

Goal 1: Mike O'Callaghan Middle School will increase student achievement in English Language Arts/Reading and Mathematics.

Measurable Objective 1:

A 3% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency annual increase in Reading by 06/15/2020 as measured by state mandated assessments. Hispanic, IEP, and FRL subgroups will show a 2% annual increase in proficiency..

(shared) Strategy 1:

Implementation of Common Core State Standards - In order to effectively implement CCSS, teachers will participate in professional development at both the district and site level to gain increased capacity to fully implement Common Core State Standards (CCSS). Such professional development will take place in whole group, small group (department and grade level), and one on one. Steps will be taken to ensure teachers have appropriate resources to support CCSS instruction. Professional development in effective, ongoing analysis and application of assessment data is needed to ensure effective implementation and progress monitoring of CCSS student learning. Monitoring of the implementation of CCSS will also take place systematically through effective and ongoing collaboration and supervision and evaluation practices. The professional development needs will be reviewed each year, and be data driven.

Research Cited: Common Core State Standards Initiative, Nevada Department of Education; Pathways to the Common Core by Lucy Calkins, Mary Ehrenworth & Christopher Lehman.

Activities:

Activity - Teacher training in Common Core State Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development days scheduled by the school district will be utilized for teacher training in CCSS. Additional before and after school, and prep period trainings will be scheduled as needed. Target area teachers will be engaged in specific professional development on best practices in target area instruction and learning. Such training will be determined based on assessment data, feedback from teachers in collaboration, and feedback from supervision and evaluation observations and conferences.	Professional Learning	08/24/2015	06/01/2019	\$0	No Funding Required	School Administrator s, department chairs, learning strategists, teachers

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Activity - Teacher training in data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in training in how to analyze and apply learning from formative and summative assessments. Training will include developing an understanding of the Nevada School Performance Framework (NSPF) for all staff also. Teachers will need to understand such terms as achievement gap, student growth, median growth percentile, and student growth percentile, and adequate growth percentile. Such training will take place during staff development days, common preps, and before and after school. Training will be ongoing and will occur in whole group, small group by department, and one-on-one with administrators and/or academic coaches. This training will support effective implementation of CCSS, and provide valuable tools for teachers to monitor student learning of standards based skills and concepts. Adjustments to instruction can then be successfully made based on ongoing data analysis. As teachers become proficient in data analysis and application, collaboration practices will become more purposeful and productive. Training needs will be assessed annually and revised accordingly.	Professional Learning	08/17/2015	06/01/2019	\$0	General Fund	Administration , academic coaches, department chairs, teachers

Activity - Monitoring and Evaluation of CCSS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation of the implementation of standards based teaching and learning will be systemic, to include walk thrus, program fidelity checks, frequent conferencing with teachers, and other effective supervision and evaluation practices.	Policy and Process, Academic Support Program	08/24/2015	06/12/2020	\$0	General Fund	Administration , academic coaches, department chairs, teachers

(shared) Strategy 2:

Professional Learning Communities - Professional Learning Communities (PLC) will be established at Mike O'Callaghan Middle School. PLCs will be groups of teachers coming together on an established regular basis to engage in purposeful collaboration. Common preps will be built into the master schedule where appropriate. PLCs will be by department and grade level. Department chairs, the academic coaches, and the administrative team will also each function as a PLC, meeting on a regular basis to address a variety of issues related to data analysis, CCSS implementation, best practices for instruction, interventions for identified students, the cooperative consultative model, and school wide practices affecting school climate. The administrative team, working with staff, will develop and implement protocols for the PLCs, including a PLC collaboration calendar, expectations for PLC meetings, and reporting and monitoring of goals and next steps.

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Professional development in effective collaboration practices will support this strategy.

Research Cited: Research Cited: Learning by Doing: A Handbook for Professional Communities at Work by Richard Dufour & Rebecca Dufour; Revisiting Professional Learning Communities at Work: New Insights for Improving by Richard Dufour & Robert Eaker

Activities:

Activity - Development and implementation of PLC protocols	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team, along with staff, will establish protocols for the PLCs. The protocols will include a calendar for PLC meetings, and requirements for monitoring and reporting. Training identified in the Professional Development strategy will support this activity. These protocols will be reviewed on an annual basis, and revised as needed.	Policy and Process	08/24/2015	06/15/2020	\$0	No Funding Required	Administration , department chairs, academic coaches, teachers

Activity - Monitoring and Evaluation of PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration practices will be monitored and evaluated through established PLC reporting expectations and practices, and staff surveys. Such practices will be revised annually to reflect identified needs.	Policy and Process	08/01/2015	06/07/2019	\$0	No Funding Required	Administration , Teachers

(shared) Strategy 3:

Academic Coaches - Academic coaches will be hired in the areas of math, English language arts, and ELL. Academic coaches will work one on one with teachers, modeling lessons, and providing other instructional support as needed. The support of the academic coaches will impact the successful implementation of CCSS, ensuring effective Tier 1 instruction also. The coaches will work collaboratively with the PLCs to address instructional issues as they arise, and providing training in such areas as CCSS, data analysis, and intervention development as needed.

Research Cited: Nevada State Depart of Education

Activities:

Activity - Monitoring and Evaluation of Academic Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Academic coaches will be hired in the areas of math, ELA, and ELL. Ongoing monitoring and evaluation of the effectiveness of the academic coaches will occur through supervision and evaluation protocols, student assessment data results, and staff surveys.	Policy and Process, Academic Support Program	08/10/2015	06/01/2016	\$200000	Title I School Improvement (ISI)	Administration
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(shared) Strategy 4:

Development and Implementation of Instructional Interventions - Through collaboration and analysis of data, specifically the mandated progress monitoring tools, instructional interventions will be developed and implemented for identified students. Barometer students will be identified for close monitoring and required growth. Test taking strategies specific to computerized testing will be emphasized. Identified standards will be retaught, utilizing such programs as Classroom Connectors. The academic coaches will assist individual teachers and the PLCs in the development of interventions. Interventions will target identified subgroups when appropriate also. An academic opportunity period will also be established during the instructional day for identified students.

Research Cited: <http://www.interventioncentral.org> • Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth.

Activities:

Activity - Academic Opportunity Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Academic Opportunity Period will be established during the daily instructional day. Through collaboration and data analysis, students will be identified to participate in this program. The success of this program will be closely monitored, by a quarterly review of academic grades, and other progress monitoring data. The program will be revised as needed each year.	Academic Support Program	08/24/2015	06/10/2016	\$0	General Fund	Administration, department chairs, academic coaches, Opportunity Period staff

Activity - Monitoring and Evaluation of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventions, including instructional interventions embedded into daily instruction and the Academic Opportunity Period, will be monitored and evaluated by analysis of formative and summative assessment data, supervision and evaluation protocols, and staff, student, and parent surveys.	Policy and Process	08/24/2015	06/05/2019	\$0	General Fund	Administration, academic coaches, department chairs, teachers

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(shared) Strategy 5:

Supervision and Evaluation Protocols - Supervision and Evaluation protocols will be developed and implemented, in alignment with the Nevada Educator Performance Framework (NEPF). Protocols will include teacher expectancies and pre and post observation guidelines, as well as other site based requirements, developed in response to data driven site initiatives. Protocols will be aligned with the five NEPF standards and indicators. Professional development on the NEPF will also be provided for staff.

Research Cited: Nevada Education Performance Framework - Teachers and Leaders Council

Activities:

Activity - Development of Supervision and Evaluation Protocols	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders, in conjunction with staff, will collaborate on the development of school wide supervision and evaluation protocols, which will be implemented consistently by school leaders and staff. Protocols will be aligned to the NEPF, and will include, but not be limited to, teacher expectations, pre and post observation practices, and other site specific guidelines, written in response to data driven site initiatives. Protocols will be reviewed and revised as needed in response to staff surveys and other assessment data.	Other	04/13/2015	06/13/2016	\$0	No Funding Required	Administration , teachers

Activity - Professional Development on NEPF	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development on the NEPF. Professional development will be whole group, small group, and one on one. One on one training and support will be provided as part of the supervision and evaluation process.	Professional Learning	08/24/2015	06/10/2016	\$0	No Funding Required	Administration , department chairs, academic coaches, teachers

(shared) Strategy 6:

Cooperative Consultative Model - Regular education and special education staff will work closely with administration and the academic coaches in the implementation of the cooperative consultative model at Mike O'Callaghan Middle School. Teachers will participate in professional development on the cooperative consultative model to ensure understanding of best practices. Instructional assistants will also be trained as needed. Implementation will ensure Tier 1 instruction includes students who

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qualify for special education services. Requirements established in the Route to Intervention (RTI) and Individual Education Plan (IEP) processes will be followed. Specific cooperative consultative practices will be developed collaboratively, and based on data driven decision making. Tier 2 and Tier 3 instruction will be provided for identified students as needed.

Research Cited: Validation of the Collaboration and Support for Inclusive Teaching Scale in Special Education Teachers, Journal of Psychoeducational Assessment September 11, 2014; Cooperative Teaching: A Model for General and Special Education Integration, Bauwens, Jeanne, EdD; Hourcade, Jake J., PhD; and Friend, Marilyn, Phd.

Activities:

Activity - Staff training on Cooperative and Consultative Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development on the cooperative consultative model. Training may include whole group, small group, and one on one support, and may be facilitated by the special education facilitator, academic coaches, and district personnel. Training will be ongoing, supported by much conferencing between staff. Training will cover such topics as Route to Intervention, modifications and adaptations, the different ways cooperative teaching can be successfully implemented, and other best practices associated with the CC model. PD needs will be assessed annually in support of the CC model.	Professional Learning	08/24/2015	06/05/2019	\$0	General Fund	Administration , special education staff, academic coaches

Activity - Development and Implementation of CC Protocols	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of special education and regular education staff will work together with the administration to develop protocols for the successful implementation of the CC model in the spring for the following school year. Protocols may include scheduling of special education teachers and support staff into regular education classrooms, delineated expectations for special education and regular education staff, and identification of needed materials and support.	Policy and Process	03/09/2015	09/25/2015	\$0	No Funding Required	Administration , special education staff, identified teachers

Strategy 7:

Constructed response practice - ELA teachers will engage students in weekly practice of constructed response test items. Teachers in other content areas will engage students in practice in constructed response test items a minimum of one time each month. Teachers will participate in training from academic coaches in how to develop constructed response test items. Teachers will collaborate during PLC time on evaluating the rate of student success with constructed response, and share

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how to adjust instruction to improve the student success rate.

Research Cited: Teach Constructed Response: Writing Explicitly (Smekers Educational Solutions, Inc.); Constructed Response Scoring - Doing It Right (ETS), Catherine McClellan (2010).

Activities:

Activity - Teacher training on constructed response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in professional development on how to write, implement and evaluate constructed response test items. Professional development will be whole group, small group, and one on one. Training will be provided by academic coaches. Additional one on one training and support will be provided as part of the supervision and evaluation process.	Professional Learning	05/01/2015	05/01/2016	\$0	No Funding Required	Academic coaches, department chairs, administration

Activity - Constructed response practice implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in ELA classes will engage in constructed response practice one time each week. Students in other core classes will practice constructed response a minimum of one time each month.	Academic Support Program	09/01/2015	06/01/2016	\$0	No Funding Required	Academic coaches, department chairs, teachers.

Activity - Monitoring and Evaluation of Constructed Response Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student practice in writing constructed response test items will be monitored and evaluated by analysis of student work, regular sharing and collaboration on student success, feedback from teachers and academic coaches, and department chairs, and supervision and evaluation protocols..	Academic Support Program	09/01/2015	06/01/2016	\$0	No Funding Required	Teachers, academic coaches, department chairs, administration

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Measurable Objective 2:

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(shared) Strategy 1:

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Activity - Teacher training in data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will participate in training in how to analyze and apply learning from formative and summative assessments. Training will include developing an understanding of the Nevada School Performance Framework (NSPF) for all staff also. Teachers will need to understand such terms as achievement gap, student growth, median growth percentile, and student growth percentile, and adequate growth percentile. Such training will take place during staff development days, common preps, and before and after school. Training will be ongoing and will occur in whole group, small group by department, and one-on-one with administrators and/or academic coaches. This training will support effective implementation of CCSS, and provide valuable tools for teachers to monitor student learning of standards based skills and concepts. Adjustments to instruction can then be successfully made based on ongoing data analysis. As teachers become proficient in data analysis and application, collaboration practices will become more purposeful and productive. Training needs will be assessed annually and revised accordingly.</p>	<p>Professional Learning</p>	<p>08/17/2015</p>	<p>06/01/2019</p>	<p>\$0</p>	<p>General Fund</p>	<p>Administration , academic coaches, department chairs, teachers</p>
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Activity - Monitoring and Evaluation of CCSS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Monitoring and evaluation of the implementation of standards based teaching and learning will be systemic, to include walk thrus, program fidelity checks, frequent conferencing with teachers, and other effective supervision and evaluation practices.</p>	<p>Policy and Process, Academic Support Program</p>	<p>08/24/2015</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>General Fund</p>	<p>Administration , academic coaches, department chairs, teachers</p>

(shared) Strategy 2:

Professional Learning Communities - Professional Learning Communities (PLC) will be established at Mike O'Callaghan Middle School. PLCs will be groups of teachers coming together on an established regular basis to engage in purposeful collaboration. Common preps will be built into the master schedule where appropriate. PLCs will be by department and grade level. Department chairs, the academic coaches, and the administrative team will also each function as a PLC, meeting on a regular basis to address a variety of issues related to data analysis, CCSS implementation, best practices for instruction, interventions for identified students, the cooperative consultative model, and school wide practices affecting school climate. The administrative team, working with staff, will develop and implement protocols for the PLCs, including a PLC collaboration calendar, expectations for PLC meetings, and reporting and monitoring of goals and next steps. Professional development in effective collaboration practices will support this strategy.

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Activities:

Activity - Development and implementation of PLC protocols	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team, along with staff, will establish protocols for the PLCs. The protocols will include a calendar for PLC meetings, and requirements for monitoring and reporting. Training identified in the Professional Development strategy will support this activity. These protocols will be reviewed on an annual basis, and revised as needed.	Policy and Process	08/24/2015	06/15/2020	\$0	No Funding Required	Administration , department chairs, academic coaches, teachers

Activity - Monitoring and Evaluation of PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration practices will be monitored and evaluated through established PLC reporting expectations and practices, and staff surveys. Such practices will be revised annually to reflect identified needs.	Policy and Process	08/01/2015	06/07/2019	\$0	No Funding Required	Administration , Teachers

(shared) Strategy 3:

Academic Coaches - Academic coaches will be hired in the areas of math, English language arts, and ELL. Academic coaches will work one on one with teachers, modeling lessons, and providing other instructional support as needed. The support of the academic coaches will impact the successful implementation of CCSS, ensuring effective Tier 1 instruction also. The coaches will work collaboratively with the PLCs to address instructional issues as they arise, and providing training in such areas as CCSS, data analysis, and intervention development as needed.

Research Cited: Nevada State Depart of Education

Activities:

Activity - Monitoring and Evaluation of Academic Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic coaches will be hired in the areas of math, ELA, and ELL. Ongoing monitoring and evaluation of the effectiveness of the academic coaches will occur through supervision and evaluation protocols, student assessment data results, and staff surveys.	Policy and Process, Academic Support Program	08/10/2015	06/01/2016	\$200000	Title I School Improvement (ISI)	Administration

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(shared) Strategy 4:

Development and Implementation of Instructional Interventions - Through collaboration and analysis of data, specifically the mandated progress monitoring tools, instructional interventions will be developed and implemented for identified students. Barometer students will be identified for close monitoring and required growth. Test taking strategies specific to computerized testing will be emphasized. Identified standards will be retaught, utilizing such programs as Classroom Connectors. The academic coaches will assist individual teachers and the PLCs in the development of interventions. Interventions will target identified subgroups when appropriate also. An academic opportunity period will also be established during the instructional day for identified students.

Research Cited: <http://www.interventioncentral.org> • Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth.

Activities:

Activity - Academic Opportunity Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Academic Opportunity Period will be established during the daily instructional day. Through collaboration and data analysis, students will be identified to participate in this program. The success of this program will be closely monitored, by a quarterly review of academic grades, and other progress monitoring data. The program will be revised as needed each year.	Academic Support Program	08/24/2015	06/10/2016	\$0	General Fund	Administration , department chairs, academic coaches, Opportunity Period staff

Activity - Monitoring and Evaluation of Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventions, including instructional interventions embedded into daily instruction and the Academic Opportunity Period, will be monitored and evaluated by analysis of formative and summative assessment data, supervision and evaluation protocols, and staff, student, and parent surveys.	Policy and Process	08/24/2015	06/05/2019	\$0	General Fund	Administration , academic coaches, department chairs, teachers

(shared) Strategy 5:

Supervision and Evaluation Protocols - Supervision and Evaluation protocols will be developed and implemented, in alignment with the Nevada Educator Performance

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Framework (NEPF). Protocols will include teacher expectancies and pre and post observation guidelines, as well as other site based requirements, developed in response to data driven site initiatives. Protocols will be aligned with the five NEPF standards and indicators. Professional development on the NEPF will also be provided for staff.

Research Cited: Nevada Education Performance Framework - Teachers and Leaders Council

Activities:

Activity - Development of Supervision and Evaluation Protocols	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders, in conjunction with staff, will collaborate on the development of school wide supervision and evaluation protocols, which will be implemented consistently by school leaders and staff. Protocols will be aligned to the NEPF, and will include, but not be limited to, teacher expectations, pre and post observation practices, and other site specific guidelines, written in response to data driven site initiatives. Protocols will be reviewed and revised as needed in response to staff surveys and other assessment data.	Other	04/13/2015	06/13/2016	\$0	No Funding Required	Administration , teachers

Activity - Professional Development on NEPF	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development on the NEPF. Professional development will be whole group, small group, and one on one. One on one training and support will be provided as part of the supervision and evaluation process.	Professional Learning	08/24/2015	06/10/2016	\$0	No Funding Required	Administration , department chairs, academic coaches, teachers

(shared) Strategy 6:

Cooperative Consultative Model - Regular education and special education staff will work closely with administration and the academic coaches in the implementation of the cooperative consultative model at Mike O'Callaghan Middle School. Teachers will participate in professional development on the cooperative consultative model to ensure understanding of best practices. Instructional assistants will also be trained as needed. Implementation will ensure Tier 1 instruction includes students who qualify for special education services. Requirements established in the Route to Intervention (RTI) and Individual Education Plan (IEP) processes will be followed. Specific cooperative consultative practices will be developed collaboratively, and based on data driven decision making. Tier 2 and Tier 3 instruction will be provided for identified students as needed.

Research Cited: [Validation of the Collaboration and Support for Inclusive Teaching Scale in Special Education Teachers, Journal of Psychoeducational Assessment](#)

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September 11, 2014; Cooperative Teaching: A Model for General and Special Education Integration, Bauwens, Jeanne, EdD; Hourcade, Jake J., PhD; and Friend, Marilyn, Phd.

Activities:

Activity - Staff training on Cooperative and Consultative Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development on the cooperative consultative model. Training may include whole group, small group, and one on one support, and may be facilitated by the special education facilitator, academic coaches, and district personnel. Training will be ongoing, supported by much conferencing between staff. Training will cover such topics as Route to Intervention, modifications and adaptations, the different ways cooperative teaching can be successfully implemented, and other best practices associated with the CC model. PD needs will be assessed annually in support of the CC model.	Professional Learning	08/24/2015	06/05/2019	\$0	General Fund	Administration , special education staff, academic coaches

Activity - Development and Implementation of CC Protocols	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of special education and regular education staff will work together with the administration to develop protocols for the successful implementation of the CC model in the spring for the following school year. Protocols may include scheduling of special education teachers and support staff into regular education classrooms, delineated expectations for special education and regular education staff, and identification of needed materials and support.	Policy and Process	03/09/2015	09/25/2015	\$0	No Funding Required	Administration , special education staff, identified teachers

School Performance Plan

School Name
O'Callaghan, Mike MS

Address (City, State, Zip Code, Telephone):
1450 Radwick Dr
Las Vegas, NV 89110-2000, (702) 799-7340

Superintendent/Assistant Chief: Pat Skorkowsky / Jeff Geihs

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
Isabel Perez	Parent	Scott Fligor	Principal
Jeff Halsell	Assistant Principal	Sandra Baeza	Teacher
Andrea Weller	Teacher	Butch Heiss	Assistant Principal
Simone Browne	Teacher	Brenda Stephenson	Teacher
Dina Grossardt	Administrative School Secretary		

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 checked="" type="checkbox"/> Other
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Priority Need/Goal 3:

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

Root Causes:

There is a need for training in the area of cultural competency as evidenced by the District student achievement gap data.

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2015-2016 school year as measured by sign-in sheets.

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:	
All staff will participate in a professional development session provided by the District's Equity and Diversity Department.	Training materials from the Equity and Diversity Department.	Sign-in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during one of the four districtwide staff development days.	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:	

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I & Parent Involvement Set-Aside	\$400,520	Instructional Strategists and CSR teacher for Math; laptops, Chromebooks, iPads and cases, printers; Computer and supplies for parent use.	Goals 1 and 2
Flex Budget	\$9,600	180 days for Substitutes: Teacher collaboration & Evaluate data analysis.	Goal 1
Flex Budget	\$20,000	Catapult Learning (Evaluate) on-line progress monitoring.	Goal 1

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.

O'Callaghan Middle School is partnered with Teach for America and, thus, collaborates with TFA staff and CCSD Human Resources in order to identify high quality teachers that fit open positions. Department chairs, and or learning strategist and or other teachers within the department, when possible, participate in the interview process. In addition, the learning strategists also provide instructional support to teachers in other content areas.

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.

School information is provided in letters and web postings. Monthly Parent Advisory meetings are held with the Principal to inform the community of upcoming events, budget, staffing, and CCSD policy. Academic information is shared during conferences, progress reporting and grade reports. Two support staff provide ongoing translation support to families, both written and orally. UNLV GEAR UP is housed on campus with full time staffers that support students and families academically, and with social services.

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.).

O'Callaghan Middle School counselors articulate closely with the feeder elementary schools on transitional activities. Incoming 5th grade students visit the OCMS campus, attend an Orientation, which includes an electives presentation/recruitment showcase and, in August, a school kick off is held for all students and families. Additionally, the sixth grade teachers work in cross-curricular teams to support the transition process. CCSD Magnet School presentation is held annually for all 8th grade students.

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

Department Chairs meet with administration bi-monthly to provide guidance in regarding academic assessments; data analysis; department-wide next steps; identification of best instructional practice. Decisions are made collaboratively. Departments meet monthly to analyze data and share best practices. The school is a member of the CCSD's ELL Master Plan (Cohort A) to delivery strategic professional development to support the growth of ELLs. Monthly Evaluate student tracking and teacher reflection guides instruction.

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

Federal, state and local services are coordinated and integrated in the school improvement efforts. Title I dollars fund teachers in order to reduce class size and strategists to provide instructional assistance.