

# 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: 2016-2017

**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
Sally Okada	Parent	Roxanne Kelley	Principal
Sharon Armstrong	Literacy Coach	Rhonda Calvo	Assistant Principal
Charlene Basinger	Librarian	Suzanne Miller	Counselor
Andrea Sanders	Teacher	Derek Krallman	Teacher
Gina Dewees	Teacher	Cynthia Daniels	Teacher
JoAnn Strand	Dean	Sally Okada	Parent
Brooke Engel	Teacher	Patti Buono	Teacher

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Theodore Burgess	Dean		
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**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.

School data for the 2015-16 year, is in the form of semester exams and semester grades for math, ELA, and behavior.

**MATH:**

6th grade- 36% of students on semester exam were emergent, the semester grade was 14% emergent. 20% of students who took the exam was approaches meeting standards, 24% semester grade was approaches. 22% met standards on the semester exam, 39% met standards on semester grade. 22% exceeded standards on semester exam, 24% exceeded standards on semester grade.

7th grade- 83% of students on semester exam were emergent, the semester grade was 49% emergent. 10% of students who took exam was approaches meeting standards, 29% semester grade was approaches. 78% of students not proficient in Tier I. 6% met standards on semester exam, 18% met standards on semester grade. 1% above standards on semester exam, 4% above standards in semester grade.

8th grade- 81% of students on semester exam were emergent, the semester grade was 34% emergent. 8% of students who took exam was approaches meeting standards, 41% semester grade was approaches. 6% met standards on semester exam, 22% met standards on semester grade. 4% exceeded standards on the semester exam, and 4% exceeded standards on semester grade.

**ELA:**

6th grade- 22% of students on semester exam were emergent, the semester grade was 10% emergent. 26% of students who took the exam was approaches meeting standards, 15% semester grade was approaches. 45% met standards on the semester exam, 69% met standards on semester grade. 7% exceeded standards on the semester exam, 5% exceeded standards on the semester grade.

7th grade- 29% of students on semester exam were emergent, the semester grade was 28% emergent. 24% of students who took the exam was approaches meeting standards, 27% semester grade was approaches. 40% met standards on the semester exam, 43% met standards on the semester grade. 7% exceeded standards on the semester grade, 1% exceeded standards on the semester grade.

8th grade- 51% of students on semester exam were emergent, the semester grade was 19% emergent. 24% approaches on semester exam, 22% approaches on semester grade. 21% met standards on semester exam, 58% met standards on the semester grade. .5% exceeded the semester exam (2 students), 2% exceeded on the semester grade.

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

<b>Based on the CNA, identify all that apply:</b>	<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:**

Inconsistent differentiation in the Tier I instruction; lack of pre- and post formative assessments to drive daily instruction; inconsistent grading practices leading to misconceptions of standard mastery

**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 2017 as measured by state assessments.

**Measurable Objective 2:**

Increase the percent of ELL students proficient in reading from 8% to 18% by 2017 as measured by state assessments.

**Measurable Objective 3:**

Increase the percent of IEP students proficient in reading from 13% to 23% by 2017 as measured by state assessments.

**Measurable Objective 4:**

Increase the percent of FRL students proficient in reading from 41% to 51% by 2017 as measured by state assessments.

<b>Monitoring Status</b>
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
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.2, 2.4</b>	

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.	Title 1 strategist; afterschool training and banked hours for teacher professional growth units	development sign- ins and agendas, evidence of PD implementation through walkthrough data	Aug- May 2016-17: Colleague walk throughs by teachers, professional development sign-in, agendas, and implementation walkthrough data will be collected by administration	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	
Home visit training for teachers. Teachers will visit families outside of the school building to encourage school-home relationships. Family nights will be planned and parent workshops will focus on parent network communities, and building relationships with student and teachers.	Home visit training (Title I); bilingual Teacher Family Aide (Title I)	School Activity Calendar, Family Surveys, and event sign-in sheets	August- May 2016-17: Scheduled on activity calendar by Admin and Strategist in August 2016, event sign-in sheets and family surveys collected by site liaison after each event (4xs per year), Open House; Family Nights as scheduled	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators: 1.2, 2.4</b>	
Provide Tier I instruction utilizing standards-based curriculum mapped learning targets with daily pre-assessments to drive daily instruction with the use of Google classroom. Achieve 3000 will support the standards for non-fiction literature. Teachers will meet in professional learning communities and analyze data of learning targets to drive instruction.	Achieve 3000 (Title I); prep buyouts for credit retrieval and reading (Title I), CTT (Title I), CSR for reading and school within a school teachers (Title I)	District-provided interim assessments ; formative assessments, Achieve 3000 reports; PLC agenda/minutes	Weekly PLC-Notes compiled by learning strategist; review of interim assessment data 3xs per year during benchmark periods- Admin, Achieve 3000- Teacher reports, formative assessments analyzed by teachers after each assessment period during PLCs and analysis logged in notes	N/A

Comments:

<b>1.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>		<b>NCCAT-S Indicators:</b>	
				N/A

Comments:



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

<b>Based on the CNA, identify all that apply:</b>	<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:**

Inconsistent differentiation in the Tier I instruction; lack of pre- and post formative assessments to drive daily instruction; inconsistent grading practices leading to misconceptions of standard mastery

**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 2017 as measured by state assessments.

**Measurable Objective 2:**

Increase the percent of ELL students proficient in math from 7% to 17% by 2017 as measured by state assessments.

**Measurable Objective 3:**

Increase the percent of IEP students proficient in math from 8% to 18% by 2017 as measured by state assessments.

**Measurable Objective 4:**

Increase the percent of FRL students proficient in math from 23% to 33% by 2017 as measured by state assessments.

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

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.2, 2.4</b>	
Provide ongoing job-embedded professional development focused on research-based engagement strategies, differentiating standard-based instruction, with a focus on technology, classroom management strategies,	Title 1 strategist; after school training and banked hours for teacher professional growth units	Colleague walkthroughs, staff development, professional development sign- ins and agendas, evidence of PD implementation through walkthrough data	Aug- May 2016-17; Colleague walkthroughs by teachers; professional development sign-in, agendas, and implementation walkthrough data will be collected by administration	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Home visit training for teachers. Teachers will visit families outside of the school building to encourage school-home relationships. Family nights will be planned and parent workshops will focus on parent network communities, and building relationships with student and teachers.	Home visit training (Title 1); bilingual Teacher Family Aide (Title 1)	School Activity Calendar, Family Surveys, and event sign-in sheets	August- May 2016- 17; Scheduled on activity calendar by Admin and Strategist in August 2016; event sign-in sheets and family surveys collected by site liaison after each event (4xs per year), Open House; Family Nights as scheduled	On Task

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.2, 2.4</b>	
Provide Tier I instruction utilizing standards-based curriculum mapped learning targets with daily pre-assessments to drive daily instruction with the use of Google classroom. Teachers will meet in professional learning communities and analyze data of learning targets to drive instruction.	Two math teachers (1003a & Title I Set Aside) to provide daily Tier 1 instruction	District-provided Interim Assessments, formative assessments, weekly PLC agenda/minutes	Weekly PLC-Notes compiled by learning strategist, Review of interim assessments 3xs per year during benchmark periods - Admin, Teacher reports, 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:	
				N/A

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

<b>Based on the CNA, identify all that apply:</b>	<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:**

100% of staff will participate in a mandatory two-hour cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

**Root Causes:**

School-based personnel has not attended the mandatory trainings in cultural competency.

**Measurable Objective 1:**

100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

### Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position  Responsible	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
All staff will participate in a professional development session provided by the District's Equity and Diversity Department.	Training materials from E&DD	Sign-in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during one of the four districtwide staff development days.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Optional)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	

				N/A
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Comments:

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

Comments:

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

Comments:

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

**Based on the CNA, identify all that apply:**

3. Strengthening the school's instructional program

**Root Causes:**

As evidenced by the discrepancies in 7th and 8th grade math semester exam and semester grades, there are inconsistencies in 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 2017 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 2017 as measured by state assessments.

**Measurable Objective 3:**

Increase the percentage of students meeting standards by 10% in 7th and 8th grades as measured by the semester grade and the semester exam alignment for the 2016-17 school year.

**Monitoring Status**

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>4.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.2, 2.4</b>	
Teachers will participate in focused, professional development which will address high interest instructional strategies and technology to support google classroom.	Tier I teachers	PD sign in sheets; admin and colleague walkthrough data	August-May 2016-17: PGP logs will be collected by admin; Professional Development sign-in sheets; colleague walk through data collected via google docs; admin observations	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>4.2 Family Engagement (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	

High quality Tier I math instruction delivered daily in a block section (82 minutes Tier I instruction daily)	Funding Title I Set Aside & 1003(a)- Tier I teachers	Lesson plan; admin observational walkthroughs, colleague walkthroughs; GPS scoring tool for standards-based grading	August-June 2016-17: Administrative walkthrougths; colleague walkthroughs Quarterly- GPS scoring tool	N/A
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Comments:

<b>4.3 Curriculum/Instruction/Assessment (Optional)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.2, 2.4</b>	
Two colleague walks each week to observe Tier I instruction and provide feedback on instructional strategies.	Tier I teachers; Google forms-walkthrough survey and feedback email	Data in the form of Walkthrough survey and teacher feedback emails in Google forms	Sept-May 2016-17: Administration will use data to inform teacher professional development	N/A

Comments:

<b>4.4 Other (Optional)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.2, 2.4</b>	
				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	\$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, CTT, prep buyouts for credit retrieval and reading, site liaison, supplemental programs (Achieve 3000) and extra hours for support staff to provide student monitoring support.	Goals 1 and 2
Title 1 Hope	\$26,400	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
1003(a)	\$72,427.98	One math teacher for Tier I block instruction.	Goal 2
Title I Set Aside	\$70,765.00	One math teacher for Tier I block instruction.	Goal 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.

#### Goal 1 Additional PD Action Step (Optional)

### 2.1

Provide ongoing job-embedded professional development focused on research-based engagement strategies, differentiating standard-based instruction, with a focus on technology, classroom management strategies,

#### Goal 2 Additional PD Action Step (Optional)

### 3.1

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

#### Goal 3 Additional PD Action Step (Optional)

### 4.1

Teachers will participate in focused, professional development which will address high interest instructional strategies and technology to support google classroom.

#### Intervention Additional PD Action Step (Optional)

## APPENDIX B - Family Engagement Plan

### 1.2

Home visit training for teachers. Teachers will visit families outside of the school building to encourage school-home relationships. Family nights will be planned and parent workshops will focus on parent network communities, and building relationships with student and teachers.

#### Goal 1 Additional Family Engagement Action Step (Optional)

### 2.2

Home visit training for teachers. Teachers will visit families outside of the school building to encourage school-home relationships. Family nights will be planned and parent workshops will focus on parent network communities, and building relationships with student and teachers.

#### Goal 2 Additional Family Engagement Action Step (Optional)

### 3.2

#### Goal 3 Additional Family Engagement Action Step (Optional)

### 4.2

High quality Tier I math instruction delivered daily in a block section (82 minutes Tier I instruction daily)

#### 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 2017 as measured by state assessments.
- Increase the percent of ELL students proficient in reading from 8% to 18% by 2017 as measured by state assessments.
- Increase the percent of IEP students proficient in reading from 13% to 23% by 2017 as measured by state assessments.
- Increase the percent of FRL students proficient in reading from 41% to 51% by 2017 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.

**1.1 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.	N/A
Progress		
Barriers		
Next Steps		

1.2	Home visit training for teachers. Teachers will visit families outside of the school building to encourage school-home relationships. Family nights will be planned and parent workshops will focus on parent network communities, and building relationships with student and teachers.	N/A
Progress		
Barriers		
Next Steps		
1.3	Provide Tier I instruction utilizing standards-based curriculum mapped learning targets with daily pre-assessments to drive daily instruction with the use of Google classroom. Achieve 3000 will support the standards for non-fiction literature. Teachers will meet in professional learning communities and analyze data of learning targets to drive instruction.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

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 2017 as measured by state assessments.
- Increase the percent of ELL students proficient in math from 7% to 17% by 2017 as measured by state assessments.
- Increase the percent of IEP students proficient in math from 8% to 18% by 2017 as measured by state assessments.
- Increase the percent of FRL students proficient in math from 23% to 33% by 2017 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 job-embedded professional development focused on research-based engagement strategies, differentiating standard-based instruction, with a focus on technology, classroom management strategies,	On Task
Progress		
Barriers		
Next Steps		

2.2	Home visit training for teachers. Teachers will visit families outside of the school building to encourage school-home relationships. Family nights will be planned and parent workshops will focus on parent network communities, and building relationships with student and teachers.	On Task
Progress		
Barriers		
Next Steps		
2.3	Provide Tier I instruction utilizing standards-based curriculum mapped learning targets with daily pre-assessments to drive daily instruction with the use of Google classroom. Teachers will meet in professional learning communities and analyze data of learning targets to drive instruction.	On Task
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

100% of staff will participate in a mandatory two-hour cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

**Measurable Objective(s):**

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year as measured by sign-in sheets.

<b>Status</b>
N/A

**Comments:**

**3.1 Professional Development:**

**3.2 Family Engagement:**

**3.3 Curriculum/Instruction/Assessment:**

**3.4 Other:**

	Mid-Year	End-of-Year
3.1	All staff will participate in a professional development session provided by the District's Equity and Diversity Department.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		



Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Interventions

**Priority Need/Interventions:**

3. Strengthening the school's instructional program

**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 2017 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 2017 as measured by state assessments.
- Increase the percentage of students meeting standards by 10% in 7th and 8th grades as measured by the semester grade and the semester exam alignment for the 2016-17 school year.

<b>Status</b>
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N/A
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**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.

**4.1 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 and technology to support google classroom.	N/A
Progress		
Barriers		
Next Steps		

4.2	High quality Tier I math instruction delivered daily in a block section (82 minutes Tier I instruction daily)	N/A
Progress		
Barriers		
Next Steps		
4.3	Two colleague walks each week to observe Tier I instruction and provide feedback on instructional strategies.	N/A
Progress		
Barriers		
Next Steps		
4.4		N/A
Progress		
Barriers		
Next Steps		