

School Performance Plan

School Name
 Innovations International Charter School of NV HS

Address (City, State, Zip Code, Telephone):
 1600 E Oakey Blvd
 Las Vegas, NV 89104, (702) 216-4337

Superintendent/Assistant Chief: Dr. Connie Malin, CEO / Dan Tafoya

For Implementation During The Following Years: 2016-2017

The Following MUST Be Completed:

Title I Status:	Served
Designation:	Priority School
Grade Level Served:	Combined School
Classification:	2 Star
NCCAT-S:	Initial

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	<input checked="" type="checkbox"/> Use of Core Instructional Materials	<input checked="" type="checkbox"/> Scheduling	<input checked="" type="checkbox"/> Model School Visits
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Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Frank Mazurkiewicz	Parent	Dr. Connie Malin	CEO
Dr. LeAnn G. Putney	Board President	Diane Mills	Teacher
Nick Didier	Teacher	Michelle Lopez	Support Staff

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

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Teacher/Administrator Observation Data	NA	Special Ed Staffing and Professional Development
Formative Assessments Practice	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.

Analyzed data will guide the instructional process, materials selection, addition of resources, and the implementation of tutorial programs to assist children in catching up, keeping up, or moving up as measured by standardized exams. Analyzed data will assist teachers, counselors, and the administrator in making educational decisions and guiding instructional practices that impact student growth and achievement by increasing the percentage of students meeting or exceeding standards. Analyzed data will be shared with parents of students enrolled at the school by helping them to understand the critical nature of their support and partnership with the school in creating and supporting a learning environment in and out of the school day.

Data from formative assessments for 2015-2016 show improvement in all grade levels in ELA and math. Between September 2015 and January 2016 students made growth on GMADE formative assessments in math as follows: 9th graders made an average of 3.35 year's growth; 10th graders averaged 1.39 year's growth; 11th graders averaged 0.16 year's growth; and 12th graders averaged 1.41 year's growth.

Innovations International Charter School of Nevada is currently a two-star school based on an adjusted score within the 2013-2014 Nevada School Performance Framework. The school population consists of 15.6% of students with an Individualized Education Plan (IEP), 22.5% of students who are English Language Learners (ELL), and 63.6% of students who qualify for Free or Reduced Price Lunch (FRL). The most current statewide assessment data (2013-2014) shows a 75% reading proficiency rate for 11th grade students. This is an increase from 2013 which was 65.5% proficient. In 2014, 58.3% of 11th grade students were proficient in math which is a decrease from the previous year which was 61.3%. Gap measures show the achievement is closing for all subgroups (IEP, ELL, and FRL). The supergroup achievement gap for reading has been reduced from -18.6 to -0.8 and the gap in math has been reduced from -20.1 to -17.4 between 2013 and 2014. The overall graduation rate has increased from 29.6% (2013) to 52% (2014). The graduation gap for supergroup students has been reduced from -28.5 (2013) to -11.8 (2014). The percent of students earning college credit or passing an AP exam was 84.4%, well above the state rate of 31.27%. Attendance rates have decreased between 2013 and 2014 from 98.8% to 97.5%.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> AM In/Ak Native	n/a
<input type="checkbox"/> Asian	n/a
<input type="checkbox"/> Black	n/a
<input checked="" type="checkbox"/> Hispanic	16.13%
<input type="checkbox"/> Two or More Races	n/a
<input type="checkbox"/> Pacific Islander	n/a
<input checked="" type="checkbox"/> White	23.96%
<input checked="" type="checkbox"/> FRL	18.5%
<input type="checkbox"/> IEP	n/a
<input type="checkbox"/> ELL	n/a

NOTES:

Overall graduation rate is 18.78%. Some subgroup populations are too small to report.

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:

Increase the percentage of students proficient in reading, thus decreasing the reading proficiency gaps between the district's highest performing subgroups and lower performing ethnic/racial supergroups by 8 percent as measured by state assessments.

Root Causes:

There has been inconsistent instruction in describing a theme based on evidence, evaluating the impact of sequential and/or chronological order, evaluating a cause-effect on events and/or relationships, and describing the main idea based on evidence. Graduation requirements and all students' credit sufficiency and proficiency exam needs have not been consistently met.

Measurable Objective 1:

Increase the average percent correct in ELA/Lit for grades 9-12 from 41% (Sept 2016) to 65%-70% (May 2017) and from 46% (October 2016) to 65%-70% (April 2017) as measured by Evaluate.

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: Yes	NCCAT-S Indicators: 1.1 (c)	

<p>High school teachers will receive professional development in reading comprehension and academic vocabulary development skills. They will receive directed instruction in utilizing informational and fictional materials to draw extensive passage understanding of materials from content subjects. The PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students and also provide support for students through an ACT prep course and credit retrieval program. The Professional Learning Community Strategist will facilitate collaboration meetings focused on data analysis and professional development. The PLC strategist will coordinate PD through the Edivate system. The Data Strategist will use quantitative and qualitative research methodologies to collect, manage, analyze, and report data gained from regularly scheduled formative assessments, including Evaluate, and to provide professional development to teachers and administrators. Specific attention to subgroup populations (ELL, IEP, and FRL) will be provided during data analysis.</p>	<p>Title I (\$42,925.00): Evaluate; Out of District Consultant; Edivate 1003(a) Grant: PLC Strategist (\$63,450) Title I Set-Aside: Data Strategist (\$24,000)</p>	<p>Interim Assessments; Classroom Observations; Classroom Assessments (including Evaluate); Student Progress Reports; Student Report Cards; and Student ACT practice test scores</p>	<p>Administrative Observations weekly - August 2016 - May 2017 Administrative team will meet regularly with the site based strategists to review data and plan next steps. District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.</p>	<p>On Task</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: Yes</p>	<p>NCCAT-S Indicators: 1.9 (d)</p>	
<p>The PLC Strategist will provide parents of students in the high school evening instructional classes and parent conferences focused on the understanding of graduation requirements, advanced testing needs, and tutorials necessary to promote graduation and college readiness. The Data Strategist will provide assessment results and transcripts to share with parents.</p>	<p>Title I (\$42,925.00): Materials for parent events 1003(a) Grant: PLC Strategist (\$63,450) Title I Set-Aside: Data Strategist (\$24,000)</p>	<p>Student Progress Reports; Student Credit Accumulation; Student Participation in Transcript Development; Student Participation in ACT/SAT Exams</p>	<p>Administration and Graduation, College, and Career Readiness Strategist - September 2016 - May 2017 District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings.</p>	<p>On Task</p>

Comments:

<p>1.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 1.4 & 1.5</p>
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<p>High school teachers will use supplemental and online instructional materials to provide students with consistent a, standards-based instruction and assessment program. Teachers will provide daily vocabulary instruction to accelerate achievement while developing higher level reading comprehension skills. The PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students. He/She will also work in collaboration with the school counselor to monitor students' credit accumulation and graduation requirements. The Data Strategist will collect, analyze, and report interim assessment data to support instruction. Students will be offered additional instruction during after-school and Saturday tutoring sessions.</p>	<p>Title I (\$180,386): Compass Learning software; Evaluate; Extra-duty pay for tutoring; Classroom technology; Calculators; 1003(a) Grant: PLC Strategist (\$63,450) Title I Set-Aside: Data Strategist (\$24,000)</p>	<p>Student Progress Reports; Student Credit Accumulation; Student Participation in Transcript Development; Student Participation in ACT/SAT Exams</p>	<p>Administrative Observations weekly - August 2016 - May 2017 Administrative team will meet regularly with the site based strategists and counselor to review data and plan next steps. District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.</p>	<p>On Task</p>
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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:

Increase the percentage of students proficient in mathematics, thus decreasing the mathematic proficiency gaps between the district's highest performing subgroups and the lower performing ethnic/racial supergroups by 8 percent as measured by state assessments.

Root Causes:

There has been a lack of consistency in math instruction in computation skills, algebraic problem solving in linear equations, application of mathematical problems, and utilizing proper order of operations in multi-step problems. Academic decline could be attributed to a lack of consistency in education and instruction between and among grade levels in scaffolding mathematical knowledge.

Measurable Objective 1:

Increase the average percent correct in math for grades 2-5 from 17% (Sept 2016) to 65%-70% (May 2017) and from 18% (October 2016) to 65%-70% (April 2017) as measured by Evaluate.

Measurable Objective 2:

Increase the percentage of students participating in the ACT exam from 10% from 2014 reported results to 20% as measured by the NSPF.

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: 1.1 (c)	

<p>Teachers and the counselor at the high school will receive professional development to increase proficiency in algebraic problem solving skills. They will receive directed instruction in algebraic problem solving strategies, application of skills, and in computational strategies. The PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students. He/She will also provide support for students through an ACT prep course and credit retrieval program. The Professional Learning Community Strategist will facilitate collaboration meetings focused on data analysis and professional development. The PLC strategist will coordinate PD through the Edivate system. The Data Strategist will use quantitative and qualitative research methodologies to collect, manage, analyze, and report data gained from regularly scheduled formative assessments, including Evaluate, and to provide professional development to teachers and administrators. Specific attention to subgroup populations (ELL, IEP, and FRL) will be provided during data analysis.</p>	<p>Title I (\$42,925.00): Evaluate; Out of District Consultant; Edivate 1003(a) Grant: PLC Strategist (\$63,450) Title I Set-Aside: Data Strategist (\$24,000)</p>	<p>Interim Assessments; Classroom Observations; Classroom Assessments (including Evaluate); Student Progress Reports; Student Report Cards; and Student ACT practice test scores</p>	<p>Administrative Observations weekly - August 2016 - May 2017 Administrative team will meet regularly with the site based strategists to review data and plan next steps. District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.</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: Yes</p>	<p>NCCAT-S Indicators: 1.9 (d)</p>	
<p>The PLC Strategist will provide parents of students in the high school evening instructional classes and parent conferences focused on the understanding of graduation requirements, advanced testing needs, and tutorials necessary to promote graduation and college readiness. The Data Strategist will provide assessment results and transcripts to share with parents.</p>	<p>Title I (\$42,925.00): Materials for parent events 1003(a) Grant: PLC Strategist (\$63,450) Title I Set-Aside: Data Strategist (\$24,000)</p>	<p>Student Progress Reports; Student Credit Accumulation; Student Participation in Transcript Development; Student Participation in ACT/SAT Exams</p>	<p>Administration and Graduation, College, and Career Readiness Strategist - September 2016 - May 2017 District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings.</p>	<p>On Task</p>

Comments:

<p>2.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 1.4 & 1.5</p>
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<p>Teachers will use supplemental materials and online instruction to increase proficiency in algebraic problem solving skills consistent with the NV Academic Standards. Daily instruction using math academic language will accelerate achievement in understanding what math problems ask them to do. The PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students. He/She will also work in collaboration with the school counselor to monitor students' credit accumulation and graduation requirements. The Data Strategist will collect, analyze, and report interim assessment data to support instruction. Students will be offered additional instruction during after-school and Saturday tutoring sessions.</p>	<p>Title I (\$180,386): Compass Learning software; Evaluate; Extra-duty pay for tutoring; Classroom technology; Calculators; 1003(a) Grant: PLC Strategist (\$63,450) Title I Set-Aside: Data Strategist (\$24,000)</p>	<p>Student Progress Reports; Student Credit Accumulation; Student Participation in Transcript Development; Student Participation in ACT/SAT Exams</p>	<p>Administrative Observations weekly - August 2016 - May 2017 Administrative team will meet regularly with the site based strategists and counselor to review data and plan next steps. District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.</p>	<p>On Task</p>
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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 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:

Not required

Root Causes:

Not required

Measurable Objective 1:

Not required

Measurable Objective 2:

Not required

Measurable Objective 3:

Not required

Measurable Objective 4:

Not required

Measurable Objective 5:

Not required

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:	
Not required	Not required	Not required	Not required	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: Yes	NCCAT-S Indicators:	
Not required	Not required	Not required	Not required	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Not required	Not required	Not required	Not required	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 Funding/DSA	\$TBD	Instruction, technology, materials, staffing, and general operations of the school	Goals 1 and 2
IDEA	\$TBD	Special education instruction, materials, and services	Goals 1 and 2
State Special Education	\$TBD	Special education instruction, technology, staffing, and services	Goals 1 and 2
Title I & Parent Involvement Set-Aside	\$42,925.00	16-17 Licensed extra-duty pay for tutoring on Saturdays (\$4,752.00); Compass Learning - Grades 7 - 12 credit retrieval software (\$18,800.00); Evaluate - student assessments toward meeting state standards and proficiency rates (\$17,850.00); Elmo - instructional tool (\$1,000.00); Scientific Calculators - instructional tools for students in math (\$98.00), materials for family engagement events (\$425)	Goals 1 and 2
16-17 1003(a) School Improvement Grant	\$64,941.08	PLC Strategist (\$63,450) all action steps Goals 1 & 2 **Grant Fees (\$1491.08)	Goals 1 and 2
16-17 Title I Set-Aside	\$24,000	Data Strategist (\$24,000)	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.

The school will continue to utilize various forms of advertisement when recruiting new teachers for positions that are open. In so doing, teacher licensure and HQ status will be looked at. Selection of HQ teachers will be made as much as possible to fill open positions. The school will also work with the local universities and the Nevada Department of Education to seek out HQ teachers in an effort to give the students the best education possible and to meet Title I requirements.

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.

The school will host a Parent as Learning Partners Conference to assist parents with issues pertinent to educating their children. The school will send home parent newsletters that provide strategies to help prepare children for testing, academic information in English and Spanish, and host parent evenings to show how to help their children with homework. The school will create a new website built with an instant translator so parents can read it in their natural languages. Parents are able to access grades and attendance through the Infinite Campus Parent Portal. Regular progress reports are sent home to parents.

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.).

Students moving from ES to MS and from MS to HS will meet new teachers, experience classes at the next level, and work with teachers on new expectations. Students will also have the chance to speak with the counselors to help develop skills for credit achievement, testing expectations, and prepare transcripts in preparation for the next level of education. A Newcomers Class will prepare kindergartners for the new school year. Kinder students will attend 1st grade reading classes in the spring.

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

Grade level chairs have the opportunity to work with administration on decisions regarding the use of academic assessments. All of these are again discussed on professional development days as a school-wide plan comes together. We have grade level meetings, RTI meetings, and professional development to plan and modify instruction. Academic assessments must be aligned with End of Course Exams and common core standards.

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

IICSN follows the procedures set forth by the state, local, and federal services for coordinating and integrating the school improvement efforts. Plans are completed, filed, and followed each year in conjunction with state and district standards, meeting all obligations necessary for Title I status. All funds are coordinated to support school improvement goals as outlined in the School performance Plan.

APPENDIX A - Professional Development Plan

1.1

High school teachers will receive professional development in reading comprehension and academic vocabulary development skills. They will receive directed instruction in utilizing informational and fictional materials to draw extensive passage understanding of materials from content subjects. The PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students and also provide support for students through an ACT prep course and credit retrieval program. The Professional Learning Community Strategist will facilitate collaboration meetings focused on data analysis and professional development. The PLC strategist will coordinate PD through the Edivate system. The Data Strategist will use quantitative and qualitative research methodologies to collect, manage, analyze, and report data gained from regularly scheduled formative assessments, including Evaluate, and to provide professional development to teachers and administrators. Specific attention to subgroup populations (ELL, IEP, and FRL) will be provided during data analysis.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers and the counselor at the high school will receive professional development to increase proficiency in algebraic problem solving skills. They will receive directed instruction in algebraic problem solving strategies, application of skills, and in computational strategies. The PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students. He/She will also provide support for students through an ACT prep course and credit retrieval program. The Professional Learning Community Strategist will facilitate collaboration meetings focused on data analysis and professional development. The PLC strategist will coordinate PD through the Edivate system. The Data Strategist will use quantitative and qualitative research methodologies to collect, manage, analyze, and report data gained from regularly scheduled formative assessments, including Evaluate, and to provide professional development to teachers and administrators. Specific attention to subgroup populations (ELL, IEP, and FRL) will be provided during data analysis.

Goal 2 Additional PD Action Step (Optional)

3.1

Not required

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

The PLC Strategist will provide parents of students in the high school evening instructional classes and parent conferences focused on the understanding of graduation requirements, advanced testing needs, and tutorials necessary to promote graduation and college readiness. The Data Strategist will provide assessment results and transcripts to share with parents.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

The PLC Strategist will provide parents of students in the high school evening instructional classes and parent conferences focused on the understanding of graduation requirements, advanced testing needs, and tutorials necessary to promote graduation and college readiness. The Data Strategist will provide assessment results and transcripts to share with parents.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Not required

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percentage of students proficient in reading, thus decreasing the reading proficiency gaps between the district's highest performing subgroups and lower performing ethnic/racial supergroups by 8 percent as measured by state assessments.

Measurable Objective(s):

- Increase the average percent correct in ELA/Lit for grades 9-12 from 41% (Sept 2016) to 65%-70% (May 2017) and from 46% (October 2016) to 65%-70% (April 2017) as measured by Evaluate.

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	High school teachers will receive professional development in reading comprehension and academic vocabulary development skills. They will receive directed instruction in utilizing informational and fictional materials to draw extensive passage understanding of materials from content subjects. The PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students and also provide support for students through an ACT prep course and credit retrieval program. The Professional Learning Community Strategist will facilitate collaboration meetings focused on data analysis and professional development. The PLC strategist will coordinate PD through the Edivate system. The Data Strategist will use quantitative and qualitative research methodologies to collect, manage, analyze, and report data gained from regularly scheduled formative assessments, including Evaluate, and to provide professional development to teachers and administrators. Specific attention to subgroup populations (ELL, IEP, and FRL) will be provided during data analysis.	
Progress		
Barriers		
Next Steps		

1.2	The PLC Strategist will provide parents of students in the high school evening instructional classes and parent conferences focused on the understanding of graduation requirements, advanced testing needs, and tutorials necessary to promote graduation and college readiness. The Data Strategist will provide assessment results and transcripts to share with parents.	
Progress		
Barriers		
Next Steps		
1.3	High school teachers will use supplemental and online instructional materials to provide students with consistent a, standards-based instruction and assessment program. Teachers will provide daily vocabulary instruction to accelerate achievement while developing higher level reading comprehension skills. The PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students. He/She will also work in collaboration with the school counselor to monitor students' credit accumulation and graduation requirements. The Data Strategist will collect, analyze, and report interim assessment data to support instruction. <u>Students will be offered additional instruction during after-school and Saturday tutoring sessions.</u>	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percentage of students proficient in mathematics, thus decreasing the mathematic proficiency gaps between the district's highest performing subgroups and the lower performing ethnic/racial supergroups by 8 percent as measured by state assessments.

Measurable Objective(s):

- Increase the average percent correct in math for grades 2-5 from 17% (Sept 2016) to 65%-70% (May 2017) and from 18% (October 2016) to 65%-70% (April 2017) as measured by Evaluate.
- Increase the percentage of students participating in the ACT exam from 10% from 2014 reported results to 20% as measured by the NSPF.

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 and the counselor at the high school will receive professional development to increase proficiency in algebraic problem solving skills. They will receive directed instruction in algebraic problem solving strategies, application of skills, and in computational strategies. The PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students. He/She will also provide support for students through an ACT prep course and credit retrieval program. The Professional Learning Community Strategist will facilitate collaboration meetings focused on data analysis and professional development. The PLC strategist will coordinate PD through the Edivate system. The Data Strategist will use quantitative and qualitative research methodologies to collect, manage, analyze, and report data gained from regularly scheduled formative assessments, including Evaluate, and to provide professional development to teachers and administrators. Specific attention to subgroup populations (ELL, IEP, and FRL) will be provided during data analysis.	
Progress		
Barriers		
Next Steps		

2.2	The PLC Strategist will provide parents of students in the high school evening instructional classes and parent conferences focused on the understanding of graduation requirements, advanced testing needs, and tutorials necessary to promote graduation and college readiness. The Data Strategist will provide assessment results and transcripts to share with parents.	
Progress		
Barriers		
Next Steps		
2.3	Teachers will use supplemental materials and online instruction to increase proficiency in algebraic problem solving skills consistent with the NV Academic Standards. Daily instruction using math academic language will accelerate achievement in understanding what math problems ask them to do. The PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students. He/She will also work in collaboration with the school counselor to monitor students' credit accumulation and graduation requirements. The Data Strategist will collect, analyze, and report interim assessment data to support instruction. Students will be offered additional instruction during after-school and Saturday tutoring sessions.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Not required

Measurable Objective(s):

- Not required
- Not required
- Not required
- Not required
- Not required

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	Not required	
Progress		
Barriers		
Next Steps		
3.2	Not required	

Progress		
Barriers		
Next Steps		
3.3	Not required	
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		