

School Performance Plan

School Name	
Mannion, Jack & Terry MS	
Address (City, State, Zip Code, Telephone):	
155 E Paradise Hills Dr Henderson, NV 89002, 7027993020	
Superintendent/Assistant Chief:	Jesus Jara / Jeff Horn
For Implementation During The Following Years:	2018-2019

The Following MUST Be Completed:

Title I Status:	NA
Designation:	TSI
Grade Level Served:	Middle School
Classification:	3 Star
NCCAT-S:	Not Required

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	<input type="checkbox"/> Use of Core Instructional Materials	<input type="checkbox"/> Scheduling	<input type="checkbox"/> Model School Visits
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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
Michelle Reilly	Parent	Rachelle Abbott	Parent
Melissa Anderson	Parent	Cory Plough	Parent
Christine Schwab	Parent	Amy Moser	Parent
Todd Petersen	Principal	Misty Hargraves	Assistant Principal
Stephen Richardson	Sped Facilitator	Paige Johnson	School Social Worker
Mara Brassler	Teacher	Liza Soares	Teacher
Jaime Sillitoe	Teacher	Kacie Pixley	Teacher

Amy Kelsey	Dean of Students	Stacia Austin	Support Professional
April Perrucci	Support Professional		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA) DATA REVIEWED & ANALYZED:

Based on your schools NSF 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
NA	NA	NA
NA	NA	NA
NA	NA	NA
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.

Trends from 2017-2018:

Mannion Middle School reviewed student achievement data from 2018 SBAC assessment and student achievement data from 2018 WIDA assessment

68.3% of caucasian students passed the 2018 ELA SBAC. As the largest demographic, it is used as the primary point of comparison. One subgroup, asian students surpassed this passing percentage. Asian students passed with 82%. Four subgroups, black students, hispanic students, pacific islanders, and multiracial students did not exceed the passing percentage of the caucasian students. Black students passed with 35.4%, hispanic students passed with 58.6%, pacific islander students passed with 56.2%, and multiracial students passed with 65.7%. In math, 50.8% of caucasian students passed the 2018 SBAC. As the largest demographic, it is used as the primary point of comparison. One subgroup, asian students, surpassed this percentage. Asian students passed with 64%. All of the other student subgroups did not exceed the caucasian students. Black students passed with 12.9%, hispanic students passed with 34.3%, pacific islander students passed with 31.2% and multiracial students passed with 45.9%.

In addition, IEP and ELL students did not meet or exceed the passing percentage of caucasian students on the ELA or math SBAC. 11.5% of IEP students passed the ELA SBAC while 14.8% of ELL students passed the ELA SBAC. This can be compared with an ELA pass rate of 72% for students that do not have an IEP and 66% for students that are not ELL. This trend continued in math as well. 6% of students with an IEP passed the math SBAC and 7.4% of ELL students passed the math SBAC. This can be compared with an SBAC math pass rate of 50% for students that do not have an IEP and 46% for students that are not ELL.

The math and ELA faculty received SBAC analysis training to analyze data to increase student achievement for all students with targeted instruction placed on lower performing subgroups. Priorities were made to identify black students and IEP students and track their progress throughout the 2018-2019 school year. In addition, an emphasis would be placed on cultural competency during the 2018-2019 school year through the first year implementation of the ELL Master Plan.

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 7 hours a day. Mannion will also utilize HOPE funds to establish a teacher mentorship program for at-risk and credit deficient youths. We are going to create a 6th grade orientation program as well as peer mentoring for students throughout their sixth grade year. All teachers will be provided equal opportunity to tutor their student if he or she is assigned to IHS or out of school suspension.

Monitoring Plan:

Identify ideal students for mentoring. Teachers will set both academic and behavioral goals with these students. Teachers will track progress toward achieving their goals frequently with students and conference with the students and parents weekly throughout the school year. Administration will track progress of these students via their grades and behavior records. Administration will also oversee the implementation of 6th grade orientation and peer mentoring program throughout the year.

Evaluation Plan:

The goal of the program is to set achievable goals and track progress toward the success of our mentoring students. We expect to see a decrease in their behavior infractions and an increase in their overall citizenship. We also will monitor grades and attendance for these students.

<p>Teachers will collaborate on aligning curriculum across grade levels with a focus on standards. Teachers will collaborate during PLCs weekly on analyzing student achievement data and adjusting instructional strategies appropriately. Teachers will continue to review instructional practices, common assessments, and supplemental materials to leverage student success. Teachers will monitor progress of diverse learners to establish goals and assist stakeholders in monitoring student progress in achieving those goals. Teachers will be trained on the use of formative assessments and the analysis of the data. Teachers will utilize data tracking methods for students with emphasis on identified subgroups.</p>	<p>Hope 2 funding - extra duty-pay teachers to be mentors, late bus School social worker City of Henderson- Redevelopment</p>	<p>Log for meeting with students, PLC calendar, formative assessment data</p>	<p>Aug 2018- May 2019 administration</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>1.2 Family Engagement (Required)</p>		<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>	
<p>Mannion will maintain a school based Community Center through the Social Worker in Schools Grant. Mannion will continue monthly Parent Community Partnership Meetings at 5:30 PM so that working parents are able to attend and participate. Mannion will maintain a school website, Parentlink, Facebook page, and Twitter account 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. Progress reports are sent home quarterly.</p>	<p>administration and teachers Social worker grant- school social worker</p>	<p>progress reports, Parentlink emails are blogged on website, Facebook & Twitter page</p>	<p>Aug 2018- May 2019 administration</p>	<p>N/A</p>

Comments:

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:
<p>Teachers will refine common instructional strategies and practices. Teachers will continue to review assessment data and utilize the data to inform instruction. Teachers will use formative assessment data to monitor student progress, plan appropriate interventions, and successfully implement interventions for diverse learners. Teachers will utilize data tracking methods for students with emphasis on identified subgroups.</p>	<p>formative assessment admin and teachers</p>	<p>data from formative assessments, lesson plans, admin observations Aug 2018- May 2019 administration and teachers N/A</p>

Comments:

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

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

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

All students will increase proficiency in Math for 45.1% to 53% by 2019 as measured by state summative assessments.

Root Causes:

lack of opportunities to review previously taught math concepts, lack of consistent and measurable outcomes in fundamental math classes, inconsistent tier 2 & 3 instruction

Measurable Objective 1:

African American/Black subgroup will increase proficiency in math from 12.9% to 21.6% by 2019 as measured by state summative assessments.

Measurable Objective 2:

Students with IEP subgroup will increase proficiency in math from 6% to 15.4% by 2019 as measured by state summative 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:	NCCAT-S Indicators:	
Teachers will be professionally trained in ALEKS (math intervention). Fundamental teachers will be trained in Math 180. Teachers will continue to utilize PLC time to collaborate on data analysis, common assessments and common instructional strategies. Teachers will record and track data with an emphasis on subgroups.	ALEKS and Math 180-Strategic budget Teachers and Admin	agendas, sign-ins	Aug. 2018- May 2019 administration	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:	NCCAT-S Indicators:	
Mannion will maintain a school based Community Center through the Social Worker in Schools Grant. Mannion will continue monthly Parent Community Partnership Meetings at 5:30 PM so that working parents are able to attend and participate. Mannion will maintain a school website, Parentlink, Facebook page, and Twitter account 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. Progress reports are sent home quarterly.	administration and teachers Social worker grant- school social worker	progress reports, Parentlink emails are blogged on website, Facebook & Twitter page	Aug. 2018- May 2019 administration	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will refine common instructional strategies and practices. Teachers will continue to review assessment data and utilize the data to inform instruction. Teachers will use formative assessment data to monitor student progress, plan appropriate interventions, and successfully implement interventions for diverse learners. Teachers will implement ALEKS in 6th-8th grade. Math 180 will be implemented in Fundamental classes. Teachers will record and track data with an emphasis on subgroups. Teachers will utilize this data to target instruction and provide necessary interventions and supports.	formative assessment admin and teachers	data from formative assessments, lesson plans, admin observations	Aug. 2018- May 2019 administration 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 type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 3:
 Increase the percentage of school-based personnel trained in cultural competency.

Root Causes:

Measurable Objective 1:
 100% staff will participate in cultural competency training in 2018-2019 that places an emphasis on ELL students through the school's participation in the ELL Master Plan Cohort C.

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:	
Teachers will participate in cultural competency training provided by the school's Equity and Diversity Liaison and the SSA from the ELL Department. Instructional rounds will take place with teachers and admin facilitated by the ELL Department.	ELL Department Equity and Diversity Liaison Student Success Advocate	sign ins	Aug 2018- May 2019 Admin	N/A

Comments:

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

					N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Optional)			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)
Strategic Budget	5,920,813	Strategic Budget funds, based on enrollment, are allocated appropriately for administrators, teachers, support staff employees, and supplies.	Goals 1, 2 and 3

APPENDIX A - Professional Development Plan

1.1

Teachers will collaborate on aligning curriculum across grade levels with a focus on standards. Teachers will collaborate during PLCs weekly on analyzing student achievement data and adjusting instructional strategies appropriately. Teachers will continue to review instructional practices, common assessments, and supplemental materials to leverage student success. Teachers will monitor progress of diverse learners to establish goals and assist stakeholders in monitoring student progress in achieving those goals. Teachers will be trained on the use of formative assessments and the analysis of the data. Teachers will utilize data tracking methods for students with emphasis on identified subgroups.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will be professionally trained in ALEKS (math intervention). Fundamental teachers will be trained in Math 180. Teachers will continue to utilize PLC time to collaborate on data analysis, common assessments and common instructional strategies. Teachers will record and track data with an emphasis on subgroups.

Goal 2 Additional PD Action Step (Optional)

3.1

Teachers will participate in cultural competency training provided by the school's Equity and Diversity Liaison and the SSA from the ELL Department. Instructional rounds will take place with teachers and admin facilitated by the ELL Department.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Mannion will maintain a school based Community Center through the Social Worker in Schools Grant. Mannion will continue monthly Parent Community Partnership Meetings at 5:30 PM so that working parents are able to attend and participate. Mannion will maintain a school website, Parentlink, Facebook page, and Twitter account 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. Progress reports are sent home quarterly.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Mannion will maintain a school based Community Center through the Social Worker in Schools Grant. Mannion will continue monthly Parent Community Partnership Meetings at 5:30 PM so that working parents are able to attend and participate. Mannion will maintain a school website, Parentlink, Facebook page, and Twitter account 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. Progress reports are sent home quarterly.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

All students will increase proficiency in ELA from 64.6% to 69% by 2019 as measured by state summative assessments.

Measurable Objective(s):

- African American/Black subgroup will increase proficiency in ELA from 35.4% to 41.8% by 2019 as measured by state summative assessments.
- Students with IEP subgroup will increase proficiency in ELA from 11.5% to 20.35% by 2019 as measured by state summative 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	Teachers will collaborate on aligning curriculum across grade levels with a focus on standards. Teachers will collaborate during PLCs weekly on analyzing student achievement data and adjusting instructional strategies appropriately. Teachers will continue to review instructional practices, common assessments, and supplemental materials to leverage student success. Teachers will monitor progress of diverse learners to establish goals and assist stakeholders in monitoring student progress in achieving those goals. Teachers will be trained on the use of formative assessments and the analysis of the data. Teachers will utilize data tracking methods for students with emphasis on <u>identified subgroups</u> .	
Progress		
Barriers		
Next Steps		
1.2	Mannion will maintain a school based Community Center through the Social Worker in Schools Grant. Mannion will continue monthly Parent Community Partnership Meetings at 5:30 PM so that working parents are able to attend and participate. Mannion will maintain a school website, Parentlink, Facebook page, and Twitter account 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. Progress reports are sent home quarterly.	

Progress		
Barriers		
Next Steps		
1.3	Teachers will refine common instructional strategies and practices. Teachers will continue to review assessment data and utilize the data to inform instruction. Teachers will use formative assessment data to monitor student progress, plan appropriate interventions, and successfully implement interventions for diverse learners. Teachers will utilize data tracking methods for students with emphasis on identified subgroups.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

All students will increase proficiency in Math for 45.1% to 53% by 2019 as measured by state summative assessments.

Measurable Objective(s):

- African American/Black subgroup will increase proficiency in math from 12.9% to 21.6% by 2019 as measured by state summative assessments.
- Students with IEP subgroup will increase proficiency in math from 6% to 15.4% by 2019 as measured by state summative 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	Teachers will be professionally trained in ALEKS (math intervention). Fundamental teachers will be trained in Math 180. Teachers will continue to utilize PLC time to collaborate on data analysis, common assessments and common instructional strategies. Teachers will record and track data with an emphasis on subgroups.	
Progress		
Barriers		
Next Steps		
2.2	Mannion will maintain a school based Community Center through the Social Worker in Schools Grant. Mannion will continue monthly Parent Community Partnership Meetings at 5:30 PM so that working parents are able to attend and participate. Mannion will maintain a school website, Parentlink, Facebook page, and Twitter account 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. Progress reports are sent home quarterly.	
Progress		

Barriers		
Next Steps		
2.3	Teachers will refine common instructional strategies and practices. Teachers will continue to review assessment data and utilize the data to inform instruction. Teachers will use formative assessment data to monitor student progress, plan appropriate interventions, and successfully implement interventions for diverse learners. Teachers will implement ALEKS in 6th-8th grade. Math 180 will be implemented in fundamental classes. Teachers will record and track data with an emphasis on subgroups. Teachers will utilize this data to target instruction and provide necessary interventions and supports.	
Progress		
Barriers		
Next Steps		
2.4		
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% staff will participate in cultural competency training in 2018-2019 that places an emphasis on ELL students through the school's participation in the ELL Master Plan Cohort C.

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	Teachers will participate in cultural competency training provided by the school's Equity and Diversity Liaison and the SSA from the ELL Department. Instructional rounds will take place with teachers and admin facilitated by the ELL Department.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

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