

# School Performance Plan

School Name

Mannion, Jack & Terry MS

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

155 E Paradise Hills Dr

Henderson, NV 89002, (702) 799-3020

Superintendent/Assistant Chief:

Patrick Skorkowsky / Jeff Horn

For Implementation During The Following Years:

2017-2018

## The Following MUST Be Completed:

Title I Status:

NA

Designation:

NA

Grade Level Served:

Middle School

Classification:

5 Star

NCCAT-S:

Not Required

### \*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
Todd Petersen	Principal	Kristen Holzhaue	Teacher & ELL Success Advocate
Kris Ziegler	Counselor	Kacie Pixley	Math Teacher
Pam Hibbard	Special Education Teacher	Traci Doxtator	Social Studies Teacher
Michelle Oblad	ELA Teacher	Heather Powell	Science 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	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Stakeholder Survey Information	N/A	Achievement Gap Data
N/A	N/A	Special Education Procedures - Whole School
N/A	N/A	N/A
Other: Semester 1 Data	Other: WIDA Results	Other:
Other:	Other:	Other:

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

Trends from 2015-2016:

Mannion Middle School reviewed student achievement data from 2016 SBAC assessment, student achievement data from 2016 WIDA assessment, student achievement data from first quarter of the 16-17 school year, and parent, student, and teacher survey results from the 2016 Districtwide survey. There is no available trend data for the SBAC as this is the first year of results.

69% of caucasian students passed the 2016 ELA SBAC. As the largest demographic, it is used as the primary point of comparison. Two subgroups, asian students and pacific-islander students surpassed this passing percentage. Asian students passed with 79% and pacific islander students passed with 76%. Three subgroups, black students, hispanic students, and multiracial students did not exceed the passing percentage of the caucasian students. Black students passed with 47%, hispanic students passed with 57%, and multiracial students passed with 58%. The two highest achieving subgroups passed the ELA SBAC with 69% compared to the lowest achieving supergroup that passed with 57%. As a result, an achievement gap of 12% in ELA existed between these two groups. In math, 46% of caucasian students passed the 2016 SBAC. As the largest demographic, it is used as the primary point of comparison. One subgroup, asian students, matched this percentage. Asian students passed with 46%. Supergroups, identified as caucasian and asian students, passed the math SBAC with 46%. All of the other student subgroups, including black, hispanic, multiracial, native american, and pacific islander, passed with 27%. As a result, an achievement gap of 19% in math existed between these two groups.

In addition, IEP and ELL students did not meet or exceed the passing percentage of caucasian students on the ELA SBAC. 14% of IEP students passed and 15% of ELL students passed. The can be compared with a pass rate of 70% for students that do not have an IEP and 66% for students that are not ELL. This trend continued in math as well. 10% of students with an IEP passed and 9% of ELL students passed. This can be compared with a pass rate of 43% for students that do not have an IEP and 40% for students that are not ELL.

The School Improvement Team reviewed SBAC student achievement data and identified all students that scored a 1 in both ELA and math. Of these students, the team of teachers identified students that failed their math and ELA for the first quarter of the 2016-2017 school year. Nineteen sixth grade students, fourteen seventh grade students, and fourteen eighth grade students met this criteria . These students, without interventions, are in danger of not being promoted to the next grade and reaching their academic potential.

## HOPE 2 Intervention

**Focus of Intervention:**

To reduce at home suspensions, HOPE funds are being used to expand the in-school suspension program. Money was allocated to fully fund an in-school suspension supervisor for 8 hours a day. This additional hour will allow the school to consistently utilize after school detention as an additional step in the progressive discipline plan. In addition, money was allocated to provide an additional hour to two campus security monitors. This will increase visible and effective adult supervision before and after school. Finally, money was allocated for three prep buyouts of core subject teachers (science, ELA, math) to provide instruction and tutoring. There remains an estimated balance balance of \$7,000 in Hope 2 funds. Possible uses for this money includes a second semester credit retrieval class to assist student in danger of retention.

**Monitoring Plan:**

The academic progress of students in in-school suspension will be tracked to see if having actual instruction and tutoring rather than packets will help with motivation and progress. In addition, the number of students assigned after school detention can be closely monitored.

**Evaluation Plan:**

Since the first goal of the program is to not have students be suspended again, the only measures of success will be the recidivism rate and their academic grades.

## 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
---	---	---	---	---	---

### Priority Need/Goal 1:

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

### Root Causes:

The deepest underlying performance concern at Mannion Middle School is the achievement gap between our Asian and Caucasian students and our Black, Hispanic, Multiracial, Native American, Pacific Islander, ELL, and Special Education subgroups. In ELA instruction, tradition provided teachers autonomy to use their own diverse collection of instructional materials. Teachers, based on their level of interest and the observed interest of their students, determined what instructional materials would meet the needs of their classroom. As a result, student achievement data varied from teacher to teacher. Without commonality across a grade level, it is increasingly difficult to analyze the effectiveness of instructional practices and allocation of resources. With an ELL student population of 2.4%, teachers were not familiar with how to identify students that are ELL, the CCSD ELL Master Plan, the WIDA Assessment, or utilization of WIDA assessment results to assist with ELL instruction. Finally, students enrolled in special education courses, including resource ELA as well as CC ELA, science, and history, experienced disproportionate classroom numbers that may have lead to limited academic growth.

### Measurable Objective 1:

The objective is to reduce the reading proficiency gap between the two highest performing subgroups and lower performing ethnic/racial supergroup from 12% to 10% as indicated on 2017 state assessments.

### 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>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	

Professional development will be provided to assist teachers with the process to construct grade level common units and common assessments throughout ELA, social studies, and science classes. Professional development in classroom technology will be provided for teachers. Professional development in ELL best practices will be provided. Professional development in best practices for teachers and support staff members participating in CC classrooms will be provided.	Site Based Collaboration Time (SBCT) will be allocated to assist teachers with understanding the instructional benefits of common instruction and common assessments. Site Based Collaboration Time must be allocated to introduce teachers to classroom technology as a means to enhance instruction. Site Based Collaboration Time must be allocated to increase teacher knowledge and understanding of ELL students, ELL strategies, and ELL assessment data. Site Based Collaboration Time must be allocated to provide all teachers a better understanding of working with student on an IEP.	School administration will maintain records of SBCT participation and copies of resources made available to all attendees. Teachers will be provided opportunities to evaluate and review SBCT for effectiveness. Classroom observations by administration will look for implementation of common instruction, common assessments, classroom technology, and ELL strategies. The addition of a full-time SEIF will provide additional opportunities for peer evaluation of best practices in resource and CC classes and will provide administration with important information regarding the challenges and needs of resource and CC instruction.	The school administration will be responsible for Site Based Collaboration time throughout the 2017-2018 school year.	N/A
---	--	--	---	-----

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>	
Mannion will implement a school based Community Center through the Social Worker in Schools Grant. Mannion will implement Monthly Parent Community Partnership Meetings at 5:30 PM so that working parents are able to attend and participate. Mannion will increase parent communication through monthly e-mail notices with school updates and information. Mannion will create and maintain a school website that will continue to update parents on important school information. Teachers will maintain individual websites to provide parents valuable information regarding daily instruction and classroom assignments.	The Community Center, a result of the Social Worker In Schools Grant, will serve as the primary liaison between the school and the parent community. The administration will maintain a relationship with the community center and provide financial resources so the Community Center is able to meet the needs of the community.	The Community Center, as required by the Social Worker in Schools Grant, maintains detailed records of both parent and student interactions and interventions. Mannion will maintain sign in sheets as well as monthly agendas for all Parent Community Partnership Meetings. Mannion will maintain a parent communication log to document all parent e-mails sent from Mannion administration. School administrators, as part of observation conferences, will review teacher websites.	The school principal will be responsible for implementing these action steps during the 2017-2018 school year.	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year:</b>  <b>No</b>	<b>NCCAT-S Indicators:</b>
---	--	----------------------------

In addition to the allocated Site Based Collaboration Time, teachers will be provided 30 minutes of weekly Professional Learning Community Time (PLC) as part of the contracted day and without interruption so that teachers have time to create, discuss, and review common instruction and common assessments. In addition, the faculty will differentiate and modify instruction to ensure that ELL students receive appropriate and rigorous instruction that is modified to meet the demands of limited skills in speaking, writing, reading and/or listening in English. Finally, special education teachers and general education teachers will be provided "best practices" to enhance the learning environment for students with IEPs enrolled in general education and CC courses.	Mannion will implement, in addition to the required Site Based Collaboration Time, weekly Professional Learning Community (PLC) time as part of the teacher's contracted day. This weekly meeting will provide teachers opportunity to review common instruction and assessments as well as discuss student achievement data, and differentiation strategies for ELL students. Mannion will allocate \$42,000 to hire a full time SEIF to not only collect data regarding resource and CC instruction, but also facilitate professional development for all teachers to increase teacher capacity across the school campus. Mannion will eliminate a full-time PE teaching position and add an additional school funded special education position.	Lesson plans will be reviewed. Student work product will be monitored and evaluated by teachers and the Principal. Classroom observations will be conducted to verify the implementation of differentiated strategies. A Google survey will be utilized to log the time spent by the SEIF observing and assisting teachers and teacher/co-teacher partnerships.	Teachers will evaluate student work throughout the year for commonality. The Principal, and supervising administrators, will participate in PLC meetings and assist with the transition to common assessments and common instruction. In addition, administration will continue to discuss ELL students with the teachers they directly supervise.	N/A
---	---	---	--	-----

Comments:

1.4 Other (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
The School Improvement Team will identify students that have the greatest risk of retention. Teachers will meet with these students, as a team, to set academic goals and putting measures in place such as mentoring, tutoring, and social interventions, and if necessary, social services.	Teachers will be provided data on these students so that tutors will be able better understand the academic and social needs of the students. These students will be invited to participate in after school tutoring with both an ELA and math teacher. Teachers will be paid to work directly with these identified students.	Progress monitoring data will be maintained by the teachers to demonstrate base levels of student achievement and documented interventions.	The Assistant Principal will be responsible to monitor the progress of these identified students.	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 checked="" type="checkbox"/> Other
--	---	---	---	---	---

### Priority Need/Goal 2:

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

### Root Causes:

The deepest underlying performance concern at Mannion Middle School is the achievement gap between our Asian and Caucasian students and our Black, Hispanic, Multiracial, Native American, Pacific Islander, ELL, and Special Education subgroups. Mannion does not have a math based fundamentals class to provide remediation and intervention for students in the sixth and seventh grade. Without this class, students that are below grade level in math are not provided a substantial opportunity to catch up and to fill in the learning gaps. In addition, sixth and seventh grade math teachers are not utilizing ALEKS to provide Tier 2 remediation when students are identified as struggling with skills. Finally, student placement in sixth grade math is deemed entirely by the recommendation of the elementary school teacher. As a result, some students may not be properly placed. With an ELL student population of 2.4%, teachers were not familiar with how to identify students that are ELL, the CCSD ELL Master Plan, the WIDA Assessment, or utilization of WIDA assessment results to assist with ELL instruction. Finally, students enrolled in special education courses, including resource math, experienced disproportionate classroom numbers that may have lead to limited academic growth..

### Measurable Objective 1:

The objective is to reduce the math proficiency gap between the two highest performing subgroup and lower performing ethnic/racial supergroups from 19% to 17% by 2017 as measured by state assessments.

### 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
2.1 Professional Development (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	

All teachers need to be trained to utilize ALEKS to meet the needs of varied and diverse student learners. Mannion will implement a math placement test for all incoming sixth grade students to complete and be used as one piece of data to assist with student placement. Mannion will identify students that would benefit from a sixth or seventh grade math fundamentals class to ensure their 2017-2018 class schedule is able to accommodate such a class. Professional development in best practices for teachers and support staff members participating in CC classrooms will be provided.	Site Based Collaboration Time (SBCT) will be allocated to assist teachers with understanding the benefits of utilizing ALEKS to improve student achievement. Site Based Collaboration Time will be utilized for math teachers to create a placement exam to assist with sixth grade math placement. Site Based Collaboration Time must be allocated to provide all teachers a better understanding of working with students on an IEP.	School administration will maintain records of SBCT participation and copies of resources made available to all attendees. Teachers will be provided opportunities to evaluate and review SBCT for effectiveness. Classroom observations by administration will look for implementation of common instruction, common assessments, classroom technology, and ELL strategies. ALEKS Report Information as well as ALEKS data being used to drive modifications and differentiation in the classroom. The addition of a full-time SEIF will provide additional opportunities for peer evaluation of best practices in resource and CC classes and will provide administration with important information regarding the challenges and needs of resource and CC instruction.	The school administration will be responsible for Site Based Collaboration time throughout the 2017-2018 school year.	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:</b>  <b>No</b>	<b>NCCAT-S Indicators:</b>	
Mannion will implement a school based Community Center through the Social Worker in Schools Grant. Mannion will implement Monthly Parent Community Partnership Meetings at 5:30 PM so that working parents are able to attend and participate. Mannion will increase parent communication through monthly e-mail notices with school updates and information. Mannion will create and maintain a school website that will continue to update parents on important school information. Teachers will maintain individual website to provide parents valuable information regarding daily instruction and classroom assignments.	The Community Center, a result of the Social Worker In Schools Grant, will serve as the primary liaison between the school and the parent community. The administration will maintain a relationship with the community center and provide financial resources so the Community Center is able to meet the needs of the community.	The Community Center, as required by the Social Worker in Schools Grant, maintains detailed records of both parent and student interactions and interventions.	The school principal will be responsible for implementing these action steps during the 2017-2018 school year.	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>
---	--	----------------------------



In addition to the allocated Site Based Collaboration Time, teachers will be provided 30 minutes of weekly Professional Learning Community Time (PLC) as part of the contracted day and without interruption so that teachers have time to create, discuss, and review common instruction and common assessments. Teachers will utilize ALEKS both in and out of the classroom to provide students with interventions and to build and/or maintain math skills. In addition, the faculty will differentiate and modify instruction to ensure that ELL students receive appropriate and rigorous instruction that is modified to meet the demands of limited skills in speaking, writing, reading and/or listening in English. Finally, special education teachers and general education teachers will be provided "best practices" to enhance the learning environment for students with IEPs enrolled in general education and CC courses.	Mannion will implement, in addition to the required Site Based Collaboration Time, weekly Professional Learning Community (PLC) time as part of the teacher's contracted day. This weekly meeting will provide teachers opportunity to review common instruction and assessments as well as discuss student achievement data, including differentiation strategies for ELL students. Mannion will allocate \$42,000 to hire a full time SEIF to not only collect data regarding resource and CC instruction, but also facilitate professional development for all teachers to increase teacher capacity across the school campus.	Lesson plans will be reviewed. Student work product will be monitored and evaluated by teachers and the Principal. Classroom observations will be conducted to verify the implementation of differentiated strategies. A Google survey will be utilized to log the time spent by the SEIF observing and assisting teachers.	Teachers will evaluate student work throughout the year for commonality. The Principal, and supervising administrators, will participate in PLC meetings and assist with the transition to common assessments and common instruction. In addition, administration will continue to discuss ELL students with the teachers they directly supervise.	N/A
---	---	---	--	-----

Comments:

2.4 Other (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
The School Improvement Team will identify students that have the great risk of retention. Teachers will meet with these students, as a team, to set academic goals and putting measures in place such as mentoring, tutoring, and social interventions, and if necessary, social services.	Teachers will be provided data on these students so that the tutors will be able better understand the academic and social needs of the students. These students will be invited to participate in after school tutoring with both an ELA and math teacher. Teachers will be paid to work directly with these identified students.	Progress monitoring data will be maintained by the teachers to demonstrate base levels of student achievement and documented interventions.	The Assistant Principal will be responsible to monitor the progress of these identified students.	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
---	---	---	---	---	---

**Priority Need/Goal 3:**

Increase the percentage of school-based personnel trained in cultural competency.

**Root Causes:**

There is a need for training in the area of cultural competency as evidenced by the District's student achievement gap data.

**Measurable Objective 1:**

100% of staff will participate in school site based trainings to better understand the instructional and cultural challenges of English Language Learners.

### 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>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
All staff will participate in Site Based Collaboration Time, facilitated by the ELL Student Success Advocate and the school's social worker, to better understand the needs and challenges of being an English Language Learner.	Allocated Site Based Collaboration time throughout the 2017-2018 school year	Site Based Collaboration time meeting agendas and handouts will be used to document trainings.	The principal is responsible for the implementation of this goal.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
-------------	-----------------------------	-------------------------	--------------------------------------	-------------------

3.2 Family Engagement (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
The school social worker will be used as the primary liaison between the school and the families of English Language Learners and will provide families with community resources and reinforce the importance, and significance, of maintaining a positive home-to-school connection with ELL families.	ELL Success Advocate funds will be utilized provide for the progress monitoring of ELL students' academic achievement. Funds from the Social Worker in Schools Grant will be used to monitor school interactions with ELL parents.	As part of the Social Worker in Schools Grant, logs are kept to maintain communication with parents. A specific log will be kept to track the interactions between the school social worker and Mannion teachers with the parents of our ELL students.	The Assistant Principal will closely monitor these interventions and interactions with ELL families.	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year: No	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)
Hope2 Funds	\$60,000	The purpose of this money is to reduce disproportionality of discipline statistics.	Goal 3

## APPENDIX A - Professional Development Plan

### 1.1

Professional development will be provided to assist teachers with the process to construct grade level common units and common assessments throughout ELA, social studies, and science classes. Professional development in classroom technology will be provided for teachers. Professional development in ELL best practices will be provided. Professional development in best practices for teachers and support staff members participating in CC classrooms will be provided.

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

### 2.1

All teachers need to be trained to utilize ALEKS to meet the needs of varied and diverse student learners. Mannion will implement a math placement test for all incoming sixth grade students to complete and be used as one piece of data to assist with student placement. Mannion will identify students that would benefit from a sixth or seventh grade math fundamentals class to ensure their 2017-2018 class schedule is able to accommodate such a class. Professional development in best practices for teachers and support staff members participating in CC classrooms will be provided.

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

### 3.1

All staff will participate in Site Based Collaboration Time, facilitated by the ELL Student Success Advocate and the school's social worker, to better understand the needs and challenges of being an English Language Learner.

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

## APPENDIX B - Family Engagement Plan

### 1.2

Mannion will implement a school based Community Center through the Social Worker in Schools Grant. Mannion will implement Monthly Parent Community Partnership Meetings at 5:30 PM so that working parents are able to attend and participate. Mannion will increase parent communication through monthly e-mail notices with school updates and information. Mannion will create and maintain a school website that will continue to update parents on important school information. Teachers will maintain individual websites to provide parents valuable information regarding daily instruction and classroom assignments.

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

### 2.2

Mannion will implement a school based Community Center through the Social Worker in Schools Grant. Mannion will implement Monthly Parent Community Partnership Meetings at 5:30 PM so that working parents are able to attend and participate. Mannion will increase parent communication through monthly e-mail notices with school updates and information. Mannion will create and maintain a school website that will continue to update parents on important school information. Teachers will maintain individual website to provide parents valuable information regarding daily instruction and classroom assignments.

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

### 3.2

The school social worker will be used as the primary liaison between the school and the families of English Language Learners and will provide families with community resources and reinforce the importance, and significance, of maintaining a positive home-to-school connection with ELL families.

#### Goal 3 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):**

- The objective is to reduce the reading proficiency gap between the two highest performing subgroups and lower performing ethnic/racial supergroup from 12% to 10% as indicated on 2017 state assessments.

**Status**

N/A

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

	Mid-Year	End-of-Year
1.1	Professional development will be provided to assist teachers with the process to construct grade level common units and common assessments throughout ELA, social studies, and science classes. Professional development in classroom technology will be provided for teachers. Professional development in ELL best practices will be provided. Professional development in best practices for teachers and support staff members participating in CC classrooms will be provided.	N/A
Progress		
Barriers		
Next Steps		
1.2	Mannion will implement a school based Community Center through the Social Worker in Schools Grant. Mannion will implement Monthly Parent Community Partnership Meetings at 5:30 PM so that working parents are able to attend and participate. Mannion will increase parent communication through monthly e-mail notices with school updates and information. Mannion will create and maintain a school website that will continue to update parents on important school information. Teachers will maintain individual websites to provide parents valuable information regarding daily instruction and classroom assignments.	N/A
Progress		

Barriers		
Next Steps		
1.3	In addition to the allocated Site Based Collaboration Time, teachers will be provided 30 minutes of weekly Professional Learning Community Time (PLC) as part of the contracted day and without interruption so that teachers have time to create, discuss, and review common instruction and common assessments. In addition, the faculty will differentiate and modify instruction to ensure that ELL students receive appropriate and rigorous instruction that is modified to meet the demands of limited skills in speaking, writing, reading and/or listening in English. Finally, special education teachers and general education teachers will be provided "best practices" to enhance the learning environment for students with IEPs enrolled in general education and CC courses.	N/A
Progress		
Barriers		
Next Steps		
1.4	The School Improvement Team will identify students that have the greatest risk of retention. Teachers will meet with these students, as a team, to set academic goals and putting measures in place such as mentoring, tutoring, and social interventions, and if necessary, social services.	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):**

- The objective is to reduce the math proficiency gap between the two highest performing subgroup and lower performing ethnic/racial supergroups from 19% to 17% by 2017 as measured by state assessments.

**Status**

N/A

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

	Mid-Year	End-of-Year
2.1	All teachers need to be trained to utilize ALEKS to meet the needs of varied and diverse student learners. Mannion will implement a math placement test for all incoming sixth grade students to complete and be used as one piece of data to assist with student placement. Mannion will identify students that would benefit from a sixth or seventh grade math fundamentals class to ensure their 2017-2018 class schedule is able to accommodate such a class. Professional development in best practices for teachers and support staff members participating in CC classrooms will be provided.	N/A
Progress		
Barriers		
Next Steps		
2.2	Mannion will implement a school based Community Center through the Social Worker in Schools Grant. Mannion will implement Monthly Parent Community Partnership Meetings at 5:30 PM so that working parents are able to attend and participate. Mannion will increase parent communication through monthly e-mail notices with school updates and information. Mannion will create and maintain a school website that will continue to update parents on important school information. Teachers will maintain individual website to provide parents valuable information regarding daily instruction and classroom assignments.	N/A

Progress		
Barriers		
Next Steps		
2.3	In addition to the allocated Site Based Collaboration Time, teachers will be provided 30 minutes of weekly Professional Learning Community Time (PLC) as part of the contracted day and without interruption so that teachers have time to create, discuss, and review common instruction and common assessments. Teachers will utilize ALEKS both in and out of the classroom to provide students with interventions and to build and/or maintain math skills. In addition, the faculty will differentiate and modify instruction to ensure that ELL students receive appropriate and rigorous instruction that is modified to meet the demands of limited skills in speaking, writing, reading and/or listening in English. Finally, special education teachers and general education teachers will be provided "best practices" to enhance the learning environment for students with IEPs enrolled in general education and CC courses.	N/A
Progress		
Barriers		
Next Steps		
2.4	The School Improvement Team will identify students that have the great risk of retention. Teachers will meet with these students, as a team, to set academic goals and putting measures in place such as mentoring, tutoring, and social interventions, and if necessary, social services.	N/A
Progress		
Barriers		
Next Steps		

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

Increase the percentage of school-based personnel trained in cultural competency.

**Measurable Objective(s):**

- 100% of staff will participate in school site based trainings to better understand the instructional and cultural challenges of English Language Learners.

**Status**

N/A

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

	Mid-Year	End-of-Year
3.1	All staff will participate in Site Based Collaboration Time, facilitated by the ELL Student Success Advocate and the school's social worker, to better understand the needs and challenges of being an English Language Learner.	N/A
Progress		
Barriers		
Next Steps		
3.2	The school social worker will be used as the primary liaison between the school and the families of English Language Learners and will provide families with community resources and reinforce the importance, and significance, of maintaining a positive home-to-school connection with ELL families.	N/A
Progress		

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