next week. Behavior Mentor will pull grades of students who are missing class time. 11/2015 • Created a new document to track the standards being taught in each classroom. Teachers will input the students score on daily formative assessments and can remediate immediately 4/2016 • Numeracy and Literacy remedial classes are scheduled for all students, except for accelerated students who are in AVID.	5/2016 Numeracy and Literacy remedial classes are scheduled for all students, except for accelerated students who are in AVID.	
Barriers	10/9/15 Admin is frustrated about not having daily academic data to collect. Quick formative assessments are given daily to identify students who have not mastered objective for the day. Admin is looking for ways to capture quick formative assessment results. There is currently no way to capture whether students have mastered daily instruction. Maybe using Google classroom?		
Next Steps	10/9/15 We tweak the plan as we go. We will design instruction and PD based on data collected.	5/2016 With the addition of a block teacher for next year, students will have the opportunity to double the amount of minutes in math.	