

School Performance Plan

School Name	
Cram, Brian & Teri MS	
Address (City, State, Zip Code, Telephone):	
1900 W Deer Springs Way N Las Vegas, NV 89084-2000, 7027997020	
Superintendent/Region Superintendent:	Jesus Jara /
For Implementation During The Following Years:	2019-2020

The Following MUST Be Completed:

Title I Status:	Served
Designation:	TSI
Grade Level Served:	Middle School
Classification:	4 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
Cindy Smith	Parent	Debra Bertini	Teacher
Bliss Fattore	Teacher	Amanda Wicks	Teacher
Kara Brumfield	Teacher	Gary Bugash	Principal
Jeff Rispin	Assistant Principal	Shannon Koss	Dean of Students
Jackie Cordova	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	Placement (Proficiency Levels)	Achievement Gap Data
Formative Assessments Practice	NA	Individualized Education Programs (IEP)
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

According to the 2018-2019 NSPF 40% of students are proficient in Math CRT data, the district average is 30.1%. 48.2% of students are proficient in ELA which is above the district average of 45.5%. As a result, the pooled average at Cram MS is 42.9% which is above the district average of 37.7%. The NSPF also notes Math CRT MGP was 61%, which is above the district average of 50%. ELA CRT MGP at Cram was 60% which is above the district average of 50%. The Math CRT AGP at Cram was 43.8%, which is above the district average of 30.88%. The ELA CRT AGP was 50.7%, which is above the district average of 47.4%.

Even though Cram MS is above the district in overall proficiency. According to the NSPF, the following subgroups did not meet Measures or Interim Progress (MIP). In ELA, the Asian subgroup increased from 71.8% to 78.2% proficient, which did meet the target proficiency of 75.9%. In ELA, the White/Caucasian subgroup increased from 55% to 58.5% proficient, which did not meet the target proficiency of 66.3%. In ELA, the Special Education subgroup increased from 5.4% to 7.2% proficient, which did not meet the target proficiency of 21.9%.

In math, the Special Education subgroup increased from 5.4% to 7.7% proficient, which did not meet the target proficiency of 18.6%. Special education students chronically absent rate reduced from 25.5% to 19.5%, English Learners Current reduced the chronically absent rate from 24.5% to 11.8%, and Economically Disadvantaged chronic absenteeism reduced from 24.2% to 17.5%, chronic absenteeism will continue to be addressed in Goal 3.

According to 2018-2019 Standards Based Assessment Consortium data Cram MS 6th, 7th, and 8th grade students increased their reading fluency by 1 percent from 2018 to 2019. AIMSweb and MAP data will be used to support the RTI process.

HOPE 2 Intervention

Focus of Intervention:

• Peer Mediation: Peer mediation is both a program and a process where students of the same age-group facilitate resolving disputes between two people or small groups. Cost: Up to \$15,000 in support (professional development/consultant/prep buyout) • PBIS: PBIS provides positive behavior interventions and support for students. Our approach is a comprehensive school behavior management program that will reduce student tardies and office referrals; effectively minimize discipline challenges; increase time-on-task and student academic engagement; empower teachers to motivate all students; share specific strategies to work effectively with parents and keep them engaged; and transforms an administrative team into effective, consistent, and empowered leaders. Cost: \$15,000.00 • Mentoring Program for at-risk students. Cost: \$5,000

Monitoring Plan:

Students will be progressed monitored in the area of all core subjects. Mentors will meet them regularly to discuss progress towards academic and behavioral goals. All summative and formative assessments will be discussed with identified students. Peer mediation logs will be reviewed regularly.

Evaluation Plan:

The programs will decrease the number of discipline incidences thus decreasing the number of suspensions and expulsions. Peer mediation will provide an alternative to suspension/expulsion. The mentoring program will decrease the number of repeat offenders.

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:

Students with Individualized Education Plans (IEPs) will increase proficiency in ELA from 7.2% to 21.9% as measured by 2020 state summative assessments. Students with Individualized Education Plans (IEPs) will increase proficiency in math from 7.7% to 18.6% by 2020 state summative assessments.

Root Causes:

The root causes include lack of rigorous Tier 1 instruction per NVACS in relation to SBAC. Students are not held accountable for demonstrating mastery of content.

Measurable Objective 1:

Increase the percent of students performing above the 40th percentile in reading from 57% (Fall) to 60% in (Winter) and from 60% (Winter) to 63% (Spring) as measured by formative assessments.

Measurable Objective 2:

Increase the percent of students performing above the 40th percentile in math from 48% (Fall) to 50% (Winter) and from 50% (Winter) to 53% (Spring) as measured by formative assessments.

Monitoring Status

In Progress

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: No	NCCAT-S Indicators: Academic Achievement	

Teachers will receive training to increase rigorous instruction aligned to the NVACS, and meeting teaching standards listed on the NEPF through Academic Language and Content Achievement Model (ALCA-M). Teachers will engage in a book study Making All Kids Smarter by John DeLandsheer focusing on strategies for differentiating instruction to challenge students with more rigorous instruction.	ELLD ALCA-M sessions, Making All Kids Smarter by John DeLandsheer (\$500 books), learning strategist to present PD, after school sessions,	ALCA-M sign in sheets, agendas, ALCA-M debrief session sign in sheets & agendas	data -formative collected by strategists English Learner (EL) walkthroughs with administration, teachers, & strategists Administration observation data	In Progress
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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:	
Cranium Crunch integrates parent involvement through our monthly book club in order to promote literacy at all proficiency levels. Math and Literacy family nights.	Family literacy supplies (Title I), materials and strategies provided by teachers, Counselor, for Parent Family Nights Trainings	Classroom Observations, Accelerated Reader data, Parent sign in sheets, Teacher sign in sheets, Cranium Crunch, permission slips	Classroom observations - monthly, Accelerated Reader data - monthly, Teacher sign in sheets during Language Academy, and Parent sign in sheets- during Family Nights	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will follow the NEPF and deliver a rigorous curriculum aligned to the NVACS. Teachers will implement AR & AR360 provide students independent reading time. Writing across the curriculum will be taking place across all content areas. After school intervention 3 days per week.	Accelerated Reader program, prep buyouts to provide class size reduction for better Tier I instruction, & strategists to monitor resources & implementation of AR Title I: Two ELA positions in grades 6-8 (\$150,000) Licensed Extra Duty for Tutoring (\$20,000) Prep Buy Out (\$131,830) Prep Buy Out for PD (\$3,000) Subs for Collaboration (\$3,000) Instructional Materials (\$2,000) Technology Supplies (\$6,804)	formative assessment benchmark data, classroom observation data, Progress monitoring data shared during RTI, Accelerated Reader data, interactive notebooks, student project examples, technology based learning examples	formative benchmark data - 3 times per year, classroom observation data - weekly, Progress monitoring data shared during RTI - monthly, & formative data - monthly collected by administration, teachers, & strategists.	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
1) RTI targeted intervention, prep-buyouts, and technology to provide Tier II and III interventions. 2) SWPBIS will be implemented schoolwide. 3) Connections Mentoring Program, Peer Mediation integrated into each classroom/lunch etc.	1) Technology (Title I, \$6,804) 2) Materials (HOPE2, \$2,000) 3) 3 Teacher Mentors and Liaison (HOPE2, \$33,000)	Progress monitoring data shared during RTI & AIMSweb benchmark data	AIMSweb benchmark data - 3 times per year & Progress monitoring data shared during RTI - monthly collected by administration, teachers, & strategists.	N/A

Comments:

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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Targeted non-proficient subgroup (Caucasian) will increase proficiency in ELA from 58.5% to 68% by 2020 as measured by state summative assessments. Targeted non-proficient subgroup (IEP) will increase proficiency in ELA from 7.2% to 25.8% by 2020 as measured by state summative assessments.

Root Causes:

The root causes include lack of rapport between students, staff, and other community stakeholders as reflected through behaviors, lack of motivation, and lack of engagement.

Measurable Objective 1:

Increase the percent of non proficient students in subgroup 1 (Caucasian) performing at or above grade level in reading from 71% (Fall) to 75% (Winter) and from 75% (Winter) to 78% (Spring) as measured by formative assessments.

Measurable Objective 2:

Increase the percent of non proficient students in subgroup 2 (IEP) performing at or above grade level in reading from 9% (Fall) to 12% (Winter) and from 12% (Winter) to 15% (Spring) as measured by formative assessments.

Monitoring Status

In Progress

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
2.1 Professional Development (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
Grade level NVACS at a high level of rigor are being targeted by all staff members. Implementation of StudySync with fidelity across ELA IReady for targeted students	Teacher prep time (30 minute overage) StudySync IReady	Formative classroom assessment analysis. EL walkthroughs Colleague walks	Regular colleague walks, strategists and teachers - formative assessment data, EL department for walkthroughs	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Pastries with the principal provides family information, open dialogue for any concerns. WebPage homework for assignments including StudySync.	Refreshments (Title 1) WebPage	sign in sheets, agenda, homework assignments	Principal - once a month	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will implement engaging activities, NEPF, & deliver a rigorous curriculum aligned to the NVACS. Teachers will implement student practice with SBAC sample questions. Interactive Notebooks will be implemented across all content areas.	Prep buyouts to provide class-size reduction for better Tier I instruction, strategist to monitor resources & implementation of rigorous instruction based on NVACS, Integration of technology Title I: Two ELA positions in grades 6-8 (\$150,000) Licensed Extra Duty for Tutoring (\$20,000) Prep Buy Out (\$131,830) Subs for Collaboration (\$3,000) Instructional Materials (\$2,000) Technology Supplies (\$6,804)	StudySync grade level practice, fundamental ELA classes at grade level standards - weekly, classroom observations - monthly, StudySync Benchmark - 4 times per year, Formative classroom assessment analysis - monthly collected by administration, teachers, and strategists.	StudySync grade level practice - weekly, classroom observations - monthly, StudySync Benchmark - 4 times per year, Formative classroom assessment analysis - monthly collected by administration, teachers, and strategists.	N/A

Comments:

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

Comments:

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

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

Reduce the percent of chronically absent students from 14.4% to 12.96% by 2020 as measured by Infinite Campus and reported on the Nevada School Performance Framework.

Root Causes:

The root causes include lack of rapport between students, staff, and other community stakeholders as reflected through high absenteeism, suspension, and RPCs.

Measurable Objective 1:

Reduce the percent of chronically absent students from 14.4% to 12.96% by 2020 as measured by Infinite Campus through weekly attendance checks flagging students absent 10% or more of their enrolled days.

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
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Training teachers to monitor student absences to let attendance clerk know when there are chronic absences and understand chronic absenteeism and identified in the NSPF. Training teachers to upload MBI documentation and use a progressive discipline plan. Including professional development on the PBIS initiative. Expectations for teachers include passing out Crash Cash and using parent teacher contact log to share positive behaviors.	Infinite Campus, home visits - truancy diversion (\$3,700) Safe School Professional , PBIS	Infinite Campus reports weekly, Data Lab queries	attendance clerk - weely	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Truancy letters going home to parents, parentlink messages. Communicate with parents importance of student being present through pastries with the principal and Cram TV. Monthly attendance incentives. Expectations for teachers include passing out Crash Cash and using parent teacher contact log to share positive behaviors.	Infinite Campus, attendance incentives, parentlink	truancy letters	Attendance clerk - create and send home truancy letter	N/A

Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Hope 2	\$68000.00	Behavior Interventions	Goal 2
Title I	\$270,000.00	2 Teachers, Prep-buys to reduce class size	Goals 1 and 2
General Budget	\$6,498,654.68	Supplies and salary for all staff.	Goals 1, 2 and 3
SB178	\$272,400.00	Learning Strategists and math interventionist	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.

Group interviews with department heads attending are held with prospective employees and administration conducts site visits. A retired principal and an ELA teacher provide mentoring on school procedures, organization and lesson planning to teachers new to Cram. Professional development includes training and coaching on student engagement and increased rigor for the entire staff. There are weekly PLC/PD collaboration for departments to align curriculum, instructional strategies and analyze data.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (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.

Weekly newsletters informing parents of events and programs at the school. Community events such as, Fall Festival, Open House, 6th Grade tour days, and "Watch Dog" programs.

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.).

Cram hosts articulation meetings for elementary school (ES) teachers & high school (HS) teachers to align expectations & curriculum. ES clerks, counselors, SpEd facilitators, & principals are trained by admin on preregistration & preparing students for middle school. Admin conducted site visits to talk with teacher & meet students. 6th grade orientation is offered in the summer. 8th grade students tour HS & meet with counselor for preregistration & transition into magnet or high schools.

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

Teachers administer common weekly formative assessments & unit assessments every three weeks. Teachers analyze data from assessments during weekly PLCs. Teachers also look at the schoolwide assessment data which includes MAPS in literacy & math. Teachers use the data from all assessments to guide instructional decisions & facilitate flexible classroom groups. Data is presented during RTI meetings to discuss interventions and next steps for struggling students.

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

All funds are used to enhance the school improvement efforts. Title I funds provide prep buyouts for CSR, technology, tutoring, training & teacher collaboration time to improve Tier I instruction. Title I funds will provide targeted intervention for Tier II/III. Hope2 funds will build cultural competency through peer-mediation, mentoring & behavior intervention prep buyouts.

Plan for improving the school climate

Goal:

Decrease the number of major resolutions from 615 to 554 by 2020 as reported by Infinite Campus and Datalab.

Action Plan: How will this plan improve the school climate?

Peer mediation is both a program and a process where students of the same age-group facilitate resolving disputes between two people or small groups. Cost: Up to \$15,000 in support (professional development/consultant/prep buyout) • PBIS: PBIS provides positive behavior interventions and support for students. Our approach is a comprehensive school behavior management program that will reduce student tardies and office referrals; effectively minimize discipline challenges; increase time-on-task and student academic engagement; empower teachers to motivate all students; share specific strategies to work effectively with parents and keep them engaged; and transforms an administrative team into effective, consistent, and empowered leaders. Cost: \$15,000.00 • Mentoring Program for at-risk students. Cost: \$5,000 This will create a climate and culture which will support a positive teaching and learning environment.

Monitoring Plan: How will you track the implementation of this plan?

Students will be progressed monitored in the area of all core subjects. Mentors will meet them regularly to discuss progress towards academic and behavioral goals. All summative and formative assessments will be discussed with identified students. Peer mediation logs will be reviewed regularly.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

The programs will decrease the number of discipline incidences thus decreasing the number of major resolutions (e.g. suspensions and expulsions). Peer mediation will provide an alternative to suspension/expulsion. The mentoring program will decrease the number of repeat offenders.

APPENDIX A - Professional Development Plan

1.1

Teachers will receive training to increase rigorous instruction aligned to the NVACS, and meeting teaching standards listed on the NEPF through Academic Language and Content Achievement Model (ALCA-M). Teachers will engage in a book study Making All Kids Smarter by John DeLandtsheer focusing on strategies for differentiating instruction to challenge students with more rigorous instruction.

Goal 1 Additional PD Action Step (Optional)

Teachers will receive training on engaging students in learning activities, delivering rigorous instruction aligned to the NVACS, and meeting teaching standards listed on the NEPF. Writing across the curriculum, AR 360 Training for teachers across all content areas.

2.1

Grade level NVACS at a high level of rigor are being targeted by all staff members. Implementation of StudySync with fidelity across ELA IReady for targeted students

Goal 2 Additional PD Action Step (Optional)

Teachers will be provided PD to progress monitor, strategically monitor and benchmark assess students using ALEKS to track student progress. Interactive notebooks will be implemented across all content areas. Grade level NVACS at a high level of rigor are being targeted by all staff members.

3.1

Training teachers to monitor student absences to let attendance clerk know when there are chronic absences and understand chronic absenteeism and identified in the NSPF. Training teachers to upload MBI documentation and use a progressive discipline plan. Including professional development on the PBIS initiative. Expectations for teachers include passing out Crash Cash and using parent teacher contact log to share positive behaviors.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Cranium Crunch integrates parent involvement through our monthly book club in order to promote literacy at all proficiency levels. Math and Literacy family nights.

Goal 1 Additional Family Engagement Action Step (Optional)

Coffee with the Counselor will provide theme-based family information to help students be more successful in reading. Cranium Crunch integrates parent involvement through our monthly book club. Parent University classes will be offered.

2.2

Pastries with the principal provides family information, open dialogue for any concerns. WebPage homework for assignments including StudySync.

Goal 2 Additional Family Engagement Action Step (Optional)

Parent University offered to parents to learn to work with students on math skills in order to assist with homework. Coffee with the Counselor provides theme-based family information to help students be more successful in math.

3.2

Truancy letters going home to parents, parentlink messages. Communicate with parents importance of student being present through pastries with the principal and Cram TV. Monthly attendance incentives. Expectations for teachers include passing out Crash Cash and using parent teacher contact log to share positive behaviors.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 1****Priority Need/Goal 1:**

Students with Individualized Education Plans (IEPs) will increase proficiency in ELA from 7.2% to 21.9% as measured by 2020 state summative assessments. Students with Individualized Education Plans (IEPs) will increase proficiency in math from 7.7% to 18.6% by 2020 state summative assessments.

Measurable Objective(s):

- Increase the percent of students performing above the 40th percentile in reading from 57% (Fall) to 60% in (Winter) and from 60% (Winter) to 63% (Spring) as measured by formative assessments.
- Increase the percent of students performing above the 40th percentile in math from 48% (Fall) to 50% (Winter) and from 50% (Winter) to 53% (Spring) as measured by formative assessments.

Status

In Progress

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

	Mid-Year	End-of-Year
1.1	Teachers will receive training to increase rigorous instruction aligned to the NVACS, and meeting teaching standards listed on the NEPF through Academic Language and Content Achievement Model (ALCA-M). Teachers will engage in a book study Making All Kids Smarter by John DeLandtsheer focusing on strategies for differentiating instruction to challenge students with more rigorous instruction.	N/A
Progress		
Barriers		
Next Steps		
1.2	Cranium Crunch integrates parent involvement through our monthly book club in order to promote literacy at all proficiency levels. Math and Literacy family nights.	N/A

Progress		
Barriers		
Next Steps		
1.3	Teachers will follow the NEPF and deliver a rigorous curriculum aligned to the NVACS. Teachers will implement AR & AR360 provide students independent reading time. Writing across the curriculum will be taking place across all content areas. After school intervention 3 days per week.	N/A
Progress		
Barriers		
Next Steps		
1.4	1) RTI targeted intervention, prep-buyouts, and technology to provide Tier II and III interventions. 2) SWPBIS will be implemented schoolwide. 3) Connections Mentoring Program, Peer Mediation integrated into each classroom/lunch etc.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 2****Priority Need/Goal 2:**

Targeted non-proficient subgroup (Caucasian) will increase proficiency in ELA from 58.5% to 68% by 2020 as measured by state summative assessments. Targeted non-proficient subgroup (IEP) will increase proficiency in ELA from 7.2% to 25.8% by 2020 as measured by state summative assessments.

Measurable Objective(s):

- Increase the percent of non proficient students in subgroup 1 (Caucasian) performing at or above grade level in reading from 71% (Fall) to 75% (Winter) and from 75% (Winter) to 78% (Spring) as measured by formative assessments.
- Increase the percent of non proficient students in subgroup 2 (IEP) performing at or above grade level in reading from 9% (Fall) to 12% (Winter) and from 12% (Winter) to 15% (Spring) as measured by formative assessments.

Status
In Progress

Comments:**2.1 Professional Development:****2.2 Family Engagement:****2.3 Curriculum/Instruction/Assessment:****2.4 Other:**

	Mid-Year	End-of-Year
2.1	Grade level NVACS at a high level of rigor are being targeted by all staff members. Implementation of StudySync with fidelity across ELA IReady for targeted students	
Progress		N/A
Barriers		
Next Steps		
2.2	Pastries with the principal provides family information, open dialogue for any concerns. WebPage homework for assignments including StudySync.	
		N/A

Progress		
Barriers		
Next Steps		
2.3	Teachers will implement engaging activities, NEPF, & deliver a rigorous curriculum aligned to the NVACS. Teachers will implement student practice with SBAC sample questions. Interactive Notebooks will be implemented across all content areas.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 3****Priority Need/Goal 3:**

Reduce the percent of chronically absent students from 14.4% to 12.96% by 2020 as measured by Infinite Campus and reported on the Nevada School Performance Framework.

Measurable Objective(s):

- Reduce the percent of chronically absent students from 14.4% to 12.96% by 2020 as measured by Infinite Campus through weekly attendance checks flagging students absent 10% or more of their enrolled days.

Status

N/A

Comments:

Turancy court held by the principal weekly.

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

	Mid-Year	End-of-Year
3.1	Training teachers to monitor student absences to let attendance clerk know when there are chronic absences and understand chronic absenteeism and identified in the NSPF. Training teachers to upload MBI documentation and use a progressive discipline plan. Including professional development on the PBIS initiative. Expectations for teachers include passing out Crash Cash and using parent teacher contact log to share positive behaviors.	N/A
Progress		
Barriers		
Next Steps		
3.2	Truancy letters going home to parents, parentlink messages. Communicate with parents importance of student being present through pastries with the principal and Cram TV. Monthly attendance incentives. Expectations for teachers include passing out Crash Cash and using parent teacher contact log to share positive behaviors.	N/A
Progress		

Barriers		
Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		