School Performance Plan

School Name

Del Sol HS

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

3100 E Patrick Ln

Las Vegas, NV 89120-3462, (702) 799-6830

Superintendent/Assistant Chief: | Pat Skorkowsky / Jeff Horn

For Implementation During The Following Years: | 2016-2017

The Following MUST Be Completed:

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

| ***1 and 2 Star Schools Only:** | Please ensure that the following documents will be available upon request | ☑ Use of Core Instructional Materials | ☑ Scheduling | ☑ Model School Visits |

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Corrina Terry	Parent	Greg Misel	Principal
Laura Fead	Dean of Students	Susan Huff	RTI Strategist/Magnet Coordinator
Mailyn Montero	English Learning Strategist	Nadia Steger	Assistant Principal
Mary Scott	Assistant Principal	Emily Boutros	Math Learning Strategist
Andrea McDonald	Special Education Facilitator	Tammy Maidi	Learning Strategist
Mike Bashay	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
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Teacher/Administrator Observation Data	Achievement Gap Data	Achievement Gap Data
Statewide Assessments	Content/ESL Staffing and Professional Development	Service Delivery Models
Summative Assessments	AMAOs/ELPA Analysis	Special Ed Staffing and Professional Development
SAT/ACT Assessments	Time in ELL Program/Projected Time to Proficiency	Availability of Curriculum for IEP Students
Other: Stakeholder survey data	Other: High School Cohort Visualization Tool	Other: High School Cohort Visualization Tool
Other: High School Cohort Visualization Tool	Other:	Other:

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

Clark County School District (CCSD) selected a transformation intervention for Del Sol Academy of the Performing Arts based on a comprehensive needs assessment that indicate that the school is currently on a path of improvement. Del Sol HS is a large high school facing numerous academic challenges typically associated with high enrollment and a transient population that is predominately of low socioeconomic status.The percentage of students qualifying for Free/Reduced Lunch (FRL) has increased from 58.0% in the 2010-2011 school year to 72.1% in the 2014-2015 school year.

After review of multiple sources of data, including those selected above, strengths and areas of need were determined. Strengths include an overall graduation rate increase from 48% for the class of 2011 to 70.82% for the class of 2014; an increase in the FRL graduation rate from 49% for the class of 2011 to 61.27% for the class of 2013; increases in 11th grade proficiency rates for math and reading/ELA; and an increase in the math Median Growth Percentile (MGP).

The NCCAT-S that was conducted in 2010-2011 indicated a need for improvement in the following indicators:

1.5 All instructional staff members analyze results from available assessments, including state and local, and use the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency.

1.2 All instructional staff members deliver the standards-based curriculum to all students.

1.9 School-parent partnerships are primarily focused on student achievement.

2.2 All instructional staff develops unit/lesson plans based on student assessment results and adjusts instruction accordingly.

3.3 School leadership focuses on improving and supporting effective instruction.

Areas of concern include subgroup proficiency rate gaps and the pass rate on Advanced Placement exams. Proficiency rate gaps for IEP, ELL, and FRL have improved, but gaps remain large. The graduation rate for ELL students decreased from 22% to 20% from classes of 2011 to 2012. The n-count is too low to measure this value for IEP students and ELL students in more recent years. According to the High School Cohort Visualization Tool, credit deficiency has improved notably among 10th graders and slightly among 11th graders, with fluctuations along the way; but it has worsened for 12th graders.

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
☐ AM In/Ak Native	-
☑ Asian	76.47%
☑ Black	63.27%
☑ Hispanic	74.9%
☑ Two or More Races	72.22%
☐ Pacific Islander	-
☑ White	69.44%
☑ FRL	71.31%
☐ IEP	-
☑ ELL	33.33%

NOTES:

A "-" indicates n-count is too low to report a figure.
Reports above reflect the class of 2015 data.

HOPE 2 Intervention

Focus of Intervention:
Del Sol Academy 2015-16 Hope2 plan included the development and implementation of an In-House Suspension program to meet the goal of identifying subgroups of students who are overrepresented in regards to discipline. The goal of the plan is to identify those overrepresented students, provide a variety of interventions, track the interventions and student support, and evaluate the programs success in meeting its goals: #2 reducing overrepresentation; and #9, provide better, earlier, and different alternatives to suspension and/or expulsions.

Monitoring Plan:
Students who enter the In-House Suspension program are removed from the regular classroom environment and from their peers for a length of time ranging from one to three days at a time. Students are counseled by the Deans of students on strategies for making appropriate behavior choices. Prior to serving assigned In-house suspension, assigned class work is gathered from teachers and added to the students' assignment folder, which is managed by the In-house Instructional Aide. A Google Docs Intake form is utilized to track and monitor student demographic data. Students are provided academic support as they are able to work in a controlled environment in which tutoring and mentoring is available. The In-house Instructional Aide also reviews assignments; facilitates peer mentoring; assigns reflective, character building, and problem solving activities directly related to referred behavior and appropriate behavior choice strategies. The DSHS Choice Academy licensed teacher is also on hand to provide additional support. The In-house environment gives opportunity to build positive relationships with students. The In-House Instructional Aide consults with regular education teachers, special education teachers, and support staff for additional information, assignments, and resources.

Evaluation Plan:
A Google Docs Intake form is utilized to track and monitor student demographic data. Students are provided academic support as they are able to work in a controlled environment in which tutoring and mentoring is available. The In-house Instructional Aide also reviews assignments; facilitates peer mentoring; assigns reflective, character building, and problem solving activities directly related to referred behavior and appropriate behavior choice strategies. The DSHS Choice Academy licensed teacher is also on hand to provide additional support. The In-house environment gives opportunity to build positive relationships with students. The In-House Instructional Aide consults with regular education teachers, special education teachers, and support staff for additional information, assignments, and resources.

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 the percentage of students graduating each year.

Root Causes:
A review of NVHSPE data, teacher survey data, and individual teacher data indicate a need for a formal Response to Instruction (RTI) structure and process. There is a need to improve instructional practices and expect more from students than compliant engagement.

Measurable Objective 1:
Increase the percent of FRL students graduating in 2017 as measured by credit sufficiency..

Measurable Objective 2:
Increase the percent of 9th grade students who are credit sufficient by the end of their freshman year from 59% to 61% by 2017 as measured by the High School Cohort Visualization Tool.

Measurable Objective 3:
Increase the percent of 10th grade students, excluding unsuccessful transfers, who earn two or more math credits by the end of their sophomore year from 57% to 59% and two or more English credits by the end of their sophomore year from 63% to 68% by 2017 as measured by the CCSD High School Cohort Visualization Tool.

Measurable Objective 4:
Increase the percent of 11th grade students, excluding unsuccessful transfers, who earn two or more math credits by the end of their junior year from 55% to 59% and two or more English credits by the end of their junior year from 67% to 72% by 2017 as measured by the CCSD High School Cohort Visualization Tool.

Monitoring Status
On Task

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: 1.2, 2.2, 3.3**	

| Teachers receive professional development from district ELL services and RPDP on response to intervention supports for students. Three Learning Strategists collaborate with administrators to analyze data to inform teachers, counselors, and staff of the successes or failures of intervention strategies. Supporting PD includes: High-Impact Collaboration, Differentiated Instruction, Utilizing Data to Drive Instruction, ELL strategies, and literacy strategies across the curriculum. | 3 Learning Strategists (Title I funds); ELL services; RPDP; | Data monitoring consists of Common Assessment results, teacher D/F ratio, student grades, attendance, NHSPE, EOC, and other testing data. | Data regarding teachers' needs for professional development is gathered by administrators and strategists monthly. | On Task |

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: 1.9**	
Outreach Counselor works with students in crisis; Family Engagement Activities: Parent Advisory Committee (PAC) meetings, Freshman Orientation, DSA Culture Festival, and Open House; Additional Community Partners: Shield of Hope, Mbrace Counseling Services, Project 150, Three Square, Title I Hope, Salvation Army, and Noche de Mariachi; CCSD Magnet Fair (October)	Counselors; Title I funds for refreshments and flyers	Tracking of grades, attendance, suicide protocols, home visits, weekend food, clothing, services to homeless/displaced students on a monthly basis; sign-ins, surveys, meeting agendas/minutes; Admin, strategists and counseling department : PAC meetings held monthly, Open House, DSA Culture Festival	Admin and Counselors: Tracking of grades, attendance, suicide protocols, home visits, weekend food, clothing, services to homeless/displaced students on a monthly basis; Admin and Outreach Counselor: PAC meetings held quarterly, DSA Cultural festival held once in the fall	On Task

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators: 1.2, 2.2, 3.3**	
Teachers are expected to implement strategies with students and group their students based on student need as indicated by analyzed data. Credit retrieval through APEX Learning is available during school. Fundamental Math Concepts course is added to the master schedule to supplement Algebra I for students identified as needing additional supports. ELA classes offered for ELL students with a reduced class size and in a blended learning environment. ELL teachers will work with students based on WIDA scores for Tier II push-in and pull-out support.	HI-C time for meetings; Curriculum Engine; Reading Plus for monitoring data Title I funds - ELL teachers	HI-C Observations by Administrators; Classroom observations; Teacher collaboration notes from Data Meetings	Admin, monthly -HI-C Observations by Administrators; Admin, monthly -Classroom observations; Admin, monthly -Teacher collaboration notes from Data Meetings	On Task

Comments:

1.4 Other (Optional)	**Continuation From Last Year: Yes**	**NCCAT-S Indicators: 1.2, 2.2, 3.3**

				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 the number of students completing Advanced Placement (AP).

Root Causes:
Upon review of the School Growth Summary and the programs that were available at Del Sol HS, there was a lack of programs and interventions that provide academic remediation and preparation for advanced coursework.

Measurable Objective 1:
Increase the percent of students graduating with an Advanced Diploma in 2017 as measured by the High School Cohort Visualization Tool..

Measurable Objective 2:
Increase the percent of students passing Advanced Placement Exam from 2017 as measured by the High School Cohort Visualization Tool..

Measurable Objective 3:
Increase the percent of students passing Advanced Placement Exam from 34% to 38% 2017 as measured by the College Board's Five-Year School Score Summary Report.

Monitoring Status
On Task

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: 1.5, 2.2, 3.3**	

| Teachers will collaborate with Learning Strategists on response to intervention supports for students. Learning Strategists will also collaborate with administrators to analyze data to inform teachers, counselors, and staff of the successes or failures of intervention strategies. These RTI supports will improve the rigor of instruction for students in 9th and 10th grade in addition to students at the AP level so students are prepared for success in AP classes. AP teachers will attend Silver State AP Institute, summer 2017. | Learning Strategists (Title I funds); Silver State AP Institute Scholarships for CCSD teachers (AP Fellows) | Data monitoring consists of Common Assessment results, teacher D/F ratio, student grades, attendance, NHSPE, EOC, and other testing data. | Data regarding teachers' needs for professional development is gathered by administrators and strategists monthly. | N/A |

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: 1.9**	
Family Engagement Activities: Advanced Placement Night, Awards Night, Fulfillment Fund Program, and the CCSD Magnet Fair (Oct.) Scholar Athlete Night	Title I funds for refreshments and flyers; Fulfillment Fund Program - Career studies teacher and counselor, Fulfillment fund donors	sign-ins, surveys, meeting agendas/minutes, fulfillment fund enrollment	sign-ins, surveys, meeting agendas/minutes, fulfillment fund enrollment (Admin, monthly)	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators: 1.2, 1.5, 2.2, 3.3**	
Teachers are expected to implement strategies with students and group their students based student need as indicated by analyzed data. The Learning Strategists and counselors review quarterly grades and develop interventions to ensure that students in AP classes succeed. Funding for tutoring sessions paid by SIG funds are offered after school and on Saturdays to prepare students for the AP exams. Pre-Calculus courses were also introduced into the schedule to prepare students for the rigor and curriculum of an AP class and to increase successful AP enrollment and performance. Extended AP labs are built into the master schedule for AP students. Additional CTE course offerings compliment magnet offerings, and will be expanded. CTE will add technical theater, video production, and fashion design courses. Magnet will add vocals, band, and orchestra courses.	HI-C time for meetings; Curriculum Engine; Learning Strategists (Title I funds); Prep buy outs (SIG funds)	HI-C Observations by Administrators; Classroom observations; Teacher collaboration notes from Data Meetings; Data monitoring consists of Common Assessment results, teacher D/F ratio, student grades, attendance, NHSPE, EOC, and other testing data.	Admin, monthly -HI-C Observations by Administrators; Admin, monthly - Classroom observations; Admin, monthly -Teacher collaboration notes from Data Meetings; Data regarding teachers' needs for professional development is gathered by administrators and strategists monthly.	On Task

Comments:

2.4 Other (Optional)	**Continuation From Last Year: Yes**	**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:
Increase the percentage of school-based personnel trained in cultural competency.

Root Causes:
Achievement gap data indicates a need for district-wide cultural competency training.

Measurable Objective 1:
100% of schools will provide professional development to staff members during the 2016-2017 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:** No	**NCCAT-S Indicators:**	
The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.	Training materials from Equity and Diversity Education Department Equity and Diversity Education Department Liaison	Staff meeting sign- in sheets, agenda	The principal is responsible for ensuring this action step takes place during the 2016-2017 school year. Equity and Diversity Liaison is responsible for attending professional development quarterly and sharing information with the staff.	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: Yes	NCCAT-S Indicators:	
Del Sol Corner Closet provides students in need with clothing, food, shoes, blankets, toiletries, and school supplies.	SIG funds		(Optional)	(Optional)	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)
School Improvement Grant	$344,582.00	Instructional materials, early staff days, tutoring, extra duty pay, and ELL teaching staff, and prep buy outs.	Goals 1, 2 and 3
Title I	$220,500.00	Learning strategists, prep buy out, and parent involvement activities.	Goals 1, 2 and 3

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.
Del Sol Academy implements a prescreening process, built into the interview process, for all English and math candidates. Candidates are required to submit a writing sample at the time of the interview to demonstrate strong literacy skills. All candidates must display high-level instructional practices prior to being hired. The newly created magnet program draws high-qualified teachers.

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.
Family and community engagements are conducted through Parent Advisory Committee (PAC) meetings, Open House, Magnet Open House, the Fulfillment Fund Information Night, GEAR Up Information Night, Advanced Placement Night, Reclaim Your Future, Awards' Night, sports banquets, athletic events, and performing arts events. Additionally, community wrap around services are provided throughout the year.

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.).
High-stakes content area placement exams are administered to incoming eighth grade students. Counselors visit all feeder schools to discuss curriculum and extra-curricular opportunities. Magnet teachers have articulation prep periods to provide additional instruction in performing arts classes at feeder schools. Del Sol Academy offers a freshmen orientation in August for students and parents. Magnet recruitment fairs, and school visits, are held throughout the year. The CCSD magnet fair in October is held at Del Sol Academy. Del Sol Academy employs cross-curricular, school-wide instructional practices.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
Del Sol Academy provides common prep time for all grade level teachers to engage in High-Impact Collaboration meetings. In said meetings, they utilize data to drive planning and instruction. Del Sol Academy creates and uses common assessments in all grade level courses. Del Sol Academy implemented an Instructional Leadership Team (ILT) during the 2014-2015 school year. The ILT consists of representatives from each department, strategists, the data specialist, facilitators, administrators in the decision making process.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts
Del Sol Academy consistently integrates federal, state, and local services throughout the year through Open House, Advanced Placement Parent Night, Title I informational meetings, and SIG informational meetings. Additionally, Del Sol Academy maintains a current website that provides links to community services and programs available to students and families.

APPENDIX A - Professional Development Plan

1.1
Teachers receive professional development from district ELL services and RPDP on response to intervention supports for students. Three Learning Strategists collaborate with administrators to analyze data to inform teachers, counselors, and staff of the successes or failures of intervention strategies. Supporting PD includes: High-Impact Collaboration, Differentiated Instruction, Utilizing Data to Drive Instruction, ELL strategies, and literacy strategies across the curriculum.

Goal 1 Additional PD Action Step (Optional)

2.1
Teachers will collaborate with Learning Strategists on response to intervention supports for students. Learning Strategists will also collaborate with administrators to analyze data to inform teachers, counselors, and staff of the successes or failures of intervention strategies. These RTI supports will improve the rigor of instruction for students in 9th and 10th grade in addition to students at the AP level so students are prepared for success in AP classes. AP teachers will attend Silver State AP Institute, summer 2017.

Goal 2 Additional PD Action Step (Optional)

3.1
The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2
Outreach Counselor works with students in crisis; Family Engagement Activities: Parent Advisory Committee (PAC) meetings, Freshman Orientation, DSA Culture Festival, and Open House; Additional Community Partners: Shield of Hope, Mbrace Counseling Services, Project 150, Three Square, Title I Hope, Salvation Army, and Noche de Mariachi; CCSD Magnet Fair (October)

Goal 1 Additional Family Engagement Action Step (Optional)

2.2
Family Engagement Activities: Advanced Placement Night, Awards Night, Fulfillment Fund Program, and the CCSD Magnet Fair (Oct.) Scholar Athlete Night

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 the percentage of students graduating each year.

Measurable Objective(s):
- Increase the percent of FRL students graduating in 2017 as measured by credit sufficiency..
- Increase the percent of 9th grade students who are credit sufficient by the end of their freshman year from 59% to 61% by 2017 as measured by the High School Cohort Visualization Tool.
- Increase the percent of 10th grade students, excluding unsuccessful transfers, who earn two or more math credits by the end of their sophomore year from 57% to 59% and two or more English credits by the end of their sophomore year from 63% to 68% by 2017 as measured by the CCSD High School Cohort Visualization Tool.
- Increase the percent of 11th grade students, excluding unsuccessful transfers, who earn two or more math credits by the end of their junior year from 55% to 59% and two or more English credits by the end of their junior year from 67% to 72% by 2017 as measured by the CCSD High School Cohort Visualization Tool.

Status
On Task

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 receive professional development from district ELL services and RPDP on response to intervention supports for students. Three Learning Strategists collaborate with administrators to analyze data to inform teachers, counselors, and staff of the successes or failures of intervention strategies. Supporting PD includes: High-Impact Collaboration, Differentiated Instruction, Utilizing Data to Drive Instruction, ELL strategies, and literacy strategies across the curriculum.		N/A
Progress			
Barriers			
Next Steps			
1.2	Outreach Counselor works with students in crisis; Family Engagement Activities: Parent Advisory Committee (PAC) meetings, Freshman Orientation, DSA Culture Festival, and Open House; Additional Community Partners: Shield of Hope, Mbrace Counseling Services, Project 150, Three Square, Title I Hope, Salvation Army, and Noche de Mariachi; CCSD Magnet Fair (October)		N/A

Progress		
Barriers		
Next Steps		
1.3	Teachers are expected to implement strategies with students and group their students based on student need as indicated by analyzed data. Credit retrieval through APEX Learning is available during school. Fundamental Math Concepts course is added to the master schedule to supplement Algebra I for students identified as needing additional supports. ELA classes offered for ELL students with a reduced class size and in a blended learning environment. ELL teachers will work with students based on WIDA scores for Tier II push-in and pull-out support.	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:
Increase the number of students completing Advanced Placement (AP).

Measurable Objective(s):
- Increase the percent of students graduating with an Advanced Diploma in 2017 as measured by the High School Cohort Visualization Tool..
- Increase the percent of students passing Advanced Placement Exam from 2017 as measured by the High School Cohort Visualization Tool..
- Increase the percent of students passing Advanced Placement Exam from 34% to 38% 2017 as measured by the College Board's Five-Year School Score Summary Report.

Status
On Task

Comments:

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

	Mid-Year		End-of-Year
2.1	Teachers will collaborate with Learning Strategists on response to intervention supports for students. Learning Strategists will also collaborate with administrators to analyze data to inform teachers, counselors, and staff of the successes or failures of intervention strategies. These RTI supports will improve the rigor of instruction for students in 9th and 10th grade in addition to students at the AP level so students are prepared for success in AP classes. AP teachers will attend Silver State AP Institute, summer 2017.	N/A	
Progress			
Barriers			
Next Steps			
2.2	Family Engagement Activities: Advanced Placement Night, Awards Night, Fulfillment Fund Program, and the CCSD Magnet Fair (Oct.) Scholar Athlete Night	N/A	
Progress			

Barriers			
Next Steps			
2.3	Teachers are expected to implement strategies with students and group their students based student need as indicated by analyzed data. The Learning Strategists and counselors review quarterly grades and develop interventions to ensure that students in AP classes succeed. Funding for tutoring sessions paid by SIG funds are offered after school and on Saturdays to prepare students for the AP exams. Pre-Calculus courses were also introduced into the schedule to prepare students for the rigor and curriculum of an AP class and to increase successful AP enrollment and performance. Extended AP labs are built into the master schedule for AP students. Additional CTE course offerings compliment magnet offerings, and will be expanded. CTE will add technical theater, video production, and fashion design courses. Magnet will add vocals, band, and orchestra courses.	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 schools will provide professional development to staff members during the 2016-2017 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	The school's Equity and Diversity Education Department Liaison attends trainings and brings back information to staff. Information is shared in staff meetings.		N/A	
Progress				
Barriers				
Next Steps				
3.2			N/A	
Progress				

Barriers		
Next Steps		
3.3	Del Sol Corner Closet provides students in need with clothing, food, shoes, blankets, toiletries, and school supplies.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		