

School Performance Plan

School Name	
BURKHOLDER, LYAL MS	
Address (City, State, Zip Code, Telephone):	
355 W. VAN WAGENEN HENDERSON, NV 89015, 7027998080	
Superintendent/Region Superintendent:	Jesus Jara / Deanna Jaskolski
For Implementation During The Following Years:	2021-2022

The Following MUST Be Completed:

Title I Status:	Served
Designation:	atsi
Grade Level Served:	Middle School
Classification:	2 Star
NCCAT-S:	Review

*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
Paul Omohundro	Parent	Rocioa Estrella	Parent
Julie Gonzales	Parent	Jessica Maleskey	Assistant Principal
Melissa Mendoza	Assistant Principal	Christopher Hermes	Principal
Lesley Locke-Sellinger	RTI Interventionist	Ayesha Yacubic	RTI Interventionist
Victoria Petrie	Teacher	Annie Pande	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
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Nevada School Performance Framework (NSPF)	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other: MAPs Growth Plan 6-8	Other: MAPs Growth Plan 6-8	Other: MAPs Growth Plan 6-8
Other:	Other:	Other:

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

Through the needs assessment conversation and analysis of data, Burkholder Middle School determined the needs previously identified during the full needs assessment conducted during the X school year still exist. As we have not made the anticipated progress, action steps in the SPP have been updated to refine our efforts in addressing these needs.

Positive Trend

The percentage of of ELA students in the Asian and Pacific Islander subgroup increased overall proficiency from 75% to 76.47% on SBACs in 2018-2019.

The percentage of ELA students who scored a level 4 in the Caucasian subgroup increased from 16.4% to 17.95% on SBACs in 2018-2019.

The percentage of students in the Hispanic subgroup increased overall proficiency from 17.16% to 20.69% on SBACs in 2018-2019.

The percentage of students in the Asian and Pacific Islander subgroup increased overall proficiency from 33% to 41% on SBACs in 2018-2019.

Negative Trend

The percent of students who are proficient in ELA decreased from 50.09% to 45.77% on SBACs in 2019-2020.

The percentage of students who are proficient in Math decreased from 25.18% to 23.32% on SBACs in 2019-2020.

The percentage of students with IEPs overall proficiency in ELA decreased from 6.49% to 5.3% on SBACs in 2019-2020.

The percentage of students in the African American subgroup decreased overall math proficiency from 13.64% to 5.48% on SBACs in 2019-2020.

HOPE 2 Intervention

Focus of Intervention:

The focus of intervention will be to keep students in school and at our site. Students will follow BMS curriculum, using Chromebooks, that is at grade level and aligned with NVACS.

Monitoring Plan:

Assistant Principal, along with the In-House Suspension Aide, and teachers whose preps have been bought to provide instruction, will monitor the students' academic progress and ensure they are on task and on track. Behavior Intervention team will support students with behavior management systems with positive-tiered levels of support.

Evaluation Plan:

Assistant Principal will refer to Datalab for analysis to determine if the school was able to reduce the overall number of student suspensions from 182 to 172 in 2020 and 172 to 162 in 2021, as measured by Infinite Campus.

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

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

All students will increase in ELA from X% to X% by 2021-2022 as measured by state summative assessments.

Root Causes:

A lack of universal screeners and common formative assessment tools, inconsistent implementation of Tier I/II and/or Tier III differentiated instruction and/or assessment tools in conjunction with limited or minimal progress monitoring, limited or inconsistent content-area reading strategies, and inconsistent and/or ineffective implementation of ELL strategies in the content areas.

Measurable Objective 1:

Reduce the percent of grade 6-8 non-proficient students in ELA from X% to X% by 2022 as measured by state assessments.

Measurable Objective 2:

Increase the percent of grade 6-8 Black/African-American ELA proficient students from X% to X% by 2022 as measured by the state assessments.

Measurable Objective 3:

Increase the percent of grade 6-8 IEP ELA proficient students from X% to X% by 2022 as measured by the state assessments.

Measurable Objective 4:

Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from X% (Winter) to Y% (Spring) as measured by MAP Growth 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
1.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Participate in ongoing PD for NEPF, (MAPs Growth Plan 6-8), ELA Best Practices which include writing and discourse, GAFE Instructional tools, ELL master plan strategies, Differentiated NVACs assessments/instruction, and SBAC.	Designated Teacher Leaders specifically ELA Teacher Leaders, ELL, ELA and Content- Area Teachers, Fundamentals of Reading Teachers, School administrators.	Staff NEPF and/or PGP Folders/Binders, Data binders, Department meeting notes, Lesson plans, Lesson artifacts, Supervisory evaluations.	ELA Team and ELA Credit Retrieval Teachers, ELA Teacher Leaders, ELL Interventionist, teacher team, RTI Interventionist, All staff SBCT, Administration 8 x per year; 2 x per quarter.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Staff will participate in promoting family engagement using Content-Area Student Showcase Events, Fall Festival, Award's Night, Perfect Attendance and Straight O activities, Straight A luncheon, Student of the Month breakfast, Academic related after-school activities, numeracy and technology events, and digital media. Promote parent participation in specific classroom/school events as applicable.	All Staff Instructional Materials - PISA \$2103 Paper for parent communication, Smore, MAPs data parent communication folder, Brochures, Ink.	Parent sign-in sheets, evaluations, surveys, school website, pictures, Infinite Campus, and parent interaction logs. Designated Title I documents.	Content-Area Teachers: Fall Festival Oct, 2021 Science Fair-Apr/May 2022 Title I Facilitator: Annual Parent meetings, Fall '21/Spring 2022-Yearly Title I Budget, Fall 2021 PFEP, Monthly SOT, Administrators: 2nd Tuesday of Monthly PAC, Support Staff, Designated ELA Teacher Leaders, Library Specialist, Technology Team: Mar/Apr 2022 Reading Week/Book Fair, Assigned teacher Prep Buyout (1) Publications/video broadcasting/parent digital resources	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Regularly analyze all assessment data to progress monitor students and Implement needed instructional changes that are rooted in proven effective differentiated instructional strategies on a consistent basis.(MAPs Growth Plan 6-8) Teachers will provide student assessment practice modeling NVACS/SBAC Format.	Designated Teacher Leaders, specifically ELA Teacher Leaders, ELA and ContentArea/Elective Teachers, Reading Fundamental Teachers, Literacy Strategist, ELL and RTI Interventionists, NewsELA, Prep buys, ELL prep buy, Double block scheduling, Saturday sessions, SBAC.	Staff NEPF/PGP Folders/ Binders	Reading Fundamental Teachers, Literacy Strategist, ELL and RTI Interventionist, Teacher Leaders specifically Social Studies, Science, Electives, ELA, and Resource Teachers, Administration, 3x common summative/formative assessments (MAPs Growth Plan 6-8), 4x Mid/End of Semester Exams, formative daily monitoring of student progress, Analysis and Possible Instructional Interventions of MAPs (4 days Reading) (4 days English)	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teacher Staffing Position (1) Strategist w/Students RTI Pull-Out Interventions 6-8. Students eligible to participate in the intervention will be determined using MAP data as well as current comprehension and writing proficiency data. (1) Reading Teacher for class size reduction targeting 25th percentile.	\$124,672.50 Title I funded strategist. \$80,096 Reading Teacher/Class size Reduction.	CCF-168, master schedule	Admin	N/A

Comments:

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

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

All students will increase in Math from X% to X% by 2021-2022 as measured by state summative assessments.

Root Causes:

Inconsistent implementation of Tier I/II and/or Tier III differentiated instruction and/or assessment tools in conjunction with limited or minimal progress monitoring, excessive class sizes, limited spiral review of standard-based material for struggling learners, and improving DOK levels.

Measurable Objective 1:

Reduce the percent of grade 6-8 non-proficient students in math from X% to X% by 2022 as measured by state assessments.

Measurable Objective 2:

Increase the percent of grade 6-8 African American math proficient students from X% to X% by 2022 as measured by the state assessments.

Measurable Objective 3:

Increase the percent of grade 6-8 IEP math proficient students from X% to X% by 2022 as measured by the state assessments.

Measurable Objective 4:

Increase the percent of ASF eligible students meeting or exceeding growth projections in math from X% (Winter) to Y% (Spring) as measured by MAP Growth 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:	

Participate in ongoing PD for NEPF, MAPs Growth Plan 6-8 "Math Built for the Common Core", NWEA Science 6-8, Curriculum Engine, and instructional tools, ELL master plan strategies, GAFE instructional tools, Differentiated NVACS/assessments/instruction, CPD trainings/Openup, ANet, Math Internalization and SBAC.	Math Teacher Leaders specifically Content-Area and Math Teachers, Math Department/Intervention Teachers. ELL and RTI Interventionists, Innovative Technology (General Allocation, Technology, and District Funds).	Staff NEPF/PGP Folders/Binders Designated Title I documents	Math Team and Math Credit Retrieval Teachers, Math Teacher Leader, ELL Interventionist, RTI Interventionist, SBCT, Administration 8 x per year; 2 x per quarter,	N/A
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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: No	NCCAT-S Indicators:	
Staff will participate in promoting family engagement using Content-Area Student Showcase Events, Fall Festival, Award's Night, Perfect Attendance and Straight O activities, Straight A luncheon, Student of the Month breakfast, Academic related after-school activities, numeracy and technology events, and digital media. Promote parent participation in specific classroom/school events as applicable. Daily parent communication using Publications/video broadcasting/parent digital resources such as Twitter, Facebook, Remind, and Mr. Morgan video series.	All Staff Inst. Materials – PISA \$2103.00 Paper for parent communication (Title I Funded) Title I - funding to support MAPs data parent communication folder, reports, brochures, ink, Smore Title I-Math Strategist \$124,590	Parent sign-in sheets, evaluations, surveys, school website, pictures, Infinite Campus, and parent interaction logs. Designated Title I documents	Content-Area Teachers: Fall Festival, Science Fair, Title I Facilitator: Annual Parent meetings, Fall '21/Spring 2022-Yearly Title I Budget, Fall 2021 PFEP, Monthly SOT, Administrators: 2nd Tuesday of Monthly PAC, Support Staff, Designated ELA Teacher Leaders, Library Specialist, Technology Team: Mar/Apr 2022 Reading Week/Book Fair, Assigned teacher Prep Buyout (1) Publications/video broadcasting/parent digital resources	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
Regularly analyze all assessment data to progress monitor students and Implement needed instructional changes that are rooted in proven effective differentiated instructional strategies on a consistent basis.(MAPs Growth Plan 6-8 and NWEA Science 6-8) Teachers will provide student assessment practice modeling NVACS/SBAC Format, Open Up resources, Math accelerator, additional math teacher	Designated Teacher Leaders specifically Math and Science Teacher Leader, Math/Science Department/Intervention Teachers, ELL and RTI Interventionists, Instructional Coaches, Content-Area Teachers, Innovative Technology \$86,500.00 Strategic funded Math Strategist \$86,500.00 Strategic funded additional math teacher Set aside funds for printing student copies of Open Up Resources Math	Staff NEPF/PGP Folders/Binders Designated Title I documents.	Math Fundamental Teachers, Teacher Leaders specifically Math, Science, and Resource Teachers, RTI/ELL Interventionist, Administration, 3x common interim assessments, 4x Mid/End of Semester Exams, 3x RTI progress monitoring, formative daily monitoring of student progress by Math and science Teacher Teams including Support Staff, Analysis and Possible Instructional Interventions of MAPs (4 days Math) (4 days-NWEA Science).	N/A

Comments:

2.4 Other (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
Students eligible to participate in the intervention will be determined using MAP data. Targeted students will be provided smaller class sizes and more targeted instruction.	\$82,303 Math Teacher/targeted supports 25th percentile.	Master schedule	Admin	N/A

Comments:

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

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

Root Causes:

Monitoring Status

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:	
				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)
Hope 2	\$42,952	Full-time Instructional Aide in InHouse Room.	Goals 1 and 2
Hope 2	\$22,040	Prep Buys for Licensed Personnel to Provide Instruction for Students in InHouse	Goals 1 and 2
Academic Support Fund	\$82,302	Math Target Supports for 25th percentile	Goal 2
Academic Support Fund	\$80,096	Class size reduction	Goals 1 and 2
Title I	\$124,672.50	Strategists w/students: Using benchmark data for Tier I, II, and III interventions	Goals 1 and 2
Title I	\$124,590	Math Title I Strategist	Goal 2
Title I	\$66,368	Class Size Reduction	Goals 1 and 2
Title I	\$6,136	Class Size Reduction	Goals 1 and 2
Strategic Budget	\$5,082,877	Staffing and Operational Costs	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

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

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Teachers are recruited through ongoing positive culture and communication of best teaching practices and academic focus. Many applicants come with current staff references and preview the BMS Instructional Expectations, and accept interviews knowing their values align with their core teaching beliefs. Interviews are conducted collectively by Admin and department leaders to ensure compatibility with the culture of our community and staff.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

BMS values the deep rooted traditions of our students' families. Bridging traditions with innovation and a generosity of spirit has fostered relationships between staff and families that are personal, collaborative, with high academic expectations. The use of social media like "remind", "Facebook", and "Twitter" as well as FACES and SMORE newsletters have been implemented for disseminating information to families. Every voice is heard, addressed, and supported. Academic and school event information is shared via Infinite Campus, Parentlink/Blackboard, BMS Website, Parent/Teacher Conferences, SMORE Newsletters, Parent Advisory and Administrative conferences.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

BMS has meaningful two-way communication with our feeder schools, facilitated by the counselors, instructional leaders, and ELL Interventionists, ensuring the free-flow of academic data, specific student needs, and parental engagement for incoming and returning students. Transitional programs such as WEB and #ONEHILL provide students both academic and social supports that ensure success. Recognition programs include: Back to School grade 6-8 orientation events held in early August, Open House, with The Fall Festival Family Celebration Event, Awards' Night grade 6-8, 8th grade recognition activities held in May and Student of the Month.

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

The BMS Staff utilize flexible department and grade-level teams, and meeting bi-weekly, allowing co-mingling of colleagues to build and review frameworks that provide teachers with an explicit school instructional guideline, PD, referencing enriching Tier I instruction, and/or NEPF Personal Goals. Teacher's use NEPF/PGP Folders/Binders that are shared collaboratively with peers, teacher leaders, parents, and one-to-one conferences with their supervising administration to support and ensure all parent concerns and student needs are being met.

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

Services are embedded within the classroom and community to meet the needs of students, teachers, and parents and to maximize support, intervention, and achievement of every student. To support our SPP and NEPF goals Title I funds will be used for two Title I Learning Strategists (Math/ELA), one Teacher Prep Buyout for class size reduction, parenting resources, materials, and additional parent engagement events.

Plan for improving the school climate

Goal:

The number of students not completing schoolwork even when they do not feel like completing their work will reduce from 40% to 25% by the end of the school year as measured by the districtwide survey.

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

Students will be given multiple opportunities for extended tutoring and homework sessions guided by adult tutors providing assistance when necessary. Extra opportunities include but are not limited to "power hour," every Monday, Tuesday and Thursday and "Saturday Sessions," once per quarter for four hours. By providing these extended session to complete homework in a controlled environment, homework/classwork completion will increase, overall academic achievement will increase and classroom behavior will decrease creating a positive learning environment on campus.

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

This plan will be monitored through attendance rosters from both "power hour" and "Saturday Session." Parents will be notified and encouraged to allow their child to attend through conferences and phone calls. Counselors and teachers will inform the learning strategist of targeted students not completing coursework as well as conduct conferences. The learning strategists will implement and monitor both programs.

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

Progress will be measured through missing assignment queries, attendance rosters, quarter grades, semester grades, and districtwide survey results.

APPENDIX A - Professional Development Plan

1.1

Participate in ongoing PD for NEPF, (MAPs Growth Plan 6-8), ELA Best Practices which include writing and discourse, GAFE Instructional tools, ELL master plan strategies, Differentiated NVACs assessments/instruction, and SBAC.

Goal 1 Additional PD Action Step (Optional)

2.1

Participate in ongoing PD for NEPF, MAPs Growth Plan 6-8 "Math Built for the Common Core", NWEA Science 6-8, Curriculum Engine, and instructional tools, ELL master plan strategies, GAFE instructional tools, Differentiated NVACS/ assessments/instruction, CPD trainings/Openup, ANet, Math Internalization and SBAC.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Staff will participate in promoting family engagement using Content-Area Student Showcase Events, Fall Festival, Award's Night, Perfect Attendance and Straight O activities, Straight A luncheon, Student of the Month breakfast, Academic related after-school activities, numeracy and technology events, and digital media. Promote parent participation in specific classroom/school events as applicable.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Staff will participate in promoting family engagement using Content-Area Student Showcase Events, Fall Festival, Award's Night, Perfect Attendance and Straight O activities, Straight A luncheon, Student of the Month breakfast, Academic related after-school activities, numeracy and technology events, and digital media. Promote parent participation in specific classroom/school events as applicable. Daily parent communication using Publications/video broadcasting/parent digital resources such as Twitter, Facebook, Remind, and Mr. Morgan video series.

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 in ELA from X% to X% by 2021-2022 as measured by state summative assessments.

Measurable Objective(s):

- Reduce the percent of grade 6-8 non-proficient students in ELA from X% to X% by 2022 as measured by state assessments.
- Increase the percent of grade 6-8 Black/African-American ELA proficient students from X% to X% by 2022 as measured by the state assessments.
- Increase the percent of grade 6-8 IEP ELA proficient students from X% to X% by 2022 as measured by the state assessments.
- Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from X% (Winter) to Y% (Spring) as measured by MAP Growth 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	Participate in ongoing PD for NEPF, (MAPs Growth Plan 6-8), ELA Best Practices which include writing and discourse, GAPE Instructional tools, ELL master plan strategies, Differentiated NVACs assessments/instruction, and SBAC.	N/A
Progress		
Barriers		
Next Steps		
1.2	Staff will participate in promoting family engagement using Content-Area Student Showcase Events, Fall Festival, Award's Night, Perfect Attendance and Straight O activities, Straight A luncheon, Student of the Month breakfast, Academic related after-school activities, numeracy and technology events, and digital media. Promote parent participation in specific classroom/school events as applicable.	N/A
Progress		

Barriers		
Next Steps		
1.3	Regularly analyze all assessment data to progress monitor students and Implement needed instructional changes that are rooted in proven effective differentiated instructional strategies on a consistent basis.(MAPs Growth Plan 6-8) Teachers will provide student assessment practice modeling NVACS/SBAC Format.	N/A
Progress		
Barriers		
Next Steps		
1.4	Teacher Staffing Position (1) Strategist w/Students RTI Pull-Out Interventions 6-8. Students eligible to participate in the intervention will be determined using MAP data as well as current comprehension and writing proficiency data. (1) Reading Teacher for class size reduction targeting 25th percentile.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

All students will increase in Math from X% to X% by 2021-2022 as measured by state summative assessments.

Measurable Objective(s):

- Reduce the percent of grade 6-8 non-proficient students in math from X% to X% by 2022 as measured by state assessments.
- Increase the percent of grade 6-8 African American math proficient students from X% to X% by 2022 as measured by the state assessments.
- Increase the percent of grade 6-8 IEP math proficient students from X% to X% by 2022 as measured by the state assessments.
- Increase the percent of ASF eligible students meeting or exceeding growth projections in math from X% (Winter) to Y% (Spring) as measured by MAP Growth 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	Participate in ongoing PD for NEPF, MAPs Growth Plan 6-8 "Math Built for the Common Core", NWEA Science 6-8, Curriculum Engine, and instructional tools, ELL master plan strategies, GAFE instructional tools, Differentiated NVACS/ assessments/instruction, CPD trainings/Openup, ANet, Math Internalization and SBAC.	N/A
Progress		
Barriers		
Next Steps		
2.2	Staff will participate in promoting family engagement using Content-Area Student Showcase Events, Fall Festival, Award's Night, Perfect Attendance and Straight O activities, Straight A luncheon, Student of the Month breakfast, Academic related after-school activities, numeracy and technology events, and digital media. Promote parent participation in specific classroom/school events as applicable. Daily parent communication using Publications/video broadcasting/parent digital resources such as Twitter, Facebook, Remind, and Mr. Morgan video series.	N/A

Progress		
Barriers		
Next Steps		
2.3	Regularly analyze all assessment data to progress monitor students and Implement needed instructional changes that are rooted in proven effective differentiated instructional strategies on a consistent basis.(MAPs Growth Plan 6-8 and NWEA Science 6-8) Teachers will provide student assessment practice modeling NVACS/SBAC Format, Open Up resources, Math accelerator, additional math teacher	N/A
Progress		
Barriers		
Next Steps		
2.4	Students eligible to participate in the intervention will be determined using MAP data. Targeted students will be provided smaller class sizes and more targeted instruction.	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		