

253-18

# School Performance Plan

School Name

100 Academy of Excellence Secondary School

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

2341 Comstock Drive

N Las Vegas, NV 89032, 7026362551

Superintendent/Assistant Chief:

Jesus Jara / Tammy Malich

For Implementation During The Following Years:

2018-2019

**The Following MUST Be Completed:**

Title I Status:

Served

Designation:

NA

Grade Level Served:

Middle School

Classification:

2 Star

NCCAT-S:

Initial

**\*1 and 2 Star Schools Only:**

Please ensure that the following documents will be available upon request



Use of Core Instructional Materials



Scheduling



Model School Visits

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

Name of Member	Position	Name of Member	Position
Sharon Smith	Parent	Latoya Perkins	Parent
Terry Smith	Parent	Rachelle Conner	Principal
Tyler Yost	Dean of Students	Dr. Robbyn Conner	Literacy Coach
Dorothy Williams	Counselor	Melanie Palmer	MS Social Studies Teacher
Eric Stansberry	MS Science Teacher	Demetrius Upchurch	MS ELA Teacher

## COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Time in ELL Program/Projected Time to Proficiency	Individualized Education Programs (IEP)
Formative Assessments Practice	Content/ESL Staffing and Professional Development	Service Delivery Models
Teacher/Administrator Observation Data	Teacher/Administrator Observation Data	IEP Compliance
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	NA	Achievement Gap Data
Other:	Other:	Other:
Other:	Other:	Other:

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

Smarter Balance Summative Assessments

The 2017-2018 SBAC results showed that 30% of students in grades 6-8 were proficient in ELA compared to 23% in 2016-17 and 19% proficient in 2015-16. Overall strengths were noted in ELA Claim 4, Research & Inquiry, 72% at/near or above standard, compared to 61% in 2016-17, and 63% proficient in 2015-16. Proficiency levels in 2018 were noted in Claim 1, Reading, at 53%, in 2017- 47% were at/near or above standard, and 64% in 2016.

The percent of students proficient in math increased in 2018 from 13% from 8% in 2017, and 3% in 2016.

In 2018, 31% of middle school students were at/near or above standard in Math Claim 1, Concepts and Procedures whereas in 2017, 17% were proficient, and in 2016, 11% showed proficiency. The percent of students who were at/near or above standard in Math Claim 3, Communicating Reasoning increase in 2018 to 83% from 80% in 2017, and 75% in 2016.

The middle school's largest ethnic subgroup in 2017-18 was Black/African-American, 90 students tested, with a 22% proficiency rate in ELA, a decrease from the 24% in 2017 and 23% in 2016. In math, this ethnic group of middle school students 10% were at/near or above standard, a decrease from the 38% in 2017 and the 26% in 2016. The Hispanic subgroup, 26 tested students, 42% were proficient in ELA, an increase from 21% in 2016-17 and the 48% in 2015-16. In math, this ethnic subgroup only 19% proficient in 2018, a decrease from the 41% in 2017 and 30% in 2016.

Middle school students with IEPs, 9 students tested, 0% were proficient in ELA compared to the 25% in 2017 and the 14% in 2016. The percent of students with IEPs proficient in math decreased from 13% in 2016, 14% in 2017 to 0 % in 2018.

On the ELA SBAC, seventh grade's 29% in 2018 grew over their 2017 sixth grade's 11% in proficiency. In 2018, the six grade students increased by 16 percentage points over the previous year, from 11% to 29%. Seventh grade students showed growth of four percentage points in 2017 from the previous year of seventh grade students, 25% to 29%. Eighth grade students showed growth in ELA over last year's seventh grade by nine percentage points, from 25% to 34%, but decreased by two percentage points over last year's eighth grade, from 36% to 34%.

On the 2018 Math SBAC, seventh grade grew over their previous year's sixth grade by 5 percentage points, (2% to 7%) but seventh grade's proficiency decrease from 18% in 2016-17 to 7% in 2017-18. Eighth grade maintained 18% proficiency in 2017-18 and as seventh graders in 2016-17. Eighth graders grew by twelve percentage points over the previous year's eighth graders (6% to 18%).

English Language Learners, 9 students, 14% were proficient in ELA in 2017-18, a decrease from 20% in 2016-17 and 8% in 2015-16. In math, 14% were proficient in 2017-18, a decrease from 20% in 2017 and 0% in 2016.

English Language Learners, 9 students, 14% were proficient in ELA in 2017-18, a decrease from 20% in 2016-17 and 8% in 2015-16. In math, 14% were proficient in 2017-18, a decrease from 20% in 2017 and 0% in 2016.

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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### Priority Need/Goal 1:

Increase the percent of all students proficient in reading by more than 20%.

### Root Causes:

Staff does not use progress monitoring consistently to determine student success or what support students may need. All MS staff does not post student grades weekly. Staff needs to communicate standards that students are successfully performing more often to avoid confusion and frustration. Staff does not provide ongoing specific and timely feedback to students so that they may improve their performance. Staff does not consistently communicate they are delivering standards based curriculum. Staff does not share exemplars of student work as a target for understanding. Staff has limited effective instructional strategies that culturally or linguistically respond to and or support meeting the needs of all students. MS staff do not review the impact of instructional strategies and modify instruction for continuous improvement. Instructional staff do not modify instructional practices after reviewing local, state, and state data to make sure student meet and or exceed proficiency. Some middle school staff need to provide students with additional instruction and intervention as needed to improve student achievement. A variety of instructional materials that meet the needs of students need diversity. Parent training needs to be offered that assist middle school parents in typical developmental areas.

### Measurable Objective 1:

Increase the percent of 6th-8th grade students performing at or above grade level proficiency from 30% in the spring of 2018 to to 50% in the Spring of 2019 as measured by the SBAC assessment.

### Measurable Objective 2:

Increase the percent of 6th-8th grade students performing at or above grade level in reading from 28% in the Fall to 40% in the Winter to 65% in the Spring as measured by STAR formative assessments.

### Monitoring Status

On Task

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
1.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

All staff must participate in professional development to learn common core standards and curriculum to support student instruction. Staff will be provided PD on instructional strategies as identified through John Hattie's Meta Analysis Research for increased student performance. Staff will participate in data collection and analysis PD to better understand identifying deficits with appropriate intervention. Ongoing PD will be provided for all staff as it relates to Wonders Reading Curriculum. Regular Read-By-Grade-Three instructional strategies will be offered and modeled to support Tier two instruction for struggling readers. Classroom Management, student engagement, differentiation, and language acquisition are offered throughout the year to maximize teacher/student contact time. Staff will participate in effective feedback PD while providing specific and timely responses to student performance on formative and summative assessments. Staff will continue to share AVID and other strategies of which students are successful and become models for peers. Finally all staff are expected to participate in professional book studies to further develop their deficit skills to better support all students.	People: All middle school teachers (DSA), instructional aides (Title 1/\$29,050.), data coach (Title1/\$25,750), school counselor (SB178/\$70,000.) and other support services staff (DSA/\$20,155.), and administrators (DSA). Time: Twice per week professional development during planning time, once per month an all day professional development, after school and weekends, and additional weekly coaching from coaches or administrators. Materials: NV DOE Website, Common Core Standards Materials, Wonders and other reading curriculum resources (\$42,000.), Star (\$5,400.), and other online programs (Moby Max, Accelerated Reader, Freckle, etc./\$10,495.) Funding: Title 1 , SB 178, DSA, etc,	Agendas, sign in sheets, photographs, evaluations, interests inventories, and materials maintained in AVID Staff Binder	Persons Responsible: Administration, All Academic Coaches, Business Manager, CCSD School Improvement Representative, consults, staff Timeline: PD will be twice per week during planning time, once per month for a full day, several after hours and weekends as needed. Assessment will occur as needed with summative assessments at the end of a unit if curriculum based or three times per year if MAP or STAR and once in the spring for SBAC.	On Task
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Comments:

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

Continued is the focus on literacy school -wide and the importance of proficiency with all family engagement activities. The book Fair will continue to use parent volunteers to provide access to quality literature. Members of our community will continue to receive books for their birthday. Our partnership with Nevada Reads continues to model family reading time once per month and the school sponsors the other Family reading so the school host two family breakfasts with reading per month with a variety of literature. During lunch, students watch reading rainbow to experience fluency and expand their exposure to literature. Professional story tellers visit our campus quarterly and share their publications with primary students. All Students participate is school-wide reading contests through Accelerated Reader and Moby Max. Students participate in local spelling contests. Students participate in local, regional, and national contests to celebrate reading, writing, and speaking. Our partnership with the West Las Vegas Library ensures that students have access to more literature than the school can provide. Additionally the library sends staff to our building to read to and with students. Students provide book reviews during morning announcements once per week based on their personal reading choice. Intermediate students partner with primary students to read and review comprehension questions on the books selected. Once per month the entire school engages in DEAR (Drop Everything and Read).	West Las Vegas Library, Nevada Reads, March Foundation, local churches, Department of Family Services, Staff (DSA), Special education (IDEA) and ELL Facilitators (DSA/\$46,000), Walmart, Authors, and Professional Story Tellers, K-5 Staff extra duty (\$14,032.), Administration (DSA), academic coaches (Title1/\$92,700, SB178/\$80,000, Read by Grade Level Three/\$66,950.), school counselor (SB178/\$70,000.) and other support services staff	Parent Surveys administered through CCSD and other sponsorship provide information parents deem as important, Parent Teacher Organization, Agendas, sign in sheets, photographs, evaluations, Fliers of Parent University and other Family Engagement opportunities or community events hosted to benefit our families.	Literacy and Read-By-Grade-Three Coaches, Parents, Administration, Nevada Reads Staff, Philanthropists, Community Partners, CCSD Staff, Consultants, West Las Vegas Staff, Native	On Task
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Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
		<b>Yes</b>		
Teachers will continue to utilize common planning for grade level and vertical teaming and planning for instruction in addition to data analysis to guide instruction. Curriculum decisions will be predicated on instruction based on common core standards. Foci on tier 1 and 2 instruction will be paramount with push in and pull out support as needed or prescribed by IEPs or LEPs. Teachers will use curriculum mapping to pace instruction for student retention of information and strategies for optimum learning. Students will engage in weekly assessments for ongoing monitoring. Formative and summative assessments will be given throughout and at the conclusion of units of study. Data is shared with parents every three weeks and partnering organizing that provide academic support quarterly.	Literacy (Title 1/\$66,950), Read-By-Grade-Three (RB3/\$66,950), and Data Coach (Title 1/\$25,750), Administration (DSA), Sped. (IDEA) and ELL Facilitators (DSA), Staff, Instructional Aides (Title 1 (\$29,050. & SB178 (\$55,600.), and consultants. Resources: technology (Chromebooks, lap tops, desk tops, iPads, calculators, cellular phones, other electronic tools). Online reading programs in addition to the Wonders Reading software, Avid Binders, reading board games, Accelerated Reading, Books and Moby Max, (Title 1/\$22,000.)	Assessment Calendar, assessment results, lesson plans, small group intervention recording logs, electronic usage logs, Student AVID Binders with notes, student workbooks and student assessment recording sheets, student data posted throughout school.		N/A

Comments:

<b>1.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
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				N/A
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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 type="checkbox"/> Other
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### Priority Need/Goal 2:

Increase the percent of all students proficient in mathematics by more than 15%.

### Root Causes:

Staff does not use progress monitoring consistently to determine student success or what support students may need. All MS staff does not post student grades weekly. Staff needs to communicate standards that students are successfully performing more often to avoid confusion and frustration. Staff does not provide ongoing specific and timely feedback to students so that they may improve their performance. Staff does not consistently communicate they are delivering standards based curriculum. Staff does not share exemplars of student work as a target for understanding. Staff has limited effective instructional strategies that culturally or linguistically respond to and or support meeting the needs of all students. MS staff do not review the impact of instructional strategies and modify instruction for continuous improvement. Instructional staff do not modify instructional practices after reviewing local, state, and state data to make sure student meet and or exceed proficiency. Some middle school staff need to provide students with additional instruction and intervention as needed to improve student achievement. A variety of instructional materials that meet the needs of students need diversity. Parent training needs to be offered that assist middle school parents in typical developmental areas.

### Measurable Objective 1:

Increase the percent of 6th-8th grade students performing at or above grade level in mathematics from 6.4% in the Fall to 15% in the winter to 35% in the Spring as measured by STAR formative assessments.

### Measurable Objective 2:

Increase the percent of 6th-8th grade students performing at or above grade level in mathematics from 12.1% in the spring of 2018 to 48% the Spring of 2019 as measured by SBAC summative assessments.

### Monitoring Status

On Task

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:</b>	
All staff must participate in professional development to learn common core standards and curriculum to support student instruction. Staff will participate in data collection and analysis PD to better understand identifying deficits with appropriate intervention. Ongoing PD will be provided for all staff as it relates to Go Math Curriculum and instructional practices that will result in increased student achievement. Staff does not use progress monitoring consistently to determine student success or what support students may need. All MS staff does not post student grades weekly. Staff needs to communicate standards that students are successfully performing more often to avoid confusion and frustration. Staff does not provide ongoing specific and timely feedback to students so that they may improve their performance. Staff does not consistently communicate they are delivering standards based curriculum. Staff does not share exemplars of student work as a target for understanding. Staff has limited effective instructional strategies that culturally or linguistically respond to and or support meeting the needs of all students. MS staff do not review the impact of instructional strategies and modify instruction for continuous improvement. Instructional staff do not modify instructional practices after reviewing local, state, and state data to make sure student meet and or exceed proficiency. Middle school staff will to provide students with additional instruction and intervention as needed to improve student achievement. A variety of diverse instructional materials that meet the needs of students . Parent training needs to be offered that assist middle school parents in typical developmental areas.Regular coaching that includes implementation and practice of instructional strategies will be offered and modeled to support tiers one and two. Classroom Management, student engagement, differentiation, and correct usage of math vocabulary are offered throughout the year to maximize teacher/student contact time. Staff will participate in effective feedback PD while providing specific and timely responses to student performance on formative and summative assessments. Staff will continue to share AVID and other strategies of which students are successful and become models for peers. Finally all staff are expected to participate in professional book studies to further develop their deficit skills to better support all students.	People: All 6-8 teachers, instructional aides, academic coaches, school counselor and other support services staff, AVID consultants, administrators, and other outside consultants, Time: Twice per week professional development during planning time, once per month an all day professional development, and additional weekly coaching from a coach or administrator, after school and weekends. Materials: NV DOE Website, Common Core Standards Materials, Go Math and other math curriculum resources, NWEA, Star, and other online programs (Moby Max, etc.)	Agendas, sign in sheets, photographs, evaluations, interests inventories, and materials maintained in AVID Staff Binder	Persons Responsible: Administration, All Academic Coaches, Business Manager, CCSD School Improvement Representative, consults, staff Timeline: PD will be twice per week during planning time, once per month for a full day, several after hours and weekends as needed. Assessment will occur as needed with summative assessments at the end of a unit if curriculum based or three times per year if MAP or STAR and once in the spring for SBAC.	N/A

Comments:

<b>Action Step</b>	<b>Resources and Amount Needed</b>	<b>List Artifacts/Evidence</b>	<b>Timeline and Position Responsible</b>	<b>Monitoring Status</b>
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	

Continued is the focus on literacy school-wide and the importance of proficiency with all family engagement activities. Math is woven into a variety of family engagement activities as promoted through school competitions and activities. The Scholastic Book Fair will continue to use parent volunteers to provide access to quality math oriented literature as requested by the parent planning committee. All Students participate in school-wide math contests through Math Counts, Moby Max, Kangaroo International Math Problem Solving Competition, Mathletics, and Math Fluency Contests. Intermediate students tutor and co-teach primary students to strengthen their skills and ability to communicate their thinking. Our specialist incorporate mathematics in art, music, dance, coding (computer classes), physical education and radio broadcasting.	March Foundation, local churches, Department of Family Services, Staff, Math and Data Coaches, Special education and ELL Facilitators, and Walmart		Math Coach, Parents, Administration, Philanthropists, Community Partners, CCSD Staff, Consultants, Librarian, School Counselor, ELL and Special Education Facilitator.	N/A
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Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will continue to utilize common planning for grade level and vertical teaming and planning for instruction in additional to data analysis to guide instruction. Curriculum decisions will be predicated on instruction based on common core standards. Foci on tier 1 and 2 instruction will be paramount with push in and pull out support as needed or prescribed by IEPs or LEPs. Teachers will use curriculum mapping to pace instruction for student retention of information and strategies for optimum learning. Students will engage in weekly assessments for ongoing monitoring. Formative and summative assessments will be given throughout and at the conclusion of units of study. Weekly Fast Math Facts Timed Tests are given to support math fluency (results are posted at school corridor). Data is shared with parents every three weeks and partnering organizations that provide academic support quarterly.	Math Coach, Administration, Sped. and ELL Facilitators, Staff, Instructional Aides, and consultants. Resources: technology (Chromebooks, lap tops, desk tops, iPads, calculators, cellular phones, other electronic tools). Online math programs in addition to the , Go Math software, Avid Binders, math board and logic games. Khan Academy, Moby Max,	Assessment Calendar, assessment results, lesson plans, small group intervention recording logs, electronic usage logs, Student AVID Binders with notes, student workbooks and student assessment recording sheets, student data posted throughout school.	Administration, Coaches, staff, Sped and ELL Facilitators, Teams will meeting bi-weekly or often if needed to review data and support teachers that are meeting weekly, SBAC Interim data will be reviewed weekly so that meaningful and specific feedback can be provided to students, Star data will be reviewed upon completion of a class administration, MAP data will be reviewed upon availability. Curriculum data will be reviewed and retaught as needed with students focused on mastery.	On Task

Comments:

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

Comments:

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

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 3:**

**Root Causes:**

### Monitoring Status

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>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	

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:</b>	<b>NCCAT-S Indicators:</b>	

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Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority  Need/Goal	Amount Received for this School  Year	Purposes for which funds are used (include targeted audience, specific  activities, intended outcomes, etc.)	Applicable Goal(s)
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## **COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:**

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

- 1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.**
- 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.**
- 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.).**
- 4. Identify the measures that include teachers in decisions regarding the use of academic assessments.**
- 5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts**

## APPENDIX A - Professional Development Plan

### 1.1

All staff must participate in professional development to learn common core standards and curriculum to support student instruction. Staff will be provided PD on instructional strategies as identified through John Hattie's Meta Analysis Research for increased student performance. Staff will participate in data collection and analysis PD to better understand identifying deficits with appropriate intervention. Ongoing PD will be provided for all staff as it relates to Wonders Reading Curriculum. Regular Read-By-Grade-Three instructional strategies will be offered and modeled to support Tier two instruction for struggling readers. Classroom Management, student engagement, differentiation, and language acquisition are offered throughout the year to maximize teacher/student contact time. Staff will participate in effective feedback PD while providing specific and timely responses to student performance on formative and summative assessments. Staff will continue to share AVID and other strategies of which students are successful and become models for peers. Finally all staff are expected to participate in professional book studies to further develop their deficit skills to better support all students.

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

### 2.1

All staff must participate in professional development to learn common core standards and curriculum to support student instruction. Staff will participate in data collection and analysis PD to better understand identifying deficits with appropriate intervention. Ongoing PD will be provided for all staff as it relates to Go Math Curriculum and instructional practices that will result in increased student achievement. Staff does not use progress monitoring consistently to determine student success or what support students may need. All MS staff does not post student grades weekly. Staff needs to communicate standards that students are successfully performing more often to avoid confusion and frustration. Staff does not provide ongoing specific and timely feedback to students so that they may improve their performance. Staff does not consistently communicate they are delivering standards based curriculum. Staff does not share exemplars of student work as a target for understanding. Staff has limited effective instructional strategies that culturally or linguistically respond to and or support meeting the needs of all students. MS staff do not review the impact of instructional strategies and modify instruction for continuous improvement. Instructional staff do not modify instructional practices after reviewing local, state, and state data to make sure student meet and or exceed proficiency. Middle school staff will to provide students with additional instruction and intervention as needed to improve student achievement. A variety of diverse instructional materials that meet the needs of students . Parent training needs to be offered that assist middle school parents in typical developmental areas.Regular coaching that includes implementation and practice of instructional strategies will be offered and modeled to support tiers one and two. Classroom Management, student engagement, differentiation, and correct usage of math vocabulary are offered throughout the year to maximize teacher/student contact time. Staff will participate in effective feedback PD while providing specific and timely responses to student performance on formative and summative assessments. Staff will continue to share AVID and other strategies of which students are successful and become models for peers. Finally all staff are expected to participate in professional book studies to further develop their deficit skills to better support all students.

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

### 3.1

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

## APPENDIX B - Family Engagement Plan

### 1.2

Continued is the focus on literacy school -wide and the importance of proficiency with all family engagement activities. The book Fair will continue to use parent volunteers to provide access to quality literature. Members of our community will continue to receive books for their birthday. Our partnership with Nevada Reads continues to model family reading time once per month and the school sponsors the other Family reading so the school host two family breakfasts with reading per month with a variety of literature. During lunch, students watch reading rainbow to experience fluency and expand their exposure to literature. Professional story tellers visit our campus quarterly and share their publications with primary students. All Students participate is school-wide reading contests through Accelerated Reader and Moby Max. Students participate in local spelling contests. Students participate in local, regional, and national contests to celebrate reading, writing, and speaking. Our partnership with the West Las Vegas Library ensures that students have access to more literature than the school can provide. Additionally the library sends staff to our building to read to and with students. Students provide book reviews during morning announcements once per week based on their personal reading choice. Intermediate students partner with primary students to read and review comprehension questions on the books selected. Once per month the entire school engages in DEAR (Drop Everything and Read).

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

Continued is the focus on literacy school -wide and the importance of proficiency with all family engagement activities. The book Fair will continue to use parent volunteers to provide access to quality literature. Members of our community will continue to receive books for their birthday. Our partnership with Nevada Reads continues to model family reading time once per month and the school sponsors the other Family reading so the school host two family breakfasts with reading per month with a variety of literature. During lunch, students watch reading rainbow to experience fluency and expand their exposure to literature. Professional story tellers visit our campus quarterly and share their publications with primary students. All Students participate is school-wide reading contests through Accelerated Reader and Moby Max. Students participate in local spelling contests. Students participate in local, regional, and national contests to celebrate reading, writing, and speaking. Our partnership with the West Las Vegas Library ensures that students have access to more literature than the school can provide. Additionally the library sends staff to our building to read to and with students. Students provide book reviews during morning announcements once per week based on their personal reading choice. Primary students have partnered with intermediate students that read and discuss their book selections monthly. Once per month the entire school engages in DEAR (Drop Everything and Read).

### 2.2

Continued is the focus on literacy school-wide and the importance of proficiency with all family engagement activities. Math is woven into a variety of family engagement activities as promoted through school competitions and activities. The Scholastic Book Fair will continue to use parent volunteers to provide access to quality math oriented literature as requested by the parent planning committee. All Students participate is school-wide math contests through Math Counts, Moby Max, Kangaroo International Math Problem Solving Competition, Matheletics, and Math Fluency Contests. Intermediate students tutor and co-teach primary students to strengthen their skills and ability to communicate their thinking. Our specialist incorporate mathematics in art, music, dance, coding (computer classes), physical education and radio broadcasting.

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

Continued is the focus on literacy school-wide and the importance of proficiency with all family engagement activities. Math is woven into a variety of family engagement activities as promoted through school competitions and activities. The Scholastic Book Fair will continue to use parent volunteers to provide access to quality math oriented literature as requested by the parent planning committee. All Students participate is school-wide math contests through Math Counts, Moby Max, Kangaroo International Math Problem Solving Competition, Matheletics, and Math Fluency Contests. Intermediate students tutor and co-teach primary students to strengthen their skills and ability to communicate their thinking. Our specialist incorporate mathematics in art, music, dance, coding (computer classes), physical education and radio broadcasting.

### 3.2

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



## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

Increase the percent of all students proficient in reading by more than 20%.

**Measurable Objective(s):**

- Increase the percent of 6th-8th grade students performing at or above grade level proficiency from 30% in the spring of 2018 to to 50% in the Spring of 2019 as measured by the SBAC assessment.
- Increase the percent of 6th-8th grade students performing at or above grade level in reading from 28% in the Fall to 40% in the Winter to 65% in the Spring as measured by STAR formative assessments.

**Status**

On Task

**Comments:**
**1.1 Professional Development:**
**1.2 Family Engagement:**
**1.3 Curriculum/Instruction/Assessment:**
**1.4 Other:**

	Mid-Year	End-of-Year
1.1	All staff must participate in professional development to learn common core standards and curriculum to support student instruction. Staff will be provided PD on instructional strategies as identified through John Hattie's Meta Analysis Research for increased student performance. Staff will participate in data collection and analysis PD to better understand identifying deficits with appropriate intervention. Ongoing PD will be provided for all staff as it relates to Wonders Reading Curriculum. Regular Read-By-Grade-Three instructional strategies will be offered and modeled to support Tier two instruction for struggling readers. Classroom Management, student engagement, differentiation, and language acquisition are offered throughout the year to maximize teacher/student contact time. Staff will participate in effective feedback PD while providing specific and timely responses to student performance on formative and summative assessments. Staff will continue to share AVID and other strategies of which students are successful and become models for peers. Finally all staff are expected to participate in professional book studies to further develop their deficit skills to better support all students.	On Task
Progress		
Barriers		
Next Steps		

1.2	Continued is the focus on literacy school -wide and the importance of proficiency with all family engagement activities. The book Fair will continue to use parent volunteers to provide access to quality literature. Members of our community will continue to receive books for their birthday. Our partnership with Nevada Reads continues to model family reading time once per month and the school sponsors the other Family reading so the school host two family breakfasts with reading per month with a variety of literature. During lunch, students watch reading rainbow to experience fluency and expand their exposure to literature. Professional story tellers visit our campus quarterly and share their publications with primary students. All Students participate is school-wide reading contests through Accelerated Reader and Moby Max. Students participate in local spelling contests. Students participate in local, regional, and national contests to celebrate reading, writing, and speaking. Our partnership with the West Las Vegas Library ensures that students have access to more literature than the school can provide. Additionally the library sends staff to our building to read to and with students. Students provide book reviews during morning announcements once per week based on their personal reading choice. Intermediate students partner with primary students to read and review comprehension questions on the books selected. Once per month the entire school engages in DEAR (Drop Everything and Read).	On Task
Progress		
Barriers		
Next Steps		
1.3	Teachers will continue to utilize common planning for grade level and vertical teaming and planning for instruction in additional to data analysis to guide instruction. Curriculum decisions will be predicated on instruction based on common core standards. Foci on tier 1 and 2 instruction will be paramount with push in and pull out support as needed or prescribed by IEPs or LEPs. Teachers will use curriculum mapping to pace instruction for student retention of information and strategies for optimum learning. Students will engage in weekly assessments for ongoing monitoring. Formative and summative assessments will be given throughout and at the conclusion of units of study. Data is shared with parents every three weeks and partnering organizing that provide academic support quarterly.	On Task
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		

Next Steps		
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## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

#### Priority Need/Goal 2:

Increase the percent of all students proficient in mathematics by more than 15%.

#### Measurable Objective(s):

- Increase the percent of 6th-8th grade students performing at or above grade level in mathematics from 6.4% in the Fall to 15% in the winter to 35% in the Spring as measured by STAR formative assessments.
- Increase the percent of 6th-8th grade students performing at or above grade level in mathematics from 12.1% in the spring of 2018 to 48% the Spring of 2019 as measured by SBAC summative assessments.

#### Status

On Task

#### Comments:

#### 2.1 Professional Development:

#### 2.2 Family Engagement:

#### 2.3 Curriculum/Instruction/Assessment:

#### 2.4 Other:

	Mid-Year	End-of-Year
2.1	<p>All staff must participate in professional development to learn common core standards and curriculum to support student instruction. Staff will participate in data collection and analysis PD to better understand identifying deficits with appropriate intervention. Ongoing PD will be provided for all staff as it relates to Go Math Curriculum and instructional practices that will result in increased student achievement. Staff does not use progress monitoring consistently to determine student success or what support students may need. All MS staff does not post student grades weekly. Staff needs to communicate standards that students are successfully performing more often to avoid confusion and frustration. Staff does not provide ongoing specific and timely feedback to students so that they may improve their performance. Staff does not consistently communicate they are delivering standards based curriculum. Staff does not share exemplars of student work as a target for understanding. Staff has limited effective instructional strategies that culturally or linguistically respond to and or support meeting the needs of all students. MS staff do not review the impact of instructional strategies and modify instruction for continuous improvement. Instructional staff do not modify instructional practices after reviewing local, state, and state data to make sure student meet and or exceed proficiency. Middle school staff will to provide students with additional instruction and intervention as needed to improve student achievement. A variety of diverse instructional materials that meet the needs of students . Parent training needs to be offered that assist middle school parents in typical developmental areas.Regular coaching that includes implementation and practice of instructional strategies will be offered and modeled to support tiers one and two. Classroom Management, student engagement, differentiation, and correct usage of math vocabulary are offered throughout the year to maximize teacher/student contact time. Staff will participate in effective feedback PD while providing specific and timely responses to student performance on formative and summative assessments. Staff will continue to share AVID and other strategies of which students are successful and become models for peers. Finally all staff are expected to participate in professional book studies to further develop their deficit skills to better support all students.</p>	On Task

Progress		
Barriers		
Next Steps		
2.2	Continued is the focus on literacy school-wide and the importance of proficiency with all family engagement activities. Math is woven into a variety of family engagement activities as promoted through school competitions and activities. The Scholastic Book Fair will continue to use parent volunteers to provide access to quality math oriented literature as requested by the parent planning committee. All Students participate in school-wide math contests through Math Counts, Moby Max, Kangaroo International Math Problem Solving Competition, Mathletics, and Math Fluency Contests. Intermediate students tutor and co-teach primary students to strengthen their skills and ability to communicate their thinking. Our specialists incorporate mathematics in art, music, dance, coding (computer classes), physical education and radio broadcasting.	On Task
Progress		
Barriers		
Next Steps		
2.3	Teachers will continue to utilize common planning for grade level and vertical teaming and planning for instruction in addition to data analysis to guide instruction. Curriculum decisions will be predicated on instruction based on common core standards. Focus on tier 1 and 2 instruction will be paramount with push in and pull out support as needed or prescribed by IEPs or LEPs. Teachers will use curriculum mapping to pace instruction for student retention of information and strategies for optimum learning. Students will engage in weekly assessments for ongoing monitoring. Formative and summative assessments will be given throughout and at the conclusion of units of study. Weekly Fast Math Facts Timed Tests are given to support math fluency (results are posted at school corridor). Data is shared with parents every three weeks and partnering organizations that provide academic support quarterly.	On Task
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		

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Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status

Comments:

- 3.1 Professional Development:
- 3.2 Family Engagement:
- 3.3 Curriculum/Instruction/Assessment:
- 3.4 Other:

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

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