

# School Performance Plan

School Name  
Molasky, Irwin & Susan JHS

Address (City, State, Zip Code, Telephone):  
7801 W Gilmore Ave  
Las Vegas, NV 89129-2716, (702) 799-3400

Superintendent/Assistant Chief: Pat Skorkowski / Kaweeda Adams

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:** Initial

**\*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
Lorena Estevez	Parent	Lisa Hungerford	Title I Strategist
Brenda Fuhreng	Librarian	Joanne Schmutz	Technology Department Chair
Jessica McGaughey	Social Studies Department Chair	Melissa Marks	ELA Department Chair
Keely Carlin	Science Department Chair	Carolyn Wojtowitz	PE/Health Department Chair
Rebecca Farney	Fine Arts Department Chair	Donna Wenger	Math Department Chair
Renee Leonard	Dean	Lamont Smothers	Assistant Principal

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

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	AMAOs/ELPA Analysis	Individualized Education Programs (IEP)
Teacher/Administrator Observation Data	Placement (Proficiency Levels)	IEP Compliance
Stakeholder Survey Information	Content/ESL Staffing and Professional Development	Special Ed Staffing and Professional Development
NA	Teacher/Administrator Observation Data	Teacher/Administrator Observation Data
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 collected and analyzed data will show areas of strengths and concerns. Areas of concerns will be addressed by holding appropriate professional development and training. We reviewed the data as a staff. The administration spoke with specific departments about achievement results, and staff Student Learning Goals are tied to data. In comparing our school average to that of the district averages on the SBAC, we scored 13.67% below in ELA, 9.73% below in math, our LEP students scored .37% below in ELA and .75% below in math, and our IEP students scored 1.46% below in ELA, and 2.3% below in Math. As a positive trend, according to the SBAC data, nearly 32% of our overall students are nearly proficient in ELA, and 33% are nearly proficient in math. According to our Stakeholder Survey Information Pledge of Achievement Goal 5 (student safety), the percentage of students who feel safe in our school dropped by 9% from 2015 to 2016.

## HOPE 2 Intervention

**Focus of Intervention:**

StarOn will reduce the number of suspensions/expulsions. We will be able to involve parents while monitoring their students' growth both academically and behaviorally. StarOn is Tiered instruction.

**Monitoring Plan:**

Data from various sources will be collected and analyzed for every student assigned to StarOn. Sources include: i-Ready, ALEKS, teacher observations, informal/formal assessments, etc...

**Evaluation Plan:**

Utilizing data compiled monthly from Infinite Campus, we expect to see a decrease in long term suspensions/expulsions and repeat offenders, while seeing an increase in academic performance.

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

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 1:**

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

**Root Causes:**

Students were not actively engaged due to ineffective cooperative grouping and missed opportunities for higher level DOK 3-4 questions.

**Measurable Objective 1:**

Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 25.2 to 21.8 by 2016 as measured by state assessments.

### 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
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Cooperative grouping and DOK 3/4 will be embedded within the following: MyPerspectives will provide professional development. I-Ready, Study Skills classes, and small-group Tier II instruction will be used for remediation. Edivate will provide differentiated professional development with reflective practices. Staff will attend 18 hours of PD focusing on the Academic Language and Content Achievement Model. Although the trainings are geared towards our EL students, the skills are directly related to NVACS, and NEPF Standards.	MyPerspectives student books (general budget), Admin Team (General Budget), Title I Learning Strategist (Title I/general budget), I-Ready (general budget), 18 hours of ALCA-M PD (state funded) Edivate for PD and instructional rounds (PZ3 funded) - all to be implemented throughout the 2016-2017 year.	School administration will use data gathered from formal observations, instructional rounds, EL walkthroughs, lesson plans, progress reports/report cards, gradebooks, and goal setting through PGPs. I-Ready monitors progress using pre/post assessments and online student achievement data. Staff will sign in during all PD and complete a survey at the conclusion of all trainings.	Weekly: Administration monitors lesson plans/class observations/gradebooks. Weekly: Title I Strategist supports teachers MyPerspectives and KAGAN implementation. Quarterly: ELL Team performs walkthroughs with debriefing sessions. Bi-annually: PZ3 Team and Molasky teachers will conduct school-wide instructional rounds utilizing Edivate.	N/A

Comments:  
NEPF Professional Responsibilities 1, 2, 3, 4.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
In order to reduce the achievement gap in reading, MyPerspectives will be taught with integrity. Students/parents will have access to the MyPerspectives online curriculum. Teachers will keep an online parent contact form, accessible by admin, which highlights student's academic struggles or behavior concerns. We will host an ELA family night.	Resources needed are copy paper and time for teachers to make phone calls and follow-up with parents. This can be completed before school, during preparation period, or after school. Counselors and Title I strategist can also assist in this process when it arrives at the chronic stage.	Teachers will keep online communication logs of parent contact and personally contact all parents of academically struggling students. Parents will receive progress reports, report cards, and have immediate access to student grades on Infinite Campus.	The monitoring of homework will take place weekly. Phone calls and conferences will continue all year. This will be monitored by administration, strategist and counselors.	N/A

Comments:  
NEPF Professional Responsibilities 4.

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
In order to increase the number of proficient students in reading, the MyPerspectives curriculum will be taught with integrity. This includes all performance tasks and other student monitoring checks and balances. Staff will utilize gleaned information from their PD and integrate within their plans and instructional delivery. The Title I Strategist will assist teachers as needed.	Title I Strategist (Title I/School funded) - support and mentoring, Administration - PD and monitoring, ELL Monitoring Team - completing walkthroughs and providing feedback, (district funded) PZ3 and Molasky teachers (Title funded) - via instructional rounds to gather data and offer feedback.	Teacher lesson plans, MyPerspectives assessments, gradebooks, teaching observations, data walks, and instructional rounds.	All year administration will monitor gradebooks, lesson plans and observe instruction. Title I Strategist, PZ3, and ELL team will observe classrooms and validate integrity. Title I Strategist will offer support as needed.	N/A

Comments:  
NEPF Instructional Standards 1, 2, 3, 4, 5.

<b>1.4 Other (Optional)</b>	<b>Continuation From Last Year: No</b>		<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 2:**

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

**Root Causes:**

Tier 1 instruction within the SpringBoard Curriculum was not consistently being utilized with cooperative grouping and DOK 3-4 questioning techniques.

**Measurable Objective 1:**

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 37.2 to 33 by 2016 as measured by state assessments.

### 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
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Cooperative grouping and DOK 3/4 will be embedded within the following: Glencoe will provide professional development. ALEKS, Study Skills classes, and small-group Tier II instruction will be used for remediation. Edivate will provide differentiated professional development with reflective practices. Staff will attend 18 hours of PD focusing on the Academic Language and Content Achievement Model. Although the trainings are geared towards our EL students, the skills are directly related to NVACS, and NEPF Standards.	Glencoe student books (general budget), Admin Team (General Budget), Title I Learning Strategist (Title I/general budget), ALEKS (district funded), 18 hours of ALCA-M PD (state funded) Edivate for PD and instructional rounds (PZ3 funded) - all to be implemented throughout the 2016-2017 year.	School administration will use data gathered from formal observations, instructional rounds, EL walkthroughs, lesson plans, progress reports/report cards, gradebooks, and goal setting through PGPs. ALEKS monitors progress using pre/post assessments and online student achievement data. Staff will sign in during all PD and complete a survey at the conclusion of all trainings.	Weekly: Administration monitors lesson plans/class observations/gradebooks. Weekly: Title I Strategist supports teachers Glencoe and KAGAN implementation. Quarterly: ELL Team performs walkthroughs with debriefing sessions. Bi-annually: PZ3 Team and Molasky teachers will conduct school-wide instructional rounds utilizing Edivate.	N/A

Comments:  
NEPF Professional Responsibilities 1, 2, 3, 4.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
The gap is being remediated by supporting family engagement in math. All students will be provided online access to Glencoe and ALEKS to assist them at home. Parents will be introduced to ALEKS as an online resource to assist with concept development. Teachers will keep an online parent contact form, accessible by admin, which highlights student's academic struggles or behavior concerns. We will host a family math night.	Resources needed are copy paper and time for teachers to make phone calls and follow-up with parents. This can be completed before school, during preparation period, or after school. Counselors and Title I strategist can also assist in this process when it arrives at the chronic stage.	Teachers will keep online communication logs of parent contact and personally contact all parents of academically struggling students. Parents will receive progress reports, report cards, and have immediate access to student grades on Infinite Campus.	The monitoring of homework will take place weekly. Phone calls and conferences will continue all year. This will be monitored by administration, strategist and counselors.	N/A

Comments:  
NEPF Professional Responsibilities 4.

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
The achievement gap is being remediated by teachers receiving training in Glencoe, strategically planning with the adopted curriculum, and demonstrating understanding through lesson plans, higher level DOK activities and coordinated assessments. ALEKS will be used to remediate and extend math understanding. Staff will utilize gleaned information from their PD and integrate within their plans and instructional delivery. The Title I Strategist will assist teachers as needed.	Title I Strategist (Title I/School funded) - support and mentoring, Administration - PD and monitoring, ELL Monitoring Team - completing walkthroughs and providing feedback, (district funded) PZ3 and Molasky teachers (Title funded) - via instructional rounds to gather data and offer feedback.	Teacher lesson plans, Glencoe assessments, gradebooks, teaching observations, data walks, and instructional rounds. Teacher knowledge of NVACS is demonstrated in lesson plans, and students assessment data and reports used to monitor progress in remediation classes.	All year administration will monitor gradebooks, lesson plans and observe instruction. Title I Strategist, PZ3, and ELL team will observe classrooms and validate integrity. Title I Strategist will offer support as needed.	N/A

Comments:  
NEPF Instructional Standards 1, 2, 3, 4, 5.

<b>2.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>		<b>NCCAT-S Indicators:</b>	
				N/A

Comments:



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

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 3:**

Increase the percentage of school-based personnel trained in cultural competency and provide follow-up support for previously trained school-site administrators for the 2016-2017 school year.

**Root Causes:**

Our student demographics have continually evolved, yet leadership and instruction has not adapted to meet the needs of our diverse learners.

**Measurable Objective 1:**

100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year.

### 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
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
The staff will implement best practices associated with the book, Engaging Students with Poverty In Mind. All staff will utilize KAGAN class-building and team-building games within their classrooms. School will honor Heritage months and participate in the Governor's suggested 'Week of Respect'. Teacher Leaders will create a Molasky PRIDE team with the support of the whole staff, to recognize the diverseness in our building. Our school is a Cohort A school and will have 18 hours of PD pertaining to our EL population.	Star-On Hope2 (ESD funded) Week of Respect - Bully Awareness assembly (volunteer funded) Molasky PRIDE (SGF Funded) EL PD (District funded/staff presented) - All to be implemented throughout the 2016-2017 school year.	School administration will monitor lesson plans, instruction, and grade distributions to verify that the needs of our diverse population are being met. The administration will also monitor the Infinite Campus behavior database for patterns. All EL PD will be measured by sign-in sheets.	All year administration will monitor gradebooks, lesson plans and observe instruction. Teacher Leaders will facilitate Week of Respect activities and assemblies, and recognize Heritage Appreciation months.	N/A

Comments:

NEPF Professional Standards 1, 2, 3.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Optional)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
We will host a family night. We will recruit various speakers from our community to help meet the diverse needs of our school's population. We have also partnered with FACES to provide support for our families.	Teachers' self-selected academic activities, Community volunteers, School-wide invitations in both English and Spanish. We will also have food donated as an incentive to attend.	We will utilize the District's parent survey. We will address both the Priority Goal and Pledge of Achievement goal. Following the Family Night we will issue our own survey and address any discrepancies.	Administration will oversee this project. Family nights will be in March and April of 2017. Staff will provide educational activities and assist where needed.	N/A

Comments:  
NEPF Professional Standards 4.

<b>3.3 Curriculum/Instruction/Assessment (Optional)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Teachers will continue to become more culturally competent by reviewing KAGAN cooperative grouping and actively utilizing practices from the book, Engaging Students with Poverty in Mind. Teachers will utilize action steps from the book study to directly impact the needs of our diverse learners. We will incorporate strategies learned from our EL trainings into our instruction.	Star-On Hope2 (ESD funded), Title I Strategist (Title I/School funded) - support and mentoring, Administration - PD and monitoring, ELL Monitoring Team - completing walkthroughs and providing feedback, (district funded) PZ3 and Molasky teachers (Title funded) Teacher Leaders to organize Week of Respect and Heritage months (no funds needed) - all to be implemented throughout the 2016-2017 year.	School administration will monitor lesson plans, instruction, and grade distributions to verify that the needs of our diverse population are being met. The administration will also monitor the Infinite Campus behavior database for patterns.	All year administration will monitor gradebooks, online parent logs, lesson plans and observe instruction. Strategist and Teacher Leaders will be responsible for Cultural Awareness activities.	N/A

Comments:  
NEPF Instructional Standards 2 and Professional Responsibilities 5.

<b>3.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>		<b>NCCAT-S Indicators:</b>	
				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	\$298,879.20	Learning Strategist (partially funded), Two Math Teachers (class size reduction), ELA Teacher (class size reduction), Prep-Buyout (Math remediation course), 33 Chromebooks (Technology Integration), Family Engagement Nights, and substitute funding for instructional rounds.	Goals 1, 2 and 3
General Budget	\$33,523.00	Before/after school tutoring (supports blended learning classrooms/ALEKS remediation), ELA books, Math books, and i-Ready.	Goals 1, 2 and 3
Educational Services Department	\$70,000	Star-On (Hope2)	Goals 1, 2 and 3
Title III	\$7,080	After school tutoring for our Level 2- ELL students.	Goals 1, 2 and 3

## COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

### **1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.**

Molasky is a cutting edge school with many of the district's pilot programs implemented including our new ELA curriculum, MyPerspectives and Blended Learning. Our school integrates technology in every academic aspect. Highly qualified teachers will want to come to Molasky because of the level of support they receive from the Title I and Technology Strategist. This is important because providing teachers with additional support will provide growth opportunities.

### **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.**

At Molasky we understand that parent involvement is pertinent to student growth. Parents are welcomed to our school in a variety of ways: (1) Parent Night held within the first two weeks of school. We provide them with detailed information on the school's programs, extracurricular opportunities, after school and remediation programs, the rigor of the NVACS and the expectations we have for their child. (2) Title I Parent Meeting where all elements of Title I are explained. In the spring, Molasky hosts a Family Academic Night. We provide food while showcasing the varied levels of academics available to our diverse learning population.

### **3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).**

Students entering Molasky as a 6th grader were invited to a 2-hour orientation. This orientation was open to 6th graders only and provided them with time to walk their schedule, find their locker, and meet their teachers. Molasky students exiting 8th grade attended multiple presentations providing magnet school information. They also attended presentations provided by the feeder high schools.

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

Academic assessments are utilized in a variety of ways at Molasky. The district mandated SBAC Interim Assessment will be administered multiple times this year. Results provide teachers with benchmark-type data to see if their students are keeping pace with instruction. This allows them to make adjustments in their teaching methodology. Next, teachers meet weekly to create long and short range plans which include common assessments. Common assessments provide teachers with grade level data.

### **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 into Molasky's daily school improvement efforts in various ways including: Our learning strategist works with teachers and students, an EL SSA who is focusing on identifying our EL students that are struggling to make progress, and a portion of our Title I funding which is used for class size reduction and academic remediation.

## APPENDIX A - Professional Development Plan

### 1.1

Cooperative grouping and DOK 3/4 will be embedded within the following: MyPerspectives will provide professional development. I-Ready, Study Skills classes, and small-group Tier II instruction will be used for remediation. Edvivate will provide differentiated professional development with reflective practices. Staff will attend 18 hours of PD focusing on the Academic Language and Content Achievement Model. Although the trainings are geared towards our EL students, the skills are directly related to NVACS, and NEPF Standards.

#### **Goal 1 Additional PD Action Step (Optional)**

Title I Strategist will monitor all ELA classrooms to assist and support the teaching of the MyPerspectives curriculum with integrity. Title I Strategist will monitor student progress in reading fundamental courses.

### 2.1

Cooperative grouping and DOK 3/4 will be embedded within the following: Glencoe will provide professional development. ALEKS, Study Skills classes, and small-group Tier II instruction will be used for remediation. Edvivate will provide differentiated professional development with reflective practices. Staff will attend 18 hours of PD focusing on the Academic Language and Content Achievement Model. Although the trainings are geared towards our EL students, the skills are directly related to NVACS, and NEPF Standards.

#### **Goal 2 Additional PD Action Step (Optional)**

Title I Strategist will monitor all math classrooms to assist and support the teaching of Glencoe curriculum with integrity. Learning Strategist will monitor student progress in math fundamental courses.

### 3.1

The staff will implement best practices associated with the book, Engaging Students with Poverty In Mind. All staff will utilize KAGAN class-building and team-building games within their classrooms. School will honor Heritage months and participate in the Governor's suggested 'Week of Respect'. Teacher Leaders will create a Molasky PRIDE team with the support of the whole staff, to recognize the diverseness in our building. Our school is a Cohort A school and will have 18 hours of PD pertaining to our EL population.

#### **Goal 3 Additional PD Action Step (Optional)**

## APPENDIX B - Family Engagement Plan

### 1.2

In order to reduce the achievement gap in reading, MyPerspectives will be taught with integrity. Students/parents will have access to the MyPerspectives online curriculum. Teachers will keep an online parent contact form, accessible by admin, which highlights student's academic struggles or behavior concerns. We will host an ELA family night.

#### **Goal 1 Additional Family Engagement Action Step (Optional)**

Our school will send home progress reports and report cards once a quarter. Every parent will be provided with an Infinite Campus login code so they can access their student's current grades and attendance.

### 2.2

The gap is being remediated by supporting family engagement in math. All students will be provided online access to Glencoe and ALEKS to assist them at home. Parents will be introduced to ALEKS as an online resource to assist with concept development. Teachers will keep an online parent contact form, accessible by admin, which highlights student's academic struggles or behavior concerns. We will host a family math night.

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

### 3.2

We will host a family night. We will recruit various speakers from our community to help meet the diverse needs of our school's population. We have also partnered with FACES to provide support for our families.

#### **Goal 3 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 and lower performing ethnic/racial supergroup from 25.2 to 21.8 by 2016 as measured by state assessments.

Status
N/A

**Comments:**

**1.1 Professional Development:** NEPF Professional Responsibilities 1, 2, 3, 4.

**1.2 Family Engagement:** NEPF Professional Responsibilities 4.

**1.3 Curriculum/Instruction/Assessment:** NEPF Instructional Standards 1, 2, 3, 4, 5.

**1.4 Other:**

	Mid-Year	End-of-Year
1.1	Cooperative grouping and DOK 3/4 will be embedded within the following: MyPerspectives will provide professional development. I-Ready, Study Skills classes, and small-group Tier II instruction will be used for remediation. Edvivate will provide differentiated professional development with reflective practices. Staff will attend 18 hours of PD focusing on the Academic Language and Content Achievement Model. <u>Although the trainings are geared towards our EL students, the skills are directly related to NVACS, and NEPF Standards.</u>	
Progress		N/A
Barriers		
Next Steps		
1.2	In order to reduce the achievement gap in reading, MyPerspectives will be taught with integrity. Students/parents will have access to the MyPerspectives online curriculum. Teachers will keep an online parent contact form, accessible by admin, which highlights student's academic struggles or behavior concerns. We will host an ELA family night.	
Progress		N/A

Barriers		
Next Steps		
1.3	In order to increase the number of proficient students in reading, the MyPerspectives curriculum will be taught with integrity. This includes all performance tasks and other student monitoring checks and balances. Staff will utilize gleaned information from their PD and integrate within their plans and instructional delivery. The Title I Strategist will assist teachers as needed.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		



## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

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 and lower performing ethnic/racial supergroup from 37.2 to 33 by 2016 as measured by state assessments.

Status
N/A

**Comments:**

**2.1 Professional Development:** NEPF Professional Responsibilities 1, 2, 3, 4.

**2.2 Family Engagement:** NEPF Professional Responsibilities 4.

**2.3 Curriculum/Instruction/Assessment:** NEPF Instructional Standards 1, 2, 3, 4, 5.

**2.4 Other:**

	Mid-Year	End-of-Year
2.1	Cooperative grouping and DOK 3/4 will be embedded within the following: Glencoe will provide professional development. ALEKS, Study Skills classes, and small-group Tier II instruction will be used for remediation. Edivate will provide differentiated professional development with reflective practices. Staff will attend 18 hours of PD focusing on the Academic Language and Content Achievement Model. Although the trainings are geared towards our EL students, the skills are directly related to NVACS, and NEPF Standards.	
Progress		
Barriers		
Next Steps		
2.2	The gap is being remediated by supporting family engagement in math. All students will be provided online access to Glencoe and ALEKS to assist them at home. Parents will be introduced to ALEKS as an online resource to assist with concept development. Teachers will keep an online parent contact form, accessible by admin, which highlights student's academic struggles or behavior concerns. We will host a family math night.	
Progress		

Barriers		
Next Steps		
2.3	The achievement gap is being remediated by teachers receiving training in Glencoe, strategically planning with the adopted curriculum, and demonstrating understanding through lesson plans, higher level DOK activities and coordinated assessments. ALEKS will be used to remediate and extend math understanding. Staff will utilize gleaned information from their PD and integrate within their plans and instructional delivery. The Title I Strategist will assist teachers as needed.	
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 and and provide follow-up support for previously trained school-site administrators for the 2016-2017 school year.

**Measurable Objective(s):**

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2016-2017 school year.

Status
N/A

**Comments:**

**3.1 Professional Development:** NEPF Professional Standards 1, 2, 3.

**3.2 Family Engagement:** NEPF Professional Standards 4.

**3.3 Curriculum/Instruction/Assessment:** NEPF Instructional Standards 2 and Professional Responsibilities 5.

**3.4 Other:**

	Mid-Year	End-of-Year
3.1	The staff will implement best practices associated with the book, Engaging Students with Poverty In Mind. All staff will utilize KAGAN class-building and team-building games within their classrooms. School will honor Heritage months and participate in the Governor's suggested 'Week of Respect'. Teacher Leaders will create a Molasky PRIDE team with the support of the whole staff, to recognize the diverseness in our building. Our school is a Cohort A school and will have 18 hours of PD pertaining to our EL population.	
Progress		
Barriers		
Next Steps		
3.2	We will host a family night. We will recruit various speakers from our community to help meet the diverse needs of our school's population. We have also partnered with FACES to provide support for our families.	
Progress		

Barriers		
Next Steps		
3.3	Teachers will continue to become more culturally competent by reviewing KAGAN cooperative grouping and actively utilizing practices from the book, Engaging Students with Poverty in Mind. Teachers will utilize action steps from the book study to directly impact the needs of our diverse learners. We will incorporate strategies learned from our EL trainings into our instruction.	
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		