School Performance Plan

School Name

Swainston, Theron L MS

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

3500 W Gilmore Ave
N Las Vegas, NV 89032-402, (702) 799-4860

Superintendent/Assistant Chief:

Pat Skorkowsky / Kim Mangino

For Implementation During The Following Years:

2016-2017

The Following MUST Be Completed:

Title I Status:	Served

Designation:	Focus School

Grade Level Served:	Middle School

Classification:	3 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
Larry Sierra	Parent	Lori Desiderato	Principal
Rachelle Duggins-Tetlow	Learning Strategist	Latisha Black	Learning Strategist
Dana Hazzard	ELA Teacher	Maylin Lara	Math Teacher
Alex Karvounidis	Counselor	Erika Moosbrugger	ELA Teacher
Joseph Flamio	Social Studies Teacher	Ronda Richard	PE Teacher
Palmer Jackson	Dean of Students	Laurie Roelofs	Dean of Students

| Jennifer Angell | Science Teacher | Bridget Brown | Special Education-Resource Teacher |

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Summative Assessments	ELL Program Policies and Procedures	Achievement Gap Data
Interim Assessments	Placement (Proficiency Levels)	Nevada Alternate Assessment (NAA)
Formative Assessments Practice	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

The Smarter Balance Assessment Consortium Achievement Data reflected a decrease in Reading and Mathematics. In most cases, the growth decreased across all grade levels. Lack of sufficient growth also impacted most achievement gap data for Reading and Mathematics in the area of Special Education (IEP) and English Language Learners (LEP). The SBAC ELA achievement data reflected an overall proficiency level of 30.06%, but unveiled non proficiency levels at 69.94%. ELA data in Special Education (IEP) revealed 2.38% of our students were proficient and 97.62% were not proficient. Our English Language Learners (LEP) for ELA 6.67% proficient and 93.33% not proficient. The SBAC achievement data for Mathematics showed an overall 13.22% proficient and 86.78% not proficient. Special Education mathematics (IEP) data reflected 0.79% students were proficient and 99.21% not proficient. English Language Learners (LEP) in the area of mathematics showed a proficiency level of 2.80% and 94.23% not proficient on current SBAC data. A variety of Tier I instructional strategies need to be utilized to increase academic rigor in all content areas and consistent use of Tier 2 and 3 interventions need to be used to address student proficiency levels. The use of NCCAT-S data results focused on student feedback in the classroom to build expectations for learning and achievement. The overall concern is to raise proficiency rates across all grade levels, ELL (LEP) and Special Education (IEP).
ELA and Mathematics
Grade 6: To increase ELA 6th grade proficiency levels 15% from an average of 34.59% to 49.59% students proficient.
Grade 6: To increase Math 6th grade proficiency levels 20% from an average of 23.28% to 43.28% students proficient.
Grade 7: To increase ELA 7th grade proficiency levels 20% from 19.08% to 39.08% students proficient
Grade 7: To increase Math 7th grade proficiency levels 20% from 13.09% to 33.09% student proficient
Grade 8: To increase ELA 8th grade proficiency levels 10% from 38.96% to 48.96% students proficient.
Grade 8: To increase Math 8th grade proficiency levels 20% from 19.27% to 39.27% students proficient.
Overall ELL (LEP): To increase overall ELA (LEP) proficiency 15% from 6.67% to 21.67% students proficient.
Overall ELL (LEP): to increase overall Math (LEP) proficiency 15% from 3.62% to 18.62% students proficient.
Overall Special Education (IEP): To increase overall ELA (IEP) proficiency 5% from 2.38% to 7.38% students proficient.
Overall Special Education (IEP): To increase overall Math (IEP) proficiency 5% from 3.64% to 8.64% students proficient.

HOPE 2 Intervention

Focus of Intervention:
Classes are geared to help develop social-cognitive skills strongly correlated with reducing violent and anti-social behavior grounded in raising future aspirations and developing responsibility.

Monitoring Plan:
There is a data tracking/call log to ensure the teachers establish a relationship with parent. Behavior charts are used to track weekly student behavior.

Evaluation Plan:
The dean's log of information will be used.

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:
Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in reading.

Root Causes:
Student proficiency, growth and reductions in achievement gaps for all subgroups across all grade levels to reach proficiency is less than the district according to SBAC achievement data. Reading data reflect that gaps exist in grades 6, 7, and 8 compared to district achievement levels. Inconsistent grade level Tier I instruction lacked academic rigor in order to close achievement gaps across subgroups and grade levels. The use of classroom observations, lesson plan analysis, and the analysis of student assessment data will support departments in more effective ways to strengthen the school's instructional program. School administration and teachers will increase consistency of Tier 2, 3 interventions for Reading, RTI team meetings, and analysis of student assessment data will be used to close the achievement gaps within targeted subgroups.

Measurable Objective 1:
Reduce the reading proficiency gap between the District's highest performing subgroup (71.86%) and lower performing ethnic/racial supergroup (28.62%) from 43.24% gap (2016) to 31.56% (by 2017) as measured by state assessments (SBAC).

Measurable Objective 2:
My Perspective Diagnostic Assessment 6th grade Mid-year target 30% proficient and End of the year 50% proficient 7th grade Mid-year target 45% proficient and End of the year 60% proficient 8th grade Mid-year target 33% proficient and End of the year 50% proficient

Measurable Objective 3:
AIMSWeb Maze Assessment Targets: 6th grade 34% proficient to 62% proficient on the Spring Benchmark 7th grade 44% proficient to 60% proficient on the Spring Benchmark 8th grade 52% proficient to 75% proficient on the Spring Benchmark

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline, Benchmarks, and Position Responsible**	**Monitoring Status**
1.1 Professional Development (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators: 1.1/1.2**	

1) Strategist and other CCSD personnel will continue to offer weekly PD the 2016-2017 school to ensure rigorous Tier 1 instruction in Reading using NVACS, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 3) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency.	1/2/3) Strategist and other CCSD personnel to develop strategic initiatives designed to increase the proficiency rate of all subgroups and continue to provide weekly PD and PLC meetings (1003(a)). 2) No funding is needed for PLC meetings due to contractual hours for the 2016-2017 school year.	1) classroom observations, Curriculum Engine (lesson plan analysis), work samples, students assessment data, professional development evaluations. 2) PLC notes, lesson plans, PD Agendas 3) Student achievement data 1/2/3) Regularly scheduled problem-solving meetings (monthly) and 90-day monitoring/status update meetings will be held by school and designated District staff as outlined in the document Section B. District Support.	1/3) Professional Development for ELA, Mathematics, Co-taught classes, will take place during PLCs and SBCT. After school professional development will be provided school wide and focus on Tier I instructional strategies. 2) Weekly PLC meetings will take place in all departments with a focus on data analysis and PD implementation in the classroom to strengthen Tier I instruction. 1/2/3) The administration, strategists, professional development cadre, and school improvement committee will monitor and gather data on a monthly basis to the end of the school year.	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) Back to School Peek, Open House, and other presentations are directed to involve parents educationally, update information and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. (Examples: SBAC training and student data, Infinite Campus, Community Resources, Magnet opportunities, CCSD dress code, etc.) 3) One family night and several academics nights will be used to involve parents with their children using similar classroom methods and strategies.	1/2/3) Title I has provided some funding and Swainston Middle School provides additional funds for these activities. Support personnel, faculty members, and administration will participate with family engagement endeavors.	1/2/3) Parent sign-in sheets, evaluation forms, and agendas from family engagement meetings and events will be used as evidence of these activities. Regularly scheduled problem-solving meetings (monthly) and 90-day monitoring/status update meetings will be held by school and designated District staff as outlined in the document Section B.District Support.	1/2/3) The administrative team, teachers, and support personnel assure compliance with having parents being educationally involved at academic family nights and at the monthly themed PAC presentations. Strategist will gather data on a monthly basis to the end of the school year.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)	**Continuation From Last Year:**	**NCCAT-S Indicators: 1.1/1.2**

1) MyPerspective diagnostic, AIMSWeb maze and common assessment data will be analyzed to drive instruction to improve academic achievement. Learning Targets were established by grade levels during PLCs and SBCT. The following learning targets will be utilized to monitor student growth: My Perspective Diagnostic Assessment 6th grade Mid-year target 30% proficient and End of the year 50% proficient 7th grade Mid-year target 45% proficient and End of the year 60% proficient 8th grade Mid-year target 33% proficient and End of the year 50% proficient AIMSWeb Maze Assessment Targets: 6th grade 34% proficient to 62% proficient on the Spring Benchmark 7th grade 44% proficient to 60% proficient on the Spring Benchmark 8th grade 52% proficient to 75% proficient on the Spring Benchmark The use of prep buy-outs and the hiring of additional teachers to reduce class size to ensure a solid foundation for learning. Instructional shifts in reading will increase academic rigor within Tier I instruction and increase awareness of co-taught approaches to close achievement gaps within special education and our ELL population. 2) CT block with a fundamentals to increase basic skills and mathematical concepts. Implementation of advisory program during 4th period everyday to develop relationships, ensure student success (both academically and socially), and promote communication between home and school. 3) Tier 2, 3 interventions will be used to close proficiency gaps within focus areas. Tutoring will be provided after school to all students.	1) Additional prep buy-outs (11 from Title I $110,000.00 and 5 from Title I Set Aside $40,000). 2) Funding from Title I and 1003(a) grant will allow for class size reduction with the hiring of ELA (Title I $75,000.00) and Math teachers (1003(a) grant $82,581.00) 3) Tutoring funds (Title I $6,000.00)	1/2/3) Various artifacts will serve as evidence of progress: classroom observation, Curriculum Engine (lesson plan analysis), student work samples, student assessment data and PD evaluations. Regularly scheduled problem-solving meetings (monthly) and 90-day monitoring/status update meetings will be held by school and designated District staff as outlined in the document Section B.District Support.	1/2/3) The Administration, School Improvement Committee, Department Chairs, and the Strategists will provide focus through data analysis to drive instruction to improve student achievement. Monthly classroom observations will also be used to assure participation by all staff members.	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators: 1.1/1.2	
				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:
Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in math.

Root Causes:
Student proficiency, growth and reductions in achievement gaps for all subgroups across all grade levels to reach proficiency is less than the district according to school growth summary report. Math data reflect that gaps exist in grades 7 and 8 compared to district achievement levels. Inconsistent grade level Tier I instruction lacked academic rigor in order to close achievement gaps across subgroups and grade levels. The use of classroom observations, lesson plan analysis, and the analysis of student assessment data will support departments in more effective ways to strengthen the school's instructional program. School administration and teachers will increase consistency of Tier 2, 3 interventions for Reading, RTI team meetings, and analysis of student assessment data to close achievement gaps within targeted subgroups.

Measurable Objective 1:
Reduce the math proficiency gap between the District's highest performing subgroup (56.83%) and lower performing ethnic/racial supergroup (15.08%) from 41.75% gap (2016) to 30.75% (by 2017) as measured by state assessments (SBAC).

Measurable Objective 2:
Glencoe diagnostic: 6th grade: 3.4% students proficient and by end of the year 20% of students will be proficient 7th grade: 0% students proficient and by end of the year 18% student proficient 8th grade: 0% students proficient and by the end of the year 20% student proficient

Measurable Objective 3:
AIMSWeb Comp: 6th grade: 33% to 55% proficient on the Spring Benchmark 7th grade: 42% to 65% proficient on the Spring Benchmark 8th grade: 26% to 56% proficient on the Spring Benchmark

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) Strategist and other CCSD personnel will continue to offer weekly PD throughout the 2016-2017 school to ensure rigorous Tier 1 instruction in Reading using NVACS, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 3) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency.	1/2/3) Strategist and other CCSD personnel to develop strategic initiatives designed to increase the proficiency rate of all subgroups and continue to provide weekly PD and PLC meetings (1003(a)). 2) No funding is needed for PLC meetings due to contractual hours for the 2016-2017 school year.	1) classroom observations, Curriculum Engine (lesson plan analysis), work samples, students assessment data, professional development evaluations. 2) PLC notes, lesson plans, PD Agendas 3) Student achievement data 1/2/3) Regularly scheduled problem-solving meetings (monthly) and 90-day monitoring/status update meetings will be held by school and designated District staff as outlined in the document Section B. District Support.	1/3) Professional Development for ELA, Mathematics, Co-taught classes, will take place during PLCs and SBCT. After school professional development will be provided school wide and focus on Tier I instructional strategies. 2) Weekly PLC meetings will take place in all departments with a focus on data analysis and PD implementation in the classroom to strengthen Tier I instruction. 1/2/3) The administration, strategists, professional development cadre, and school improvement committee will monitor and gather data on a monthly basis to the end of the school year.	N/A

Comments:
Regularly scheduled problem-solving meetings (monthly) and 90-day monitoring/status update meetings will be held by school and designated District staff as outlined in the document Section B.District Support.

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) Back to school peek, Open House, and other presentations are directed to involve parents educationally and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. 3) Academic family nights will be used to involve parents with their children using similar classroom methods and strategies.	1/2/3) Title I has provided some funding and Swainston Middle School provides additional funds for these activities. Support personnel, faculty members, and administration will participate with family engagement endeavor.	1/2/3) Parent sign-in sheets, evaluation forms, and agendas from family engagement meetings and events will be used as evidence of these activities. Regularly scheduled problem-solving meetings (monthly) and 90-day monitoring/status update meetings will be held by school and designated District staff as outlined in the document Section B.District Support.	1/2/3) The administrative team, teachers, and support personnel assure compliance with having parents being educationally involved at family nights and at the monthly themed PAC presentations. Strategist will gather data on a monthly basis to the end of the school year.	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators:**

1) Glencoe, AIMSWeb comp and common student assessment data will be analyzed to drive instruction to improve academic achievement. Learning targets were established by grade levels during PLCs and SBCT. The following learning targets will be utilized to monitor student growth: Glencoe diagnostic: 6th grade: 3.4% students proficient and by end of the year 20% of students will be proficient 7th grade: 0% students proficient and by end of the year 18% student proficient 8th grade: 0% students proficient and by the end of the year 20% student proficient AIMSWeb Comp Assessment: 6th grade: 33% to 55% proficient on the Spring Benchmark 7th grade: 42% to 65% proficient on the Spring Benchmark 8th grade: 26% to 56% proficient on the Spring Benchmark. Improve all computational skills and arithmetic operations Improve students' to calculate basic addition, subtraction, multiplication, and division problems quickly and accurately using mental methods or paper and pencil. The use of prep buy-outs and the hiring of additional teachers to reduce class size to ensure a solid foundation for learning. Instructional shifts in mathematics to increase academic rigor within Tier I instruction and increase awareness of co-taught approaches to close achievement gaps within special education. 2) CT block with a fundamentals to increase basic skills and mathematical concepts. Implementation of advisory program during 4th period everyday to develop relationships, ensure student success (both academically and socially), and promote communication between home and school. 3) Tier 2, 3 interventions will be used to close proficiency gaps within focus areas. Tutoring will be provided after school to all students.	1) Additional prep buy-outs (11 from Title I $110,000.00 and 5 from Title I Set Aside $40,000). 2) Funding from Title I and 1003(a) grant will allow for class size reduction with the hiring of ELA (Title I $75,000.00) and Math teachers (1003 (a) grant $82,581.00) 3) Tutoring funds (Title I $6,000.00)	1/2/3) Various artifacts will serve as evidence of progress: classroom observation, Curriculum Engine (lesson plan analysis), student work samples, student assessment data and PD evaluations. Regularly scheduled problem-solving meetings (monthly) and 90-day monitoring/status update meetings will be held by school and designated District staff as outlined in the document Section B.District Support.	1/2/3) The Administration, School Improvement Committee, Department Chairs, and the Strategists will provide focus through data analysis to drive instruction to improve student achieve,net. Monthly classroom observations will also be used to assure participation by all staff members.	On Task

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

Root Causes:
Some teachers have not received adequate training in methods and instructional strategies for diverse populations.

Measurable Objective 1:
100% of staff will participate in a mandatory cultural competency professional development session 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:**	**NCCAT-S Indicators:**		
Professional development and after school book trainings will be conducted to increase the cultural competency of staff members to meet the instructional needs of diverse learners. An Operation Respect team will be formed to promote school climate.	PD will be conducted by Strategists, PD Committee, Equity and Diversity Department, and by Operation Respect Team.	Agendas, sign-in sheets, and surveys will be collected as evidence.	The Strategists, Professional Development Committee, and the Equity and Diversity Department will provide training. The Strategists will gather data on an on-going monthly basis to the end of the school year.	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:**	
Family nights involve parents in the education process to be more responsive to their needs. School newsletters and the website will develop a relationship with community members by keeping them informed of meetings, academic achievement, and activities to promote school climate.	Title I will provide some funding, and Swainston provides additional money for parent nights and PAC activities.	Evidence includes: School newsletters, school website, PAC agendas, and parent sign-in sheets from PAC meetings and parent nights.	The Strategists will gather the necessary artifacts to ensure compliance.	On Task

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		**Continuation From Last Year:**	**NCCAT-S Indicators:**	
Each department will provide culturally responsive activities on a monthly basis. They will also use a variety of instructional strategies and activities to promote cultural awareness.	No funding needed for the 2016-2017 due to contractual hours and after school PD. Equity and Diversity Department, Administration, and Strategist will conduct PD after school.	Evidence includes: classroom observations, Curriculum Engine (lesson plans), student work samples, and PD evaluations.	The Administration and Strategists will ensure compliance.	On Task

Comments:

3.4 Other (Optional)		**Continuation From Last Year:**	**NCCAT-S Indicators:**	
All administrators will receive mandatory cultural competency training through the Equity and Diversity Department and online modules.	Pathlore, Equity and Diversity Department, online cultural competency modules	Pathlore transcripts and online module completion	Pathlore transcripts and online module completion - EOY by administrators	N/A

Comments:

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

Based on the CNA, identify all that apply:	3. Strengthening the school's instructional program

Root Causes:
Student proficiency for all subgroups and across all grade levels to reach proficiency is less than the district according to SBAC achievement data. Reading data reflect that gaps exist in grades 6, 7, 8 and math data reflect that gaps exist in grades 6, 7, and 8 compared to district achievement levels. Inconsistent grade level Tier I instruction lacked academic rigor in order to close achievement gaps across subgroups and grade levels. The use of classroom observations, lesson plan analysis, and the analysis of student assessment data will support departments in more effective ways to strengthen the school's instructional program. School administration and teachers will increase consistency of Tier 2, 3 interventions for Reading and Math, RTI team meetings, and analysis of student assessment data will be used to close the achievement gaps within targeted subgroups.

Measurable Objective 1:
Reduce the mathematics and reading proficiency gap between the District's highest performing subgroup and lower performing subgroup in the area of FRL, ELL and IEP by 5% 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**
4.1 Professional Development (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators: 1.1/1.2**	
1) Strategist and other CCSD personnel will continue to offer weekly PD throughout the 2016-2017 school to ensure rigorous Tier 1 instruction in Reading and mathematics using NVACS, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs and SBCT to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 3) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency.	1/2/3) Strategist and other CCSD personnel to develop strategic initiatives designed to increase the proficiency rate of all subgroups and continue to provide weekly PD and PLC meetings (1003(a)). No funding is needed for collaboration due to contractual hours for the 2016-2017 school year.	1) classroom observations, Curriculum Engine (lesson plan analysis), work samples, students assessment data, professional development evaluations. 2) PLC notes, lesson plans, PD Agendas 3) Student achievement data, PD Agendas 1/2/3) Regularly scheduled problem-solving meetings (monthly) and 90-day monitoring/status update meetings will be held by school and designated District staff as outlined in the document Section B. District Support.	1/2/3) The Administration, School Improvement Committee, Department Chairs, and the Strategists will provide focus through monthly data analysis to drive instruction to improve student achievement. Monthly classroom observations will also be used to assure participation by all staff members.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
4.2 Family Engagement (Optional)		**Continuation From Last Year:**	**NCCAT-S Indicators:**	
1) Back to School Peek, Open House, and other presentations are directed to involve parents educationally, update information and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. (Examples: SBAC training and student data, Infinite Campus, Community Resources, Magnet opportunities, Student Standard Attire, etc.) 3) Two family nights will be used to involve parents with their children using similar classroom methods and strategies.	1/2/3) Title I has provided some funding and Swainston Middle School provides additional funds for this activity. The amount of $4,277.00 has been set-aside to support personnel, faculty members, and administration to participate with family engagement endeavor.	1/2/3) Parent sign-in sheets, evaluation forms, and agendas from family engagement meetings and events will be used as evidence of these activities. Regularly scheduled problem-solving meetings (monthly) and 90-day monitoring/status update meetings will be held by school and designated District staff as outlined in the document Section B.District Support.	1/2/3) The administrative team, teachers, and support personnel assure compliance with having parents being educationally involved at academic family nights and at the monthly themed PAC presentations. Strategist will gather data on a monthly basis to the end of the school year.	N/A

Comments:

4.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year:	NCCAT-S Indicators: 1.1/1.2	
Develop, implement, and pilot instructional methods and strategies to increase student achievement within FRL, ELL, and IEP subgroups.	Additional prep buy-outs (11 from Title I $110,000.00 and 5 from Title I Set Aside $40,000). Funding from Title I and 1003(a) grant will allow for class size reduction with the hiring of ELA (Title I $75,000.00) and Math teachers (1003(a) grant $82,581.00) Tutoring funds (Title I $6,000.00).	Various artifacts will serve as evidence of progress: classroom observation, Curriculum Engine (lesson plan analysis), student work samples, common assessments, universal screeners, and PD evaluations. Regularly scheduled problem-solving meetings (monthly) and 90-day monitoring/status update meetings will be held by school and designated District staff as outlined in the document Section B.District Support.	The Administration, School Improvement Committee, Department Chairs, and the Strategists will provide focus through data analysis to drive instruction to improve student achievement. Monthly classroom observations will also be used to assure participation by all staff members.	N/A

Comments:

4.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators: 1.1/1.2	
Build partnerships to extend and improve communication, understanding, support and engagement in education through an advisory period.	1003(a) grant funding ($82,581.10) will provide an additional teacher to mentor students to increase student achievement. Swainston Middle School provides additional funds for these activities. Support personnel, faculty members, and administration will participate in an advisory period.	Evidence to include: attendance, evaluations, student/faculty surveys, student work samples, and student data. Regularly scheduled problem-solving meetings (monthly) and 90-day monitoring/status update meetings will be held by school and designated District staff as outlined in the document Section B.District Support.	The administration and faculty will assure participation by all stakeholders through monthly review of evidence collected during the 2016-2017 school year.	N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are

spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I	$347,700.00	Teachers, strategists, prep buy-outs, and tutoring.	Goals 1, 2 and 3
Hope 2	$60,000.00	Mentoring program, prep buy-outs	Goals 1 and 2
Focus School Improvement Grant 1003(a)	$82,581.10	Teacher salary	Goals 1 and 2
Title I Set Aside	$40,000	Prep buy outs	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.
Teachers are chosen from a pool of applicants from the district teacher listings. Administration review the credentials before an applicant is called for an interview. There is active hiring and recruitment of "High Qualified" teachers by the district in major cities and at job fairs. The Principal does have the ability to utilize Title 1 and other funding in the hiring of teachers and strategists. Retaining teachers is done through a mentoring program, professional development offered to teachers and a positive school climate.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.
The administrative team, strategists, counselors, and teachers continuously discuss strategies parents can use to become more involved in the educational experience. During open house a parent representative serves as liaison to increase family involvement and to recruit parent volunteers. The DPAC representative attends district meeting and relates information to the Principal. Academic family nights introduce parents to the strategies and technology components actually used in the classroom. Newsletters and other notices are sent home to inform parents of academic information, meetings, and other family activities.

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.).
Articulation meetings, professional development and visits take place with 5th grade feeder schools. Magnet schools visit to enroll our students in the Spring and 8th grade articulation meetings with our feeder high school take place during the school year.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
The Administrative team through classroom observations, lesson planning, the strategist, PLC meetings and collaboration among grade levels and departments, justifies the efforts of these groups in the decision making process. PLC notes are analyzed and reviewed for recommendations. Data analysis, collaboration, curriculum pacing, and data walls are viable factors in controlling decisions to drive instruction and to add rigor to academic subject matter.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts
Swainston Middle School utilized several federal, state and local services to carry out our school improvement initiatives as outlined in the School Performance Plan with the intent of raising student achievement.

APPENDIX A - Professional Development Plan

1.1
1) Strategist and other CCSD personnel will continue to offer weekly PD the 2016-2017 school to ensure rigorous Tier 1 instruction in Reading using NVACS, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 3) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency.

Goal 1 Additional PD Action Step (Optional)
Professional Development training will be based upon identified school needs and will be conducted by the Strategists. After school training and book studies will also be held in identified needs as determined by the School Improvement and Staff Development Committees.

2.1
1) Strategist and other CCSD personnel will continue to offer weekly PD throughout the 2016-2017 school to ensure rigorous Tier 1 instruction in Reading using NVACS, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 3) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency.

Goal 2 Additional PD Action Step (Optional)
Professional Development training will be based upon identified school needs and will be conducted by the Strategists. After school training and book studies will also be held in identified needs as determined by the School Improvement and Staff Development Committees.

3.1
Professional development and after school book trainings will be conducted to increase the cultural competency of staff members to meet the instructional needs of diverse learners. An Operation Respect team will be formed to promote school climate.

Goal 3 Additional PD Action Step (Optional)
Professional Development training will be based upon identified school needs and will be conducted by strategists, administration, and equity and diversity department. We will also conduct a book study for the 2016-2017 school year.

4.1
1) Strategist and other CCSD personnel will continue to offer weekly PD throughout the 2016-2017 school to ensure rigorous Tier 1 instruction in Reading and mathematics using NVACS, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs and SBCT to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 3) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency.

Intervention Additional PD Action Step (Optional)
Professional Development training will be based upon identified school needs and will be conducted by strategists, administration, and equity and diversity department. We will also conduct a book study for the 2016-2017 school year.

APPENDIX B - Family Engagement Plan

1.2
1) Back to School Peek, Open House, and other presentations are directed to involve parents educationally, update information and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. (Examples: SBAC training and student data, Infinite Campus, Community Resources, Magnet opportunities, CCSD dress code, etc.) 3) One family night and several academics nights will be used to involve parents with their children using similar classroom methods and strategies.

Goal 1 Additional Family Engagement Action Step **(Optional)**
Swainston Middle School will provide assistance to parents in understanding the state's academic content and achievement standards and state and local assessments. Information via PAC presentations,school newsletters, and the school website will be disseminated on how to monitor student's academic progress and how to work with school staff to improve the academic achievement of the student.

2.2
1) Back to school peek, Open House, and other presentations are directed to involve parents educationally and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. 3) Academic family nights will be used to involve parents with their children using similar classroom methods and strategies.

Goal 2 Additional Family Engagement Action Step **(Optional)**

3.2
Family nights involve parents in the education process to be more responsive to their needs. School newsletters and the website will develop a relationship with community members by keeping them informed of meetings, academic achievement, and activities to promote school climate.

Goal 3 Additional Family Engagement Action Step **(Optional)**

4.2
1) Back to School Peek, Open House, and other presentations are directed to involve parents educationally, update information and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. (Examples: SBAC training and student data, Infinite Campus, Community Resources, Magnet opportunities, Student Standard Attire, etc.) 3) Two family nights will be used to involve parents with their children using similar classroom methods and strategies.

Intervention Additional Family Engagement Action Step **(Optional)**

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:
Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in reading.

Measurable Objective(s):
- Reduce the reading proficiency gap between the District's highest performing subgroup (71.86%) and lower performing ethnic/racial supergroup (28.62%) from 43.24% gap (2016) to 31.56% (by 2017) as measured by state assessments (SBAC).
- My Perspective Diagnostic Assessment 6th grade Mid-year target 30% proficient and End of the year 50% proficient 7th grade Mid-year target 45% proficient and End of the year 60% proficient 8th grade Mid-year target 33% proficient and End of the year 50% proficient
- AIMSWeb Maze Assessment Targets: 6th grade 34% proficient to 62% proficient on the Spring Benchmark 7th grade 44% proficient to 60% proficient on the Spring Benchmark 8th grade 52% proficient to 75% proficient on the Spring Benchmark

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	1) Strategist and other CCSD personnel will continue to offer weekly PD the 2016-2017 school to ensure rigorous Tier 1 instruction in Reading using NVACS, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 3) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency.	
Progress		
Barriers		
Next Steps		

1.2	1) Back to School Peek, Open House, and other presentations are directed to involve parents educationally, update information and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. (Examples: SBAC training and student data, Infinite Campus, Community Resources, Magnet opportunities, CCSD dress code, etc.) 3) One family night and several academics nights will be used to involve parents with their children using similar classroom methods and strategies.	
Progress		
Barriers		
Next Steps		
1.3	1) MyPerspective diagnostic, AIMSWeb maze and common assessment data will be analyzed to drive instruction to improve academic achievement. Learning Targets were established by grade levels during PLCs and SBCT. The following learning targets will be utilized to monitor student growth: My Perspective Diagnostic Assessment 6th grade Mid-year target 30% proficient and End of the year 50% proficient 7th grade Mid-year target 45% proficient and End of the year 60% proficient 8th grade Mid-year target 33% proficient and End of the year 50% proficient AIMSWeb Maze Assessment Targets: 6th grade 34% proficient to 62% proficient on the Spring Benchmark 7th grade 44% proficient to 60% proficient on the Spring Benchmark 8th grade 52% proficient to 75% proficient on the Spring Benchmark The use of prep buy-outs and the hiring of additional teachers to reduce class size to ensure a solid foundation for learning. Instructional shifts in reading will increase academic rigor within Tier I instruction and increase awareness of co-taught approaches to close achievement gaps within special education and our ELL population. 2) CT block with a fundamentals to increase basic skills and mathematical concepts. Implementation of advisory program during 4th period everyday to develop relationships, ensure student success (both academically and socially), and promote communication between home and school. 3) Tier 2, 3 interventions will be used to close proficiency gaps within focus areas. Tutoring will be provided after school to all students.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		

Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in math.

Measurable Objective(s):
- Reduce the math proficiency gap between the District's highest performing subgroup (56.83%) and lower performing ethnic/racial supergroup (15.08%) from 41.75% gap (2016) to 30.75% (by 2017) as measured by state assessments (SBAC).
- Glencoe diagnostic: 6th grade: 3.4% students proficient and by end of the year 20% of students will be proficient 7th grade: 0% students proficient and by end of the year 18% student proficient 8th grade: 0% students proficient and by the end of the year 20% student proficient
- AIMSWeb Comp: 6th grade: 33% to 55% proficient on the Spring Benchmark 7th grade: 42% to 65% proficient on the Spring Benchmark 8th grade: 26% to 56% proficient on the Spring Benchmark

Status
N/A

Comments:

2.1 Professional Development: Regularly scheduled problem-solving meetings (monthly) and 90-day monitoring/status update meetings will be held by school and designated District staff as outlined in the document Section B.District Support.
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	1) Strategist and other CCSD personnel will continue to offer weekly PD throughout the 2016-2017 school to ensure rigorous Tier 1 instruction in Reading using NVACS, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 3) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency.	
Progress		
Barriers		
Next Steps		

2.2	1) Back to school peek, Open House, and other presentations are directed to involve parents educationally and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. 3) Academic family nights will be used to involve parents with their children using similar classroom methods and strategies.	
Progress		
Barriers		
Next Steps		
2.3	1) Glencoe, AIMSWeb comp and common student assessment data will be analyzed to drive instruction to improve academic achievement. Learning targets were established by grade levels during PLCs and SBCT. The following learning targets will be utilized to monitor student growth: Glencoe diagnostic: 6th grade: 3.4% students proficient and by end of the year 20% of students will be proficient 7th grade: 0% students proficient and by end of the year 18% student proficient 8th grade: 0% students proficient and by the end of the year 20% student proficient AIMSWeb Comp Assessment: 6th grade: 33% to 55% proficient on the Spring Benchmark 7th grade: 42% to 65% proficient on the Spring Benchmark 8th grade: 26% to 56% proficient on the Spring Benchmark. Improve all computational skills and arithmetic operations Improve students' to calculate basic addition, subtraction, multiplication, and division problems quickly and accurately using mental methods or paper and pencil. The use of prep buy-outs and the hiring of additional teachers to reduce class size to ensure a solid foundation for learning. Instructional shifts in mathematics to increase academic rigor within Tier I instruction and increase awareness of co-taught approaches to close achievement gaps within special education. 2) CT block with a fundamentals to increase basic skills and mathematical concepts. Implementation of advisory program during 4th period everyday to develop relationships, ensure student success (both academically and socially), and promote communication between home and school. 3) Tier 2, 3 interventions will be used to close proficiency gaps within focus areas. Tutoring will be provided after school to all students.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		

Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:
Increase the percentage of school-based personnel trained in cultural competency.

Measurable Objective(s):
- 100% of staff will participate in a mandatory cultural competency professional development session 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	Professional development and after school book trainings will be conducted to increase the cultural competency of staff members to meet the instructional needs of diverse learners. An Operation Respect team will be formed to promote school climate.	
Progress		
Barriers		
Next Steps		
3.2	Family nights involve parents in the education process to be more responsive to their needs. School newsletters and the website will develop a relationship with community members by keeping them informed of meetings, academic achievement, and activities to promote school climate.	
Progress		

Barriers		
Next Steps		
3.3	Each department will provide culturally responsive activities on a monthly basis. They will also use a variety of instructional strategies and activities to promote cultural awareness.	
Progress		
Barriers		
Next Steps		
3.4	All administrators will receive mandatory cultural competency training through the Equity and Diversity Department and online modules.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Interventions

Priority Need/Interventions:
3. Strengthening the school's instructional program

Measurable Objective(s):
- Reduce the mathematics and reading proficiency gap between the District's highest performing subgroup and lower performing subgroup in the area of FRL, ELL and IEP by 5% as measured by state assessments.

Status
N/A

Comments:

4.1 Professional Development:
4.2 Family Engagement:
4.3 Curriculum/Instruction/Assessment:
4.4 Other:

	Mid-Year	End-of-Year
4.1	1) Strategist and other CCSD personnel will continue to offer weekly PD throughout the 2016-2017 school to ensure rigorous Tier 1 instruction in Reading and mathematics using NVACS, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs and SBCT to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 3) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency.	
Progress		
Barriers		
Next Steps		
4.2	1) Back to School Peek, Open House, and other presentations are directed to involve parents educationally, update information and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. (Examples: SBAC training and student data, Infinite Campus, Community Resources, Magnet opportunities, Student Standard Attire, etc.) 3) Two family nights will be used to involve parents with their children using similar classroom methods and strategies.	
Progress		

Barriers	
Next Steps	

4.3	Develop, implement, and pilot instructional methods and strategies to increase student achievement within FRL, ELL, and IEP subgroups.	
Progress		
Barriers		
Next Steps		

4.4	Build partnerships to extend and improve communication, understanding, support and engagement in education through an advisory period.	
Progress		
Barriers		
Next Steps		