

School Performance Plan

School Name
Garrett, Elton M JHS

Address (City, State, Zip Code, Telephone):
1200 Ave G
Boulder City, NV 89005-2921, (702) 799-8290

Superintendent/Assistant Chief: Pat Skorkowsky / Jefferey Hybarger

For Implementation During The Following Years: 2017-2018

The Following MUST Be Completed:

Title I Status: Not_Served

Designation: NA

Grade Level Served: Middle School

Classification: 5 Star

NCCAT-S: Not Required

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

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

Name of Member	Position	Name of Member	Position
Kathleen West	Teacher	Kim Trodahl	Support Staff
Jeny Breeden	Parent	Jenifer Jefferies	Parent
Katherine Zander	Parent	Alison Bradley	Learning Strategist
Jamey Hood	Principal		

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
Teacher/Administrator Observation Data	AMAOs/ELPA Analysis	Achievement Gap Data
Statewide Assessments	Placement (Proficiency Levels)	Special Education Procedures - Whole School
Summative Assessments	Teacher/Administrator Observation Data	Individualized Education Programs (IEP)
NA	NA	Special Ed Staffing and Professional Development
NA	NA	Teacher/Administrator Observation Data
Other: STAR Reading Data	Other: STAR Reading Data	Other: STAR Reading Data
Other: ALEKS Math data	Other: ALEKS Math data	Other: ALEKS Math data

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

The data used for this analysis consists of the Smarter Balanced Assessment Consortium (SBAC) tests from spring of 2016, WIDA results and classroom assessments and observations. Analysis of SBAC data determined a gradual increase in proficiency rates for sixth to seventh to eighth grade students in English Language Arts from 46% to 60% to 70% respectively. The math scores were 48%, 40% and 18%, however our top eighth graders (36%) took the End of Course exams instead of the SBAC. Even though the school maintains a Five Star status per the Nevada Performance Framework, it is realized that interventions need to be utilized for our subgroups. Using STAR Reading, MobyMax, AIMSweb and ALEKS math scores from the fall, winter and spring, as well as classroom assessments, interventions are planned as needed to determine growth and future instructional professional development.

HOPE 2 Intervention

Focus of Intervention:

Class size reduction and prep-buy helps target at-risk population and increase positive connections with students to improve student achievement and engagement using technology as well.

Monitoring Plan:

Weekly grades from the teachers, weekly check-ups from teachers for the at-risk students, data from teacher assessments, attendance, ALEKs and STAR scores.

Evaluation Plan:

Infinite Campus data, classroom detentions

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

Based on the CNA, identify all that apply:	<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:

District Goal: Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in English Language Arts. School Goal: Reduce the overall achievement gap percentage points between highest performing and IEP subgroups in English Language Arts.

Root Causes:

Curriculum has not been consistent for all students. Classwork, assessments and projects were inconsistent for general and special education students. Reading levels were below grade level for special education students. Integrated classes were limited. Varied practice using SBAC types of prompts were limited in ELA. The resource ELA teacher was a new Alternative Route to Licensure candidate new in the professional.

Measurable Objective 1:

Reduce the overall achievement gap percentage points between non-IEP of 65% and IEP subgroup of 12% in English Language Arts by at least 10%, as measured on state assessments.

Monitoring Status

On Task

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
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Professional development for special education and general education teachers to work on inclusive strategies to increase reading comprehension and fluency.	Special education resource teacher and SEIF	Professional development agendas and sign in sheets, lesson plans on Curriculum Engine, observations	SEIF Administration	On Task

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Utilize Google Classroom and Infinite Campus for parent notification of assignments/projects. Work with parents to support students with reading strategies and suggestions to increase reading practice at home. Provide intervention strategies during parent-teacher conferences.	Teachers, STAR Reports	Infinite Campus reports, STAR Reports, Conference notes	Teachers and Administration	On Task

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Utilize lower level resources for struggling readers. Target non-proficient students with reading strategies and differentiated instruction. Utilize AIMS web data to help increase reading levels and comprehension. Use apps and extensions available with the Chromebooks to help differentiate learning, offer text to speech options, and meet needs of learners at various levels. Align schedules for resource and general education classes to allow for content exposure.	Materials for levels needed	Administrative observations STAR Reports AIMS learning reports Library usage and inventory	Administration Librarian	On Task

Comments:

1.4 Other (Optional)	Continuation From Last Year:		NCCAT-S Indicators:	
				N/A

Comments:

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

Based on the CNA, identify all that apply:	<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:

District Goal: Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in math. School Goal: Reduce the overall achievement gap percentage points between highest performing and IEP subgroups in math.

Root Causes:

Expectations for special education students have not held to the same standard as general education students. Curriculum has not been consistent for all students. Classwork, assessments and projects were inconsistent for general and special education students. Professional development was lacking for inclusive strategies.

Measurable Objective 1:

Increase the proficiency rate of 6% in the IEP subgroup by at least 15% as measured on the state assessments.

Monitoring Status
On Task

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
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Professional development of inclusive practices for mathematics classes. Utilize ALEKS for assessment data and learning paths for all students.	Teachers, weekly grade level and department meetings ALEKS (district funded)	Agendas from professional development days as well as after school meetings, lesson plans and observations	Administration Special Education Instruction Facilitator	N/A

Comments:
Utilize ALEKS to gain data and improve mathematical interventions for all students.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Using Google and Infinite Campus, teachers share assignments, grades, lessons and expectations for parents to be able to know and see what is happening in the math classes. Using the ALEKS reports, parents will have current levels and interventions to help their child.	Math teachers, time, paper for report printing	Regular checks on Infinite Campus for grades/assignments, Quarterly ALEKS Math assessments to determine needs	Weekly for grade/assignment reports, quarterly for ALEKS reports Teachers Administration	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Utilize Common Core Standards for instruction and planning across all grade levels and all math classes. Math interventions with students needing additional support through pull-outs. Aleks is used to develop/expand skills by topics. Expose resource students to general education curriculum and classes. Utilize MobyMax for skill development and remediation.	ALEKS (district funded) Planning time for math teachers	Lesson plans monitored through Curriculum Engine weekly,	Math teachers Administration	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:	<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.

Root Causes:

Lack of cultural exposure and awareness due to small diverse population. Lack of professional development of cultural competency.

Measurable Objective 1:

All school staff will be implementing best practices for culturally competent instruction by the end of the 2017-2018 school year.

Monitoring Status

Met

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Sharing best practices across grade levels and content areas.	Department and grade level meetings.	Curriculum Engine, department meeting notes, Sign-in sheets, Teacher observation data (NEPF)	End of June, 2018 Administration	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:	

Utilize translator as needed for parent conferences.	Translator on staff	Conference logs, Activity flyers/pictures	Administration	On Task
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Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Use inclusive strategies for all students in instruction.	Teachers Curriculum Engine plans	Lesson plans Classroom observations	Weekly Administration	On Task

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
HOPE2	\$15000	Mentor at-risk students, reduce class sizes	Goals 1, 2 and 3
NV Ready 21	\$83000	Digital Coach for entire campus to help with Chrome book and technology integration in all subject areas	Goals 1, 2 and 3
General Budget	\$2426505	Funds all programs, staffing and supplies	Goals 1, 2 and 3

APPENDIX A - Professional Development Plan

1.1

Professional development for special education and general education teachers to work on inclusive strategies to increase reading comprehension and fluency.

Goal 1 Additional PD Action Step (Optional)

2.1

Professional development of inclusive practices for mathematics classes. Utilize ALEKS for assessment data and learning paths for all students.

Goal 2 Additional PD Action Step (Optional)

3.1

Sharing best practices across grade levels and content areas.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Utilize Google Classroom and Infinite Campus for parent notification of assignments/projects. Work with parents to support students with reading strategies and suggestions to increase reading practice at home. Provide intervention strategies during parent-teacher conferences.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Using Google and Infinite Campus, teachers share assignments, grades, lessons and expectations for parents to be able to know and see what is happening in the math classes. Using the ALEKS reports, parents will have current levels and interventions to help their child.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Utilize translator as needed for parent conferences.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

District Goal: Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in English Language Arts. School Goal: Reduce the overall achievement gap percentage points between highest performing and IEP subgroups in English Language Arts.

Measurable Objective(s):

- Reduce the overall achievement gap percentage points between non-IEP of 65% and IEP subgroup of 12% in English Language Arts by at least 10%, as measured on state assessments.

Status
On Task

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Professional development for special education and general education teachers to work on inclusive strategies to increase reading comprehension and fluency.	N/A
Progress		
Barriers		
Next Steps		
1.2	Utilize Google Classroom and Infinite Campus for parent notification of assignments/projects. Work with parents to support students with reading strategies and suggestions to increase reading practice at home. Provide intervention strategies during parent-teacher conferences.	N/A
Progress		

Barriers		
Next Steps		
1.3	Utilize lower level resources for struggling readers. Target non-proficient students with reading strategies and differentiated instruction. Utilize AIMS web data to help increase reading levels and comprehension. Use apps and extensions available with the Chromebooks to help differentiate learning, offer text to speech options, and meet needs of learners at various levels. Align schedules for resource and general education classes to allow for content exposure.	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:

District Goal: Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in math. School Goal: Reduce the overall achievement gap percentage points between highest performing and IEP subgroups in math.

Measurable Objective(s):

- Increase the proficiency rate of 6% in the IEP subgroup by at least 15% as measured on the state assessments.

Status
On Task

Comments:

2.1 Professional Development: Utilize ALEKS to gain data and improve mathematical interventions for all students.

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	Professional development of inclusive practices for mathematics classes. Utilize ALEKS for assessment data and learning paths for all students.	
Progress		N/A
Barriers		
Next Steps		
2.2	Using Google and Infinite Campus, teachers share assignments, grades, lessons and expectations for parents to be able to know and see what is happening in the math classes. Using the ALEKS reports, parents will have current levels and interventions to help their child.	
Progress		N/A

Barriers		
Next Steps		
2.3	Utilize Common Core Standards for instruction and planning across all grade levels and all math classes. Math interventions with students needing additional support through pull-outs. Aleks is used to develop/expand skills by topics. Expose resource students to general education curriculum and classes. Utilize MobyMax for skill development and remediation.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

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

Measurable Objective(s):

- All school staff will be implementing best practices for culturally competent instruction by the end of the 2017-2018 school year.

Status
Met

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1	Sharing best practices across grade levels and content areas.	
Progress		N/A
Barriers		
Next Steps		
3.2	Utilize translator as needed for parent conferences.	
Progress		N/A

Barriers		
Next Steps		
3.3	Use inclusive strategies for all students in instruction.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		