

School Performance Plan

School Name	
Knudson, K O MS	
Address (City, State, Zip Code, Telephone):	
2400 Atlantic St	
Las Vegas, NV 89104-4106, 7027997470	
Superintendent/Region Superintendent:	Jesus Jara /
For Implementation During The Following Years:	2019-2020

The Following MUST Be Completed:

Title I Status:	Served
Designation:	TSI
Grade Level Served:	Middle School
Classification:	3 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
Shea Dokken	Parent	Amanda Hicks	Parent
Rocio Franco	Parent	Jessica Hooper	Parent
Lezlie Koepf	Principal	Kathy Buffington-Lacey	Teacher
Jessica Cimino	Teacher	Steve Gaskill	Teacher
Kay Peck	Teacher	Catherine Chin	Teacher
Erica Ortiz	Teacher	Mario Guerrero	Teacher
Lyn Thomas	Teacher	Markeshia Jones	Teacher

Susan Sanscrant	Instructional Assistant	Elizabeth Adkins	Student
Betty Buehler	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)	Comparison of ELPA with other Assessments	Nevada School Performance Framework (NSPF)
Statewide Assessments	Nevada School Performance Framework (NSPF)	Achievement Gap Data
Summative Assessments	Achievement Gap Data	Special Education Procedures - Whole School
Stakeholder Survey Information	Time in ELL Program/Projected Time to Proficiency	Special Ed Staffing and Professional Development
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	ELL Program Policies and Procedures	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.

Through our data analysis, we noted that our students performed consistently in ELA. Overall Proficiency: 46.31%

- 6th: 45.18%
- 7th: 48.70%
- 8th: 44.29%

Though above District proficiency rates, these numbers show a drop in proficiency from 2016-2017. Specifically, our Black/African American and Special Education subgroups did not meet their Measures of Interim Progress (MIP) for two consecutive years indicating a need to focus in this area. However, it should be noted that our special education subgroup did show an 8.86% increase in ELA proficiency thus meeting our 2017-2018 goal. Additionally, our ELL students showed an increase of 22.5% in their Adequate Growth Percentile improving from 15.5 in 2016-2017 to 38 in 2017-2018.

Mathematics data is as follows: Overall Proficiency: 24.56%

- 6th: 27.41%
- 7th: 21.56%
- 8th: 24.65%

These numbers indicate an increase in proficiency across all grade levels with an overall improvement of 3.71%. Our Hispanic subgroup showed growth of 4.66% exceeding district averages by 2.8%. Students identified as FRL exceeded district averages by 3.7%. Most notably, our Special Education subgroup showed 5.5% growth and ELL students showed an 8.5% increase in proficiency exceeding district averages. Though our overall proficiency is below the district average of 30.1%, all subgroups showed growth with the exception of the Black/African American and Caucasian subgroups indicating a need to focus on these subgroups.

Through participation in the NCCAT-S process, it was determined that the following indicators are considered to be of highest priority based on Index and Rubric Scores:

- 1.6 All instructional staff members provide students with additional instruction and intervention as needed to improve student achievement.
- 2.3 All instructional staff members use progress monitoring, grading, and/or reporting procedures that are standards-based to inform students and parents of student academic progress.
- 3.7 School leadership ensures that all professional development is focused on improving student achievement.

HOPE 2 Intervention

Focus of Intervention:

The basis of the program will be directed at keeping students in schools and their education intact despite behavioral concerns. In-House Suspension and student mentoring is utilized prior to suspensions for disciplinary infractions. This program will offer students the opportunity to stay on campus and be educated through their regular classroom curriculum by a STAR-ON Instructor. This represents a monumental shift in that students will no longer be at home with a packet of work. The students will be on campus, so their education will continue despite their behavior. Students in the STAR-ON program will receive assistance through the intervention curriculum, counseling sessions, and guest speakers. Additionally, we have implemented a positive behavioral program to reward students for appropriate behavior versus focusing only on punitive consequences for poor choices.

Monitoring Plan:

Upon students return to the class, data will be collected through Infinite Campus focused on deans' office recidivism rates and attendance. This data will continue to be monitored even after the students exit out of STAR-ON/TDP. Also, in the students' PAWS classes, teachers will utilize Guidance Logs through Google Forms which will also be tracked by both teachers and administration.

Evaluation Plan:

Determine if the frequency of behaviors decrease.

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:

Reduce the overall achievement gap percentage points between the highest performing and lowest performing ethnic/racial subgroups in reading from X percentage points to Y percentage points by 2020 as measured by state assessments.

Root Causes:

Significant budget cuts during the 2017-2018 school year resulted in both a loss of staff as well as supplemental resources such as literacy and tutoring programs. Additionally, the ELA department had two long-term substitutes on staff allowing for instability in instruction. Because of this, the level of rigor in differentiated instruction used in classrooms was inconsistent.

Measurable Objective 1:

Reduce the overall achievement gap percentage points between the highest performing and lowest performing ethnic/racial subgroups in reading from X percentage points to Y percentage points by 2020 as measured by state assessments.

Measurable Objective 2:

Increase the IEP school proficiency in reading from X% to Y% proficiency and Black/African America school proficiency in reading from X% to Y% by 2020 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
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.6, 2.3, 3.7	

Staff will receive professional development on differentiated instruction, strategic grouping techniques and intervention planning.	Professional Development agendas; Department Meeting summaries; PLC reports; CU Logs; Pathlore transcripts; ELL and IEP evidence binders; lesson plans; student work samples; teacher observations and administrative conference notes; increased NewsELA Lexile Levels report; increased WIDA proficiency; and increased SBAC proficiency.	ELL Funding: PD in ELL Strategies / WIDA Interpretation, Substitutes for ELL Instructional Walks, NewsELA license, Reading Horizons license, System 44 license, Student Success Advocate position, and Extra Duty Pay for Afterschool Tutoring. Strategic Budget: Learning Strategist preparation period, PD on Strategic Groupings, Differentiated Instruction, and Interventions / Accommodations, Substitutes and Extra Duty Pay for Collaboration time: PLCs, Departments, CC teachers, and Extra Duty Pay for Afterschool Homework Club	Professional Development trainings will occur throughout the year including during professional development days; weekly PLC meetings; monthly department meetings; quarterly collaboration time for data review and intervention planning; quarterly ELL Instructional Walks; weekly Classroom Observations / Conferences. RESPONSIBLE POSITIONS: Administration, SSA & ELL department, Learning Strategist, Department Chairs, and Teachers.	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.6, 2.3, 3.7	
The school will increase parent engagement in student learning. Staff will send home weekly missing assignment alerts and contact parents of struggling students at least once a quarter. A common online learning platform such as Google Classroom will be utilized for weekly lesson plans and assignments so that parents can be actively involved in their child's education. PBIS structures will be followed by all staff. Parent conferences will be scheduled as needed for struggling students. A translator will be provided at all parent events and communications from the school will be done in both English and Spanish. Monthly parent trainings and informational meetings as well as support for accessing online information including but not limited to Infinite Campus, Google Classroom and NewsELA, will be provided through the a partnership with the CCSD FACES department. Extra hour, daily, for support staff to provide support in the dean's office for behavior and attendance intervention through parent contact.	School communications; website; review of teacher online learning platforms such as Google Classrooms; Infinite Campus communication logs; Parent Engagement Calendars; Sign-In Sheets; and Agendas and Evaluations. Title I: licensed extra-duty pay for translating services for parent engagement events and resources; an extra hour daily for support staff to provide support in the dean's office for behavior and attendance	FACES Classes Extra-Duty Pay for after-school parent classes and translation services Resources for Parent Engagement Center Technology.	Administration, Parent Engagement Coordinator, teachers, and counselors.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators: 1.6, 2.3, 3.7
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Teachers will embed differentiated instruction and intervention strategies for all non-proficient students into each lesson. A focus will be placed on college and career readiness through magnet recruiting, implementation of AVID class and schoolwide strategies, and rigorous academic planning. Five teacher positions and prep buy-outs for four people will be purchased with Title I funds to provide class-size reduction so that teachers can provide more differentiated instruction for all students.	Strategic Grouping indicated in seating charts; Tutoring Referral tracking; Weekly PAWs Log Submission; PLC Reports; Intervention Plan Submission; Curriculum map; lesson plans; student work samples; teacher observations and administrative conference notes; increased NewsELA Lexile Levels report; increased WIDA proficiency; and increased SBAC proficiency. Title I: Teachers for class size reduction (5); prep buy-outs for class size reduction (4)	18-19 Title I Funds: Learning Strategist preparation period to assist teachers with intervention and classroom accommodations; additional teaching positions for class size reduction in Core Academic Subjects; prep buy-outs for class size reduction in ELA; extra-duty pay for tutoring; extra-duty pay for homework club and intensive tutoring; extra-duty pay for quarterly collaboration time for data review and intervention planning.	Differentiated Instruction indicated in weekly Lesson Plans; Daily use of Strategic Grouping; Tutoring referrals; Weekly PAWs mentoring; Weekly PLCs to review data and adjust instruction; Quarterly Individual Intervention Plans; Weekly collaborative lesson plans for Cooperating teachers; Parent conferences will be scheduled as needed for struggling students. RESPONSIBLE POSITIONS: Administration, SSA & ELL department, Learning Strategist, Department Chairs, teachers and counselors.	N/A
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Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				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:

Reduce the overall achievement gap percentage points between the highest performing and lowest performing ethnic/racial subgroups in math from X percentage points to Y percentage points by 2020 as measured by state assessments.

Root Causes:

Significant budget cuts during the 2017-2018 school year resulted in both a loss of staff as well as supplemental resources such as literacy and tutoring programs.

Measurable Objective 1:

Reduce the overall achievement gap percentage points between the highest performing and lowest performing ethnic/racial subgroups in math from X percentage points to Y percentage points by 2020 as measured by state assessments.

Measurable Objective 2:

Increase the Black/African American school proficiency in math from X% to Y% proficiency and Caucasian school proficiency in math from X% to Y% by 2020 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: Yes	NCCAT-S Indicators: 1.6, 2.3, 3.7	

Staff will receive professional development on differentiated instruction, strategic grouping techniques and intervention planning.	SBCT agendas; Department Meeting summaries; PLC reports; CU Logs; Pathlore transcripts; ELL and IEP evidence binders; lesson plans; student work samples; teacher observations and administrative conference notes; increased ALEKS proficiency levels report; increased WIDA proficiency; and increased SBAC proficiency.	ELL Funding: PD in ELL Strategies / WIDA Interpretation, Substitutes for ELL Instructional Walks, Reading Horizons license, System 44 license, Student Success Advocate position, and Extra Duty Pay for Afterschool Tutoring. Strategic Budget: Learning Strategist preparation period, PD on Strategic Groupings, ALEKS License, Differentiated Instruction, and Interventions / Accommodations, Substitutes and Extra Duty Pay for Collaboration time: PLCs, Departments, CC teachers, and Extra Duty Pay for Afterschool Homework Club	Professional Development trainings will occur throughout the year including during professional development days; weekly PLC meetings; monthly department meetings; quarterly collaboration time for data review and intervention planning; weekly Classroom Observations / Conferences. RESPONSIBLE POSITIONS: Administration, SSA & ELL department, Learning Strategist, Department Chairs, and Teachers.	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: Yes	NCCAT-S Indicators: 1.6, 2.3, 3.7	
The school will increase parent engagement in student learning. Staff will send home weekly missing assignment alerts and contact parents of struggling students at least once a quarter. A common online learning platform such as Google Classroom will be utilized for weekly lesson plans and assignments so that parents can be actively involved in their child's education. PBIS structures will be followed by all staff. Parent conferences will be scheduled as needed for struggling students. A translator will be provided at all parent events and communications from the school will be done in both English and Spanish. Monthly parent trainings and informational meetings as well as support for accessing online information including but not limited to Infinite Campus, Google Classroom and ALEKS, will be provided through a partnership with the CCSD FACES department. Extra hour, daily, for support staff to provide support in the dean's office for behavior and attendance intervention through parent contact.	School communications; website; review of teacher online learning platforms such as Google Classrooms; Infinite Campus communication logs; Parent Engagement Calendars; Sign-In Sheets; and Agendas and Evaluations. Title I: licensed extra-duty pay for translating services for parent engagement events and resources; an extra hour daily for support staff to provide support in the dean's office	FACES Classes Extra-Duty Pay for after-school parent classes and translation services Resources for Parent Engagement Center Technology	Administration, Parent Engagement Coordinator, teachers, and counselors.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators: 1.6, 2.3, 3.7
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Teachers will embed differentiated instruction and intervention strategies for all non-proficient students into each lesson. A focus will be placed on college and career readiness through magnet recruiting, implementation of AVID class and schoolwide strategies, and rigorous academic planning. Five teacher positions and prep buy-outs for four people will be purchased with Title I funds to provide class-size reduction so that teachers can provide more differentiated instruction for all students.	Strategic Grouping indicated in seating charts; Tutoring Referral tracking; Weekly PAWs Log Submission; PLC Reports; Intervention Plan Submission; Curriculum map; lesson plans; student work samples; teacher observations and administrative conference notes; increased ALEKS proficiency levels report; increased WIDA proficiency; and increased SBAC proficiency. Title I: Teachers for class size reduction (5); prep buy-outs for class size reduction (4);	18-19 Title I Funds: Learning Strategist preparation period to assist teachers with intervention and classroom accommodations; additional teaching positions for class size reduction in Core Academic Subjects; extra-duty pay for tutoring; extra-duty pay for homework club; extra-duty pay for quarterly collaboration time for data review and intervention planning.	Differentiated Instruction indicated in weekly Lesson Plans; Daily use of Strategic Grouping; Tutoring referrals; Weekly PAWs mentoring; Weekly PLCs to review data and adjust instruction; Quarterly Individual Intervention Plans; Weekly collaborative lesson plans for Cooperating teachers; Parent conferences will be scheduled as needed for struggling students. RESPONSIBLE POSITIONS: Administration, SSA & ELL department, Learning Strategist, Department Chairs, teachers and counselors.	N/A
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Comments:

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

Comments:

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

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

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

Root Causes:

Our school demographics show that X% of the student population is of a minority ethnic group. Thus, there is a need for training in the area of cultural competency as evidenced by student achievement gap data.

Measurable Objective 1:

100% of staff will participate in cultural competency professional development during the 2019-2020 school year as measured by sign-in sheets.

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: Yes	NCCAT-S Indicators: 3.7	
Professional Development in Cultural Responsiveness for the purpose of increasing respectful and productive engagement among educators, students, families and the community will be provided to staff.	Sign-in sheets, Teacher observation data (NEPF)	Cultural Responsiveness Framework workshops (CCSD) facilitated by the Equity and Diversity Department in partnership with National Academic Educational partners and other community based organizations	Cultural Competency training will be provided to staff at least once a year. Cultural awareness will be embedded in weekly lesson plans. RESPONSIBLE POSITION: CCSD Equity and Diversity department and Administration	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

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)
Title III Funds	17,292.00	Extra-duty pay for site liaison duties; prep buy-outs for class size reduction; licensed extra-duty pay for tutoring; substitutes for collaboration; extra-duty pay and instructional materials for PD.	Goals 1, 2 and 3
Title I and Parent Involvement Set-Aside	\$456,318.00	Teachers for class size reduction (5); prep buy-outs for class size reduction (4); licensed extra-duty pay for translating services for parent engagement events and resources; an extra hour daily for support staff to provide support in the dean's office	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.

K.O. Knudson is a magnet school that holds multiple events for the community, educators and parents attend in order to support the students and the vision. We ensure our website is current and accurate providing specific information that will attract highly qualified teachers who are interested in working with students by teaching NACS through the arts and technology. Through our staff's attendance and presenting at national conferences, we have expanded out networking so that we can attract teachers from throughout the country. There is a strong sense of collaboration among the staff and a desire for students to achieve excellence. Because of this, a panel approach is utilized when interview prospective employees. This year a focus is on promoting our school's programs and creating community partnerships so that we can attract a high caliber of teachers who are enthusiastic in what they teach.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (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.

We invite and encourage parents to attend the evening academic events such as Arts Integration nights, Multicultural events, and performances that highlight learning in a way that students can demonstrate. Monthly PTA and PAC meetings review the school's data and discuss the vision of the school. Classroom visits are regularly scheduled so parents have the opportunity to observe their child in class. We have an active PTA that meets regularly and collaborates with staff on how to provide resources to increase learning. Several Spanish translators are available during community events as well as on campus during school hours to assist parents. Communications sent home are sent in both English and Spanish. Parents are able to access current information regarding student grades and attendance through the Infinite Campus Parent Portal. Departments offer parent trainings covering utilization of programs such as ALEKS, NewsELA, and the WIDA exam including supplemental resources to ensure their child is on grade level. As we are a one-to-one device school, parents have access to technology at home to assist their child with assignments as well as to communicate with the school. With the implementation of AB 394, parents will have an even greater voice in the vision and processes of the school. Teachers have expressed a desire to have on-site Spanish classes to assist them with parent communication as well as translation resources such as iPad apps.

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.).

Counselors meet with students several times a year to develop an academic plan and revise it as needed depending on academic progress and student interest. In addition to participating in Magnet Fairs and Community events, we have a Magnet Open House in the fall for students to visit K.O. and participate in the programs and learn about the programs and curriculum. We also offer shadow days where potential students can attend classes at K.O. for the day in order to fully understand our offerings. For our 8th grade students, we offer several Audition Prep days that allow them a chance to prepare for Magnet High School auditions with the assistance of an experienced instructor. Additionally, we organize a campus visit to our feeder neighborhood high school so that 8th graders can explore options prior to course selection. We sponsor multiple high school recruitment presentations. Our Magnet teachers collaborate with the high school performing arts magnets so that our students are exposed to the expectations of high school students. Most recently, we have established a relationship with both feeder high schools to ensure 6-12 academic alignment as well as two-way involvement in school events.

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

There are a variety of ways to allow teachers a voice in the vision of the school. The School Improvement Team is open to any staff member wishing to participate. This team utilizes data to develop goals, action steps and resources needed that is then funded by the school budget. Additionally, Department Chairs meet regularly with administration and are solicited for input on the needs of the department. Regular Department and PLC Meetings allow for staff collaboration and communication. During this time, use of programs such as SBAC Interims, Aleks, and NewsELA are reviewed and data analyzed. SOT meetings are open to the public and input is encouraged. Additionally, a Diverse Learners cadre has been established encouraging teacher leaders in instruction to share their knowledge with the staff as a whole.

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

All resources are used to move students forward academically. The focus is on increasing rigor in the classroom and using data to drive instruction. Supports such as strategic staffing to allow for reduced classroom sizes as well as the PAWS program that is designed to individual monitor and mentor students are used. Professional development opportunities align with federal, district and school-wide mandates. Frequent classroom observation and teacher conferences ensure that each teacher is effective and interventions such as tutoring and RTI intervention strategies are provided for students who are struggling. In addition to seeking community partners in order to supplement services, the school plans to establish a grant writing committee.

APPENDIX A - Professional Development Plan

1.1

Staff will receive professional development on differentiated instruction, strategic grouping techniques and intervention planning.

Goal 1 Additional PD Action Step (Optional)

2.1

Staff will receive professional development on differentiated instruction, strategic grouping techniques and intervention planning.

Goal 2 Additional PD Action Step (Optional)

3.1

Professional Development in Cultural Responsiveness for the purpose of increasing respectful and productive engagement among educators, students, families and the community will be provided to staff.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

The school will increase parent engagement in student learning. Staff will send home weekly missing assignment alerts and contact parents of struggling students at least once a quarter. A common online learning platform such as Google Classroom will be utilized for weekly lesson plans and assignments so that parents can be actively involved in their child's education. PBIS structures will be followed by all staff. Parent conferences will be scheduled as needed for struggling students. A translator will be provided at all parent events and communications from the school will be done in both English and Spanish. Monthly parent trainings and informational meetings as well as support for accessing online information including but not limited to Infinite Campus, Google Classroom and NewsELA, will be provided through the a partnership with the CCSD FACES department. Extra hour, daily, for support staff to provide support in the dean's office for behavior and attendance intervention through parent contact.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

The school will increase parent engagement in student learning. Staff will send home weekly missing assignment alerts and contact parents of struggling students at least once a quarter. A common online learning platform such as Google Classroom will be utilized for weekly lesson plans and assignments so that parents can be actively involved in their child's education. PBIS structures will be followed by all staff. Parent conferences will be scheduled as needed for struggling students. A translator will be provided at all parent events and communications from the school will be done in both English and Spanish. Monthly parent trainings and informational meetings as well as support for accessing online information including but not limited to Infinite Campus, Google Classroom and ALEKS, will be provided through a partnership with the CCSD FACES department. Extra hour, daily, for support staff to provide support in the dean's office for behavior and attendance intervention through parent contact.

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:

Reduce the overall achievement gap percentage points between the highest performing and lowest performing ethnic/racial subgroups in reading from X percentage points to Y percentage points by 2020 as measured by state assessments.

Measurable Objective(s):

- Reduce the overall achievement gap percentage points between the highest performing and lowest performing ethnic/racial subgroups in reading from X percentage points to Y percentage points by 2020 as measured by state assessments.
- Increase the IEP school proficiency in reading from X% to Y% proficiency and Black/African America school proficiency in reading from X% to Y% by 2020 as measured by 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	Staff will receive professional development on differentiated instruction, strategic grouping techniques and intervention planning.	N/A
Progress		
Barriers		
Next Steps		

1.2	The school will increase parent engagement in student learning. Staff will send home weekly missing assignment alerts and contact parents of struggling students at least once a quarter. A common online learning platform such as Google Classroom will be utilized for weekly lesson plans and assignments so that parents can be actively involved in their child's education. PBIS structures will be followed by all staff. Parent conferences will be scheduled as needed for struggling students. A translator will be provided at all parent events and communications from the school will be done in both English and Spanish. Monthly parent trainings and informational meetings as well as support for accessing online information including but not limited to Infinite Campus, Google Classroom and NewsELA, will be provided through the a partnership with the CCSD FACES department. Extra hour, daily, for support staff to provide support in the dean's office for behavior and attendance intervention through parent contact.	N/A
Progress		
Barriers		
Next Steps		
1.3	Teachers will embed differentiated instruction and intervention strategies for all non-proficient students into each lesson. A focus will be placed on college and career readiness through magnet recruiting, implementation of AVID class and schoolwide strategies, and rigorous academic planning. Five teacher positions and prep buy-outs for four people will be purchased with Title I funds to provide class-size reduction so that teachers can provide more differentiated instruction for all students.	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:

Reduce the overall achievement gap percentage points between the highest performing and lowest performing ethnic/racial subgroups in math from X percentage points to Y percentage points by 2020 as measured by state assessments.

Measurable Objective(s):

- Reduce the overall achievement gap percentage points between the highest performing and lowest performing ethnic/racial subgroups in math from X percentage points to Y percentage points by 2020 as measured by state assessments.
- Increase the Black/African American school proficiency in math from X% to Y% proficiency and Caucasian school proficiency in math from X% to Y% by 2020 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	Staff will receive professional development on differentiated instruction, strategic grouping techniques and intervention planning.	N/A
Progress		
Barriers		
Next Steps		

2.2	The school will increase parent engagement in student learning. Staff will send home weekly missing assignment alerts and contact parents of struggling students at least once a quarter. A common online learning platform such as Google Classroom will be utilized for weekly lesson plans and assignments so that parents can be actively involved in their child's education. PBIS structures will be followed by all staff. Parent conferences will be scheduled as needed for struggling students. A translator will be provided at all parent events and communications from the school will be done in both English and Spanish. Monthly parent trainings and informational meetings as well as support for accessing online information including but not limited to Infinite Campus, Google Classroom and ALEKS, will be provided through a partnership with the CCSD FACES department. Extra hour, daily, for support staff to provide support in the dean's office for behavior and attendance intervention through parent contact.	N/A
Progress		
Barriers		
Next Steps		
2.3	Teachers will embed differentiated instruction and intervention strategies for all non-proficient students into each lesson. A focus will be placed on college and career readiness through magnet recruiting, implementation of AVID class and schoolwide strategies, and rigorous academic planning. Five teacher positions and prep buy-outs for four people will be purchased with Title I funds to provide class-size reduction so that teachers can provide more differentiated instruction for all students.	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:**

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

Measurable Objective(s):

- 100% of staff will participate in cultural competency professional development during the 2019-2020 school year as measured by sign-in sheets.

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	Professional Development in Cultural Responsiveness for the purpose of increasing respectful and productive engagement among educators, students, families and the community will be provided to staff.	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		