School Performance Plan

School Name

100 Academy of Excellence MS

Address (City, State, Zip Code, Telephone):

2341 Comstock Drive
N Las Vegas, NV 89032, (702) 636-2551

Superintendent/Assistant Chief: Governing Board / Dan Tafoya

For Implementation During The Following Years: 2016-2017

The Following MUST Be Completed:

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

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request ☐ 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
Darrell Lomack	Parent	Mr. Warren	Parent
Kimberly Avinger	Special Education Teacher	Rachelle Conner	Principal
Leaha Crawford	Financial Manager	Danielle Jones	Staff Support
Lance Paterson	ELA/Reading	Gerant (TJ) Rivera	Science
Johnesha Inman	Math	Duane Shepherd	Assistant Principal
Tyler Yost	Dean of Students		

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
NA	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other: Renaissance Learning- STAR Assessment	Other: Renaissance Learning- STAR Assessment	Other: Renaissance Learning- STAR Assessment
Other:	Other:	Other:

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

15-16 Baseline Data - Smarter Balanced Assessment:
ENGLISH LANGUAGE ARTS:
Overall, 20% of 6th-8th grade students were proficient in ELA (18% - 6th grade; 14% - 7th grade; 26% - 8th grade). The District overall average is 48% proficient. ELA proficiency rates increase from 6th - 8th grade with a decrease in 4th grade.
The highest performing ethnic subgroups were Black (23% proficient) and Multiracial (20%). These subgroups consist of a total of 83 students. The lowest performing ethnic subgroups were Caucasian (0% proficient) and Hispanic (12%). These subgroups consist of a total of 34 students.
No students who have an Individualized Education Plan (IEP) were proficient while 21% of students without an IEP were proficient. English Language Learners (ELL) were proficient at a rate of 8% while students who are not ELL were 21% proficient. Female students (30% proficient) out-performed male students (10%).
MATH:
Overall, 3% of 6th-8th grade students were proficient in math (7% - 6th grade; 3% - 7th grade; 0% - 8th grade). The District overall average is 31% proficient. Math proficiency rates decrease from 6th - 8th grade.
The highest performing ethnic subgroup was Black (4% proficient). This subgroup consists of a total of 77 students. The lowest performing ethnic subgroups were Caucasian (0% proficient), Hispanic (3%), and Multiracial (0%). These subgroups consist of a total of 39 students.
No students who have an Individualized Education Plan (IEP) were proficient while 3% of students without an IEP were proficient. English Language Learners (ELL) were proficient at a rate of 0% while students who are not ELL were 4% proficient. Male students (3% proficient) and female students (4%) performed similarly.

The 2015-2016 School year Staff reviewed STAR Math and Reading Data to determine performance trends of Middle School Students.
Full implementation of Go Math Curriculum at 6th- 8th Grade was implemented with highly qualified staff. Student participate in daily assessments.
Further investigation revealed that students were missing necessary foundation skills to expanded their limited knowledge. A highly qualified Language Arts Educator was hired. Her collaborative efforts coaching and modeling high yield instructional strategies. During school enrichment opportunities for students are available four (4) times a week with focus on instruction in math and reading. A permanent substitute teacher has been staffedl to provide support and be available so teachers can shadow other staff. Based on the most current data synthesized, it was determined:

Percent of students at or above benchmark on Star Reading Assessment
Reading 4th Quarter (5/9/16) 1st Quarter (8/29/16)

*6th 24% (11 of 57) 11% (5 of 45)
*7th 27% (10 of 37) 14% (5 of 37)
*8th 19% (7 of 43) 13% (4 of 32)

Math
*6th - 29% (13 of 58) 16% (7 of 44)
*7th - 19% (7 of 44) 36% (13 of 36)
*8th- 14% (5 of 40) 9% (3 of 32)

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 1:
Increase proficiency in Reading as measured by SBAC and Star.

Root Causes:
Lack of effective instructional strategies to meet the learning needs of all students. Curriculum used did not support the content measured on the SBAC or Star Assessments. Homework did not support the instruction of the day.

Measurable Objective 1:
Increase the percent of 6th grade middle school students proficient in reading from 18% to 22% by 2017 as measured by state assessments.

Measurable Objective 2:
Increase the percent of 7th grade middle school students proficient in reading from 14% to 20% by 2017 as measured by state assessments.

Measurable Objective 3:
Increase the percent of 8th grade middle school students proficient in reading from 26% to 30% by 2017 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:**	**NCCAT-S Indicators: 1.3, 1.7**	

Teachers will be provided ongoing professional development opportunities online, onsite and off site. We also encourage instructors to attend offsite PD's and funding has been set-aside to cover Substitutes. PD's will provide targeted instruction to small and large groups inclusive of all staff.	Title I Funds: Instructional Coach - split-funded with elementary school budget ($25,000); AVID Summer Institute ($2450); General Funds: Substitutes and PD Turn-around: CEU Toolbox and professional development Imagine Schools: Coaches and Trainers for professional development	Professional Development agendas, sign in sheets, photos of teachers in attendance and evaluations and online surveys will be collected to verify implementation of action steps.	Weekly PLC (every Wednesday during prep. period) facilitated by admin, coaches, Student Sucess Advocate and counselor or professional consultants Bi Weekly Staff Meeting (1st & 3rd Thursday) facilitated by admin, coaches, professional consultants, and staff Monthly (2nd Tuesday) facilitated by admin for new to education professional development	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:**	**NCCAT-S Indicators: 1.9**	
Mandatory Family Orientation will be held for parents to address expectations of parents. Periodic parent volunteer training will instruct parents on how to assist their student with learning at home as as site volunteers. Family Engagement Evenings focused on mathematics, language arts, science, and technology. We offer GED classes for parents on site with childcare provided.	Title I Funds: Licensed extra-duty pay for parent training ($429.40); Student Success Advocate - split-funded with elementary school budget ($10,000); 100 Foundation and other philanthropist provide addition funds for food, resources, and prizes.	Parent survey results, sign in sheets, training agendas, photographs, and use of parent resource library.	7 Mandatory Family Orientations August facilitated by admin. Quarterly Parent Training 4 within one week Monthly Family Engagement Evenings	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators: 1.3, 1.7**	
During school advisory/tutoring will be provided for all students who are and are not proficient. Students are sorted based on STAR scores and parent/teacher recommendation. Advisory/Tutoring provides a 40 minute block four times per week of specific skills based support. Through he implementation of Read by 3 and Star Intervention lessons, students received additional support in areas of deficient in and reading. Use of age and grade appropriate novels (Fiction/Non-Fiction) to engage children in reading. Wonders Reading Intervention components are being used in tier 2 instruction. Additionally, AVID organization and note taking strategies are being utilized school-wide as grade level appropriate.	Title I Funds: Instructional materials for AVID notebooks ($990); Wonders reading curriculum materials ($4500); Turn a round grant Read by 3 resources and materials General Budget Reading Curriculum and Star Assessment 100 Foundation and Walmart: AVID support materials (Binders, pencil pouches, folders, composition books, etc.)	Student assessment data - STAR Reading, Development Reading Assessment (DRA) and Wonders reading data- will be analyzed to determine the effect of advisory/tutoring on student growth. Classroom observations, Student work (formative and summative) will reflect growth and greater mastery of content. Daily and weekly planner, binder , composition, and fold checks, should indicate regular implementation of AVID tools and strategies.	Star assessment 3 time per year facilitated by data strategist DRA at least twice per year and as needed by classroom teachers and primary academic coach Weekly classroom observations by members of the leadership team Daily and weekly planner, binder , composition, and fold check by all staff	N/A

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:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 2:
Increase proficiency in Math as measured by SBAC and Star.

Root Causes:
Lack of effective instructional strategies to meet the learning needs of all students. Curriculum was not used in its entirety with fidelity thereby did not support the content measured on the SBAC or Star Assessments. Homework did not support the instruction of the day. Instruction was not scaffolded or differentiated for students.

Measurable Objective 1:
Increase the percent of 6th grade middle school students proficient in math from 7% to 10% by 2017 as measured by state assessments.

Measurable Objective 2:
Increase the percent of 7th grade middle school students proficient in math from 3% to 10% by 2017 as measured by state assessments.

Measurable Objective 3:
Increase the percent of 6th grade middle school students proficient in math from 0% to 10% by 2017 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:**	**NCCAT-S Indicators: 1.3, 1.7**	

Go Math will provide PD in August and throughout the year. Teachers will be provided ongoing professional development opportunities online, onsite and off site. We also encourage instructors to attend offsite PD's and funding has been set-aside to cover Substitutes. PD's will provide targeted instruction to small and large groups inclusive of all staff.	Title I Funds: Instructional Coach - split-funded with elementary school budget ($25,000); AVID Summer Institute ($2450); General Funds: Substitutes and PD Turn-around: CEU Toolbox and professional development Imagine Schools: Coaches and Trainers for professional development	Professional Development agendas, sign in sheets, photos of teachers in attendance and evaluations and online surveys will be collected to verify implementation of action steps.	Weekly PLC (every Wednesday during prep. period) facilitated by admin, coaches, Student Sucess Advocate and counselor or professional consultants Bi Weekly Staff Meeting (1st & 3rd Thursday) facilitated by admin, coaches, professional consultants, and staff Monthly (2nd Tuesday) facilitated by admin for new to education professional development	N/A

Comments:
PD = Professional Development

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators: 1.9**	
Mandatory Family Orientation will be held for parents to address expectations of parents. Periodic parent volunteer training will instruct parents on how to assist their student with learning at home as as site volunteers. Family Engagement Evenings focused on mathematics, language arts, science, and technology. We offer GED classes for parents on site with childcare provided.	Title I Funds: Licensed extra-duty pay for parent training ($429.40); Student Success Advocate - split-funded with elementary school budget ($10,000); 100 Foundation and other philanthropist provide addition funds for food, resources, and prizes.	Parent survey results, sign in sheets, training agendas, photographs, and use of parent resource library.	7 Mandatory Family Orientations August facilitated by admin. Quarterly Parent Training 4 within one week Monthly Family Engagement Evenings	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators: 1.3, 1.7	
Teachers will implement Go Math curriculum and administer STAR math assessments following the school's assessment calendar. Data Coach will compile assessment reports. During school advisory/tutoring will be provided for all students who are and are not proficient. Students are sorted based on STAR scores and parent/teacher recommendation. Advisory/Tutoring provides a 40 minute block four times per week of specific skills based support. Through the implementation of Star Intervention lessons, students received additional support in areas of deficient in math. Students will use manipulatives and the online component to further understand math concepts.	Title I Funds: Instructional materials for AVID notebooks ($990); General Budget: Math manipulative, technology resources Go-Math Curriculum and Star Assessment 100 Foundation and Walmart: AVID support materials (Binders, pencil pouches, folders, composition books, etc.)	Student assessment data - STAR Math will be analyzed to determine the effect of advisory/tutoring on student growth. Classroom observations, Student work (formative and summative) will reflect growth and greater mastery of content. Daily and weekly planner, binder , composition, and fold checks, should indicate regular implementation of AVID tools and strategies.	Star assessment 3 time per year facilitated by data strategist Go-Math bi-weekly assessments will be facitiated by the classroom teachers Weekly classroom observations by members of the leadership team Daily and weekly planner, binder , composition, and fold check by all staff	N/A

Comments:

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

				N/A

Comments:

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

Based on the CNA, identify all that apply:	☐ General Education	☐ FRL	☐ ELL	☐ IEP	☐ Other

Priority Need/Goal 3:
Not required

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 (Optional)		**Continuation From Last Year: Yes**	**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)
16-17 Title I & Parent Involvement Set-Aside	$43,369.40	Instructional Coach - split-funded with elementary school budget ($25,000); Student Success Advocate - split-funded with elementary school budget ($10,000); Instructional materials for AVID notebooks ($990); Wonders reading curriculum materials ($4500); AVID Summer Institute ($2450); Licensed extra-duty pay for parent trainings ($429.40)	Goals 1 and 2
Turnaround Grant	$95,535.00	Split-funded with ES: Substitute salaries, Out of district travel for PD, CEU Teacher Toolbox	Goals 1 and 2
100 Foundation	$10,000.00	AVID support materials and family engagement resources	Goals 1 and 2
100 Black Men of Las Vegas	$1500.00	Family engagement	Goals 1 and 2
March Foundation	$25,000.00	Reading Wonders Curriculum	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.
In order to attract effective, highly qualified teachers to our school, we have increased the salary and benefit packages but it is not yet the same as CCSD. We partner with local housing resources for discounts and deductions for new hires. We offer a relocation stipend. We provide a warm and supportive working environment where everyone is encouraged to share their voice. Imagine Schools sponsors regular staff surveys for school culture and climate. Staff member's children are provided with school uniforms. Teachers may use CEU credits to renew NV license.

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.
Our school has an open door policy for parents. Parent are encouraged to make appointments to meet with teachers about academic and emotional success of their students. Each semester, parent teacher team meetings have been scheduled and monthly family movie nights (minority motivational movies) and Family Engagement evenings (focused on academics) have been scheduled. Parents have access to grades and attendance through the Infinite Campus Parent Portal. A weekly Principal Pages is sent out to give parents information about what is happening at school and community resources that are available (sent on paper, digitally, and through text messages).

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.).
We host campus tours for neighborhood childcare providers. We begin pre-screening for kindergarten in January and throughout the summer. We collaborate with Booker ES, which is the neighborhood zoned school. Kindergarten and Middle School Transition Academy will be provided for all pre-school and 5th grade students. Presentations are made by the local high schools to our middle school students in January so they can matriculate to them at the end of the school year.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
The teachers collectively determine research-based programs, assessments and initiatives. All teachers are required to be on one of the school committees with defined collaborative roles that impact our campus. All teachers follow the school-wide, District, and state testing calendars. Teachers use STAR Reading, STAR Math, Go-Math, and Wonders reading classroom assessments to drive instructional planning.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts
Every effort is made to maximize our use of all funds received so that students will greatly benefit from our school improvement efforts. The Title One, Special Education and General Budget funds are handled by our financial manager who works with our coordinators of all specially funded programs to make sure funds are not commingled but serve the student's needs. Funds from Read by Grade Three and the Turnaround Grant also provide resources to support student achievement. Philanthropist/Community partnerships support schoolwide initiatives that support student achievement.

APPENDIX A - Professional Development Plan

1.1
Teachers will be provided ongoing professional development opportunities online, onsite and off site. We also encourage instructors to attend offsite PD's and funding has been set-aside to cover Substitutes. PD's will provide targeted instruction to small and large groups inclusive of all staff.

Goal 1 Additional PD Action Step (Optional)

2.1
Go Math will provide PD in August and throughout the year. Teachers will be provided ongoing professional development opportunities online, onsite and off site. We also encourage instructors to attend offsite PD's and funding has been set-aside to cover Substitutes. PD's will provide targeted instruction to small and large groups inclusive of all staff.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2
Mandatory Family Orientation will be held for parents to address expectations of parents. Periodic parent volunteer training will instruct parents on how to assist their student with learning at home as as site volunteers. Family Engagement Evenings focused on mathematics, language arts, science, and technology. We offer GED classes for parents on site with childcare provided.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2
Mandatory Family Orientation will be held for parents to address expectations of parents. Periodic parent volunteer training will instruct parents on how to assist their student with learning at home as as site volunteers. Family Engagement Evenings focused on mathematics, language arts, science, and technology. We offer GED classes for parents on site with childcare provided.

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:
Increase proficiency in Reading as measured by SBAC and Star.

Measurable Objective(s):
- Increase the percent of 6th grade middle school students proficient in reading from 18% to 22% by 2017 as measured by state assessments.
- Increase the percent of 7th grade middle school students proficient in reading from 14% to 20% by 2017 as measured by state assessments.
- Increase the percent of 8th grade middle school students proficient in reading from 26% to 30% by 2017 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	Teachers will be provided ongoing professional development opportunities online, onsite and off site. We also encourage instructors to attend offsite PD's and funding has been set-aside to cover Substitutes. PD's will provide targeted instruction to small and large groups inclusive of all staff.	
Progress		
Barriers		
Next Steps		
1.2	Mandatory Family Orientation will be held for parents to address expectations of parents. Periodic parent volunteer training will instruct parents on how to assist their student with learning at home as as site volunteers. Family Engagement Evenings focused on mathematics, language arts, science, and technology. We offer GED classes for parents on site with childcare provided.	
Progress		

Barriers		
Next Steps		
1.3	During school advisory/tutoring will be provided for all students who are and are not proficient. Students are sorted based on STAR scores and parent/teacher recommendation. Advisory/Tutoring provides a 40 minute block four times per week of specific skills based support. Through he implementation of Read by 3 and Star Intervention lessons, students received additional support in areas of deficient in and reading. Use of age and grade appropriate novels (Fiction/Non-Fiction) to engage children in reading. Wonders Reading Intervention components are being used in tier 2 instruction. Additionally, AVID organization and note taking strategies are being utilized school-wide as grade level appropriate.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
Increase proficiency in Math as measured by SBAC and Star.

Measurable Objective(s):
- Increase the percent of 6th grade middle school students proficient in math from 7% to 10% by 2017 as measured by state assessments.
- Increase the percent of 7th grade middle school students proficient in math from 3% to 10% by 2017 as measured by state assessments.
- Increase the percent of 6th grade middle school students proficient in math from 0% to 10% by 2017 as measured by state assessments.

Status
N/A

Comments:

2.1 Professional Development: PD = Professional Development
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	Go Math will provide PD in August and throughout the year. Teachers will be provided ongoing professional development opportunities online, onsite and off site. We also encourage instructors to attend offsite PD's and funding has been set-aside to cover Substitutes. PD's will provide targeted instruction to small and large groups inclusive of all staff.	
Progress		
Barriers		
Next Steps		
2.2	Mandatory Family Orientation will be held for parents to address expectations of parents. Periodic parent volunteer training will instruct parents on how to assist their student with learning at home as as site volunteers. Family Engagement Evenings focused on mathematics, language arts, science, and technology. We offer GED classes for parents on site with childcare provided.	
Progress		

Barriers		
Next Steps		
2.3	Teachers will implement Go Math curriculum and administer STAR math assessments following the school's assessment calendar. Data Coach will compile assessment reports. During school advisory/tutoring will be provided for all students who are and are not proficient. Students are sorted based on STAR scores and parent/teacher recommendation. Advisory/Tutoring provides a 40 minute block four times per week of specific skills based support. Through the implementation of Star Intervention lessons, students received additional support in areas of deficient in math. Students will use manipulatives and the online component to further understand math concepts.	
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):

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		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

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