

School Performance Plan

School Name
 MANNION, JACK AND TERRY MS

Address (City, State, Zip Code, Telephone):
 155 EAST PARADISE HILLS DRIVE
 HENDERSON, NV 89002, 7027993020

Superintendent/Region Superintendent: Jesus Jara / Dr. Deanna Jaskolski

For Implementation During The Following Years: 2020-2021

The Following MUST Be Completed:

Title I Status: NA

Designation: NA

Grade Level Served: Middle School

Classification: 5 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
Amy Frost	Parent	Christine Schwab	Parent
Rachelle Abbott	Parent	Gilbert Medina, Jr.	Parent
Edna Garibay	Support Professional	Kristen Holzhaus	Teacher
Michelle Oblad	Teacher	Jennifer Selch	Support Professional
Tina Miller	Student Success Facilitator	Misty Hargraves	Assistant Principal

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	AMAOs/ELPA Analysis	Nevada School Performance Framework (NSPF)
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.

Due to the fact that SBACs were not taken as a summative assessment to end the 2019-2020 school year, there is limited data available.

71.11% of caucasian students passed the 2019 ELA SBAC. As the largest demographic, it is used as the primary point of comparison. One subgroups, asian & pacific islanders surpassed this passing percentage. Asian pacific islander students passed with 82.61%. Three subgroups, black students, hispanic students, and multiracial students did not exceed the passing percentage of the caucasian students. Black students passed with 39.13%, hispanic students passed with 64.95%, and multiracial students passed with 65.85%. In math, 54.86% of caucasian students passed the 2019 SBAC. As the largest demographic, it is used as the primary point of comparison. One subgroup, asian & pacific islander students, surpassed this percentage. Asian pacific islander students passed with 67.39%. All of the other student subgroups did not exceed the caucasian students. Black students passed with 20.29%, hispanic students passed with 41.29%, and multiracial students passed with 50.41%.

In addition, IEP and ELL students did not meet or exceed the passing percentage of caucasian students on the ELA or math SBAC. 16.05% of IEP students passed the ELA SBAC while 10% of ELL students passed the ELA SBAC. This trend continued in math as well. 8.07% of students with an IEP passed the math SBAC and 15% of ELL students passed the math SBAC.

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 2019-2020 school year. In addition, structural changes would be implemented in an effort to increase student achievement for students with IEPs.

A comprehensive needs assessment was completed to analyze data over a three year period (16-17, 17-18, 19-20). An analysis of Schoolwide data for all students identified both positive and negative trends. 8th grade students during the 2018-2019 school year scored a proficiency rate of 66.7% on the ELA SBAC. This was an increase from the ELA proficiency rate of 60.45% as 6th graders. When the data was analyzed by subgroups, the trends were positive. Over three years the Asian/Pacific Islander subgroup increased ELA proficiency from 77.55% in 16-17 to 82.05% in 17-18 and 82.61% in 18-19. Over three years the African American subgroup increased ELA proficiency from 35.59% in 16-17 to 35.48% in 17-18 and 39.13% in 18-19. Over three years the caucasian subgroup increased ELA proficiency from 68.97% in 16-17 to 68.37% in 17-18 and to 71.11% in 18-19. Over three years the Hispanic subgroup increased ELA proficiency from 58.22% in 16-17 to 58.61% in 17-18 and to 64.95% in 18-19. Over three years the multiracial subgroup increased ELA proficiency from 62.38% in 16-17 to 65.77% in 17-18 and to 65.85% in 18-19. Over three years the IEP subgroup increased ELA proficiency from 9.93% in 16-17 to 11.52% in 17-18 and to 16.05% in 18-19. The only negative trend data over three years was the decreased ELL proficiency from 21.88% in 16-17 to 14.81% in 17-18 and to 10% in 18-19.

8th grade students during the 2018-2019 school year scored a proficiency rate of 48.25%% on the math SBAC. This was a decrease from the math proficiency rate of 51.82% as 6th graders. When the data was analyzed by subgroups, the trends were positive. Over three years the Asian/Pacific Islander subgroup increased math proficiency from 56.1% in 16-17 to 64.10% in 17-18 and 67.39% in 18-19. Over three years the African American subgroup increased math proficiency from 13.21% in 16-17 to 12.9% in 17-18 and 20.29% in 18-19. Over three years the caucasian

subgroup increased math proficiency from 49.07% in 16-17 to 51.1% in 17-18 and to 54.86% in 18-19. Over three years the Hispanic subgroup increased math proficiency from 34.35% in 16-17 to 34.64% in 17-18 and to 41.29% in 18-19. Over three years the multiracial subgroup increased math proficiency from 44.94% in 16-17 to 45.95% in 17-18 and to 50.41% in 18-19. Over three years the ELL subgroup increased math proficiency from 8.63% in 16-17 to 11.11% in 17-18 and to 15% in 18-19. The only negative trend data over three years was the decreased math proficiency from 8.63% in 16-17 to 6.06% in 17-18 and to 8.07% in 18-19.

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.

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 type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 1:

All students will increase proficiency in ELA from 68.06% to 70% by 2021 as measured by state summative assessments.

Root Causes:

Lack of knowledge regarding how best to utilize new formative assessment to progress monitor students, lack of instructional support for diverse learners and a lack of efficient data tracking

Measurable Objective 1:

African American/Black subgroup will increase proficiency in ELA from 39.1% to 42% by 2021 as measured by state summative assessments.

Measurable Objective 2:

Students with IEP subgroup will increase proficiency in ELA from 16.05% to 18% by 2021 as measured by state summative assessments.

Measurable Objective 3:

Increase the percent of all students above the 61th percentile in ELA from 51% (Fall) to 55% (Winter) and from 55% (Winter) to 60% (Spring) by 2021 as measured by MAP formative assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

<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>August 2020- May 2021 administration and teachers</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>August 2020- May 2021 administration and teachers</p>	<p>N/A</p>

Comments:

<p>1.3 Curriculum/Instruction/Assessment (Required)</p>		<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>	
<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</p>	<p>August 2020- May 2021 administration and teachers</p>	<p>N/A</p>

Comments:

<p>1.4 Other (Optional)</p>	<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>
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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 checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

All students will increase proficiency in math from 50.13% to 53% by 2021 as measured by state summative assessments.

Root Causes:

Lack of knowledge regarding how best to utilize new formative assessment to progress monitor students, lack of instructional support for diverse learners and a lack of efficient data tracking. In addition, 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 20.29% to 23% by 2021 as measured by state summative assessments.

Measurable Objective 2:

Students with IEP subgroup will increase proficiency in math from 8.07% to 10% by 2021 as measured by state summative assessments.

Measurable Objective 3:

Increase the percent of all students above the 61th percentile in math from 45% (Fall) to 50% (Winter) and from 50% (Winter) to 55% (Spring) by 2021 as measured by MAP formative assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

<p>Teachers will be professionally trained in MAPS Accelerator (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.</p>	<p>Math Accelerator and Math 180- Strategic budget Teachers and Admin</p>	<p>agendas, sign-ins</p>	<p>August 2020- May 2021 Administration and teachers</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>2.2 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>August 2020- May 2021 administration and teachers</p>	<p>N/A</p>

Comments:

<p>2.3 Curriculum/Instruction/Assessment (Required)</p>		<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>	
<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 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.</p>	<p>formative assessment admin and teachers</p>	<p>data from formative assessments, lesson plans, admin observations</p>	<p>August 2020- May 2021 administration and teachers</p>	<p>N/A</p>

Comments:

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

Comments:

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

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

Root Causes:

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	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:	

				N/A
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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)
General Budget	\$6,561,284.20	This is the budget provided by CCSD for Mannion Middle School.	Goals 1 and 2
Hope2	\$66,000	The purpose of Hope2 is to increase student achievement and decrease negative behavior that interrupts the learning environment.	Goals 1 and 2

Plan for improving the school climate

Goal:

Over the past three years, there has been an increase in the number of students that strongly disagreed or disagreed with the following statement: "Students treat other students with respect, regardless of differences like race, ethnicity, gender, or disability." In 2017, 23.5% of the students strongly disagreed/disagreed with the statement. In 2018, 27.6% of the students strongly disagreed/disagreed with the statement. In 2019, 29.3% of the students strongly disagreed/disagreed with the statement. The goal for 2021 is to decrease the percent of students who strongly disagreed/disagreed with this statement by 5% as measured by district wide survey.

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

Mannion Middle School will implement a number of new programs during the 2019-2020 school year. First, Mannion is working to become a No Place for Hate School during the school year. This designation comes after a series of events successfully implemented during the school year. In addition, Mannion has implemented a GSA (Gay Straight Alliance) Club for the 2019-2020 school year.

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

The implementation of the plan will be tracked by the Student Success Team of administration, counselors, social worker, and SEIF.

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

This data will be tracked by the district wide survey for 2020 completed in December.

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 MAPS Accelerator (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

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 68.06% to 70% by 2021 as measured by state summative assessments.

Measurable Objective(s):

- African American/Black subgroup will increase proficiency in ELA from 39.1% to 42% by 2021 as measured by state summative assessments.
- Students with IEP subgroup will increase proficiency in ELA from 16.05% to 18% by 2021 as measured by state summative assessments.
- Increase the percent of all students above the 61th percentile in ELA from 51% (Fall) to 55% (Winter) and from 55% (Winter) to 60% (Spring) by 2021 as measured by MAP formative 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 identified subgroups.	N/A
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.	N/A
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.	N/A
Progress		
Barriers		
Next Steps		
1.4	N/A	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

All students will increase proficiency in math from 50.13% to 53% by 2021 as measured by state summative assessments.

Measurable Objective(s):

- African American/Black subgroup will increase proficiency in math from 20.29% to 23% by 2021 as measured by state summative assessments.
- Students with IEP subgroup will increase proficiency in math from 8.07% to 10% by 2021 as measured by state summative assessments.
- Increase the percent of all students above the 61th percentile in math from 45% (Fall) to 50% (Winter) and from 50% (Winter) to 55% (Spring) by 2021 as measured by MAP formative 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 MAPS Accelerator (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.	N/A
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.	N/A

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.	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:

Measurable Objective(s):

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		N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		
Barriers		

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