School Performance Plan

School Name

TARKANIAN, LOIS & JERRY MS

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

5800 WEST PYLE AVENUE
LAS VEGAS, NV 89141, 7027996801

Superintendent/Region Superintendent:	Jesus Jara / Debbie Brockett

For Implementation During The Following Years:	2020-2021

The Following MUST Be Completed:

Title I Status:	Not_Served
Designation:	TSI
Grade Level Served:	Middle School
Classification:	5 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
Kristy Pace	Parent	Lauren Gelman	Teacher
Rebecca Owen	Teacher	Anthony Muraco	Teacher
Kelly Edgar	Teacher	Tara Thomas	Teacher
Renee Durham	Counselor	Matty Adrianzen	Assistant Principal
Caitlin Watts	Teacher	Tonya Rose	Principal
Dezzaray True	SEIF		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Teacher/Administrator Observation Data	Special Education Procedures - Whole School
Statewide Assessments	Service Delivery Models	Service Delivery Models
Interim Assessments	Achievement Gap Data	Achievement Gap Data
Formative Assessments Practice	Nevada School Performance Framework (NSPF)	Teacher/Administrator Observation Data
Summative Assessments	Comparison of ELPA with other Assessments	Availability of Curriculum for IEP Students
Other: Datalab - discipline and attendance data	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.

Tarkanian Middle School's enrollment has increased greatly since the campus opened for the 2006-2007 school year. According to the Datalab Enrollment Analysis Dashboard, there are   currently 1,999 students enrolled. This demonstrates a leveling off of the population as this is the third consecutive year with enrollment in this range (2015 students enrolled in SY 2019-2020 and 2037 students in SY 2018-2019).

According to the Datalab SBAC dashboard, the school's SBAC proficiency rate for 2015-2016 in the area of mathematics was 33%; the District proficiency rate was 24%. At Tarkanian MS, 6.9% of LEP students and 8.6 % of IEP students were proficient in mathematics; these levels were higher than the District's overall proficiency rates which were 4.3% for LEP students and 4.5% for IEP students. At Tarkanian Middle School, Black/African-American students had the lowest proficiency rates of the subgroups in math with 16.9%. This was higher than the District's proficiency rate for this subgroup which was 9.95%.

For 2016-2017, in the area of mathematics, Tarkanian Middle School's SBAC proficiency rate was 38%, while the District proficiency rate was 24.5%. At Tarkanian MS, 11.21% of LEP students   and 5.22% of IEP students were proficient in mathematics; this is higher than the District's proficiency rates of 4.1% for LEP students and 4.0% for IEP students. At Tarkanian Middle School, Black/African-American students had the lowest proficiency rates of the subgroups in math with 18.07%. This was higher than the District's proficiency rate for this subgroup which was 15%.

For 2017-2018, in the area of mathematics, Tarkanian Middle School's SBAC proficiency rate was 45.95%, while the District proficiency rate was 29.3%. At Tarkanian MS, 13.48% of LEP students and 9.29% of IEP students were proficient in mathematics; these values are increases in sub-group proficiency rates for LEP and IEP students from 2016-2017. Special Education students had the lowest subgroup proficiency rate in math.

For 2018-2019, in the area of mathematics, Tarkanian Middle School's SBAC proficiency rate was 49.5%, while the District proficiency rate was 31.1%. At Tarkanian MS, 23.46% of LEP students and 14.39% of IEP students were proficient in mathematics, these values are increases in sub-group proficiency rates for LEP and IEP students from 2017-2018. Special Education students had the lowest subgroup proficiency rate in math.

According to the Datalab SBAC Dashboard, Tarkanian Middle School's SBAC proficiency rate for 2015-2016 in the area of reading was 63%, while the District's proficiency rate was 44%. At Tarkanian MS, 15.5% of LEP students and 12.3% of IEP students were proficient in reading; these levels were higher than the District's proficiency rates in this area, with 6.7% of LEP students and 8.1% of IEP students reaching proficiency. Black/African-American students at Tarkanian Middle School had the lowest proficiency rate of the sub-groups in reading with 38.6%, compared to the District proficiency rate of 23% for the same subgroup.

For 2016-2017, in the area of reading, Tarkanian Middle School's SBAC proficiency rate was 63.68%, while the District's proficiency rate was 24.4%. At Tarkanian MS, 22.0% of LEP students and 12.5% of IEP students were proficient in reading; these levels were higher than the District proficiency rates in this subject of 7.7% proficiency for LEP students and 7.1% proficiency for IEP

students. At Tarkanian MS, Black/African-American students had the lowest proficiency rates of the ethnicity subgroups in reading with 45.73%. This was higher than the District's proficiency rate for the same sub-group which was 28%.

For 2017-2018, in the area of reading, Tarkanian Middle School's SBAC proficiency rate was at 68.43%, while the District's proficiency rate was 45.8%. At Tarkanian MS, 20.22% of LEP students and 15% of IEP students were proficient in reading; these values are increases in sub-group proficiency rates for LEP and IEP students from 2016-2017. Special Education students had the lowest subgroup proficiency rate in reading.

For 2018-2019, in the area of reading, Tarkanian Middle School's SBAC proficiency rate was at 66.46%, while the District's proficiency rate was 47.0%. At Tarkanian MS, 22.22% of LEP students and 18.57% of IEP students were proficient in reading; these values are increases in sub-group proficiency rates for LEP and IEP students from 2017-2018. Special Education students had the lowest sub-group proficiency rate in reading.

Our areas of primary concern are proficiency and growth rates in math and reading, specifically for our Special Education sub-group. While Tarkanian Middle School's proficiency rates for each of these areas are higher than those of the District, efforts need to made to increase proficiency and increase the number of special education students meeting Adequate Growth Percentiles.

These data sources provide an overall view of the strengths and areas of concern in student achievement at Tarkanian Middle School. These also provide a focus for administrators and staff to discuss cultural competency and its impact on reducing the achievement gap.

HOPE 2 Intervention

Focus of Intervention:
TMS has implemented a multi-tiered approach to behavior management. Our Tier 1 consists of consistent communication, teaching, re-teaching, and re-inforcement of school-wide behavior expectations and positive recognition of appropriate behaviors. Our Tier 2 consists of a behavior intervention program by which students who are identified by teachers, counselors, or administrators, based on negative internal and/or external behaviors, have access to student success personnel with which to participate in restorative practices, more intensive re-teaching of behavioral expectations, mediation of conflicts, or other social and emotional lessons designed to increase positive behavioral choices and coping skills. Our Tier 3 component is a site-based alternative to behavior school. This component, the Tarkanian Alternative to Behavior School (TABS), is an on-campus setting with instructional and social/behavior-modification supports provided to students by five licensed teachers (math, ELA, science, social studies, behavioral supports) through a combination of face-to-face and online instruction. A licensed teacher also provides daily services to TABS students with a focus on goal-setting and supporting/developing decision-making skills.

Monitoring Plan:
We track Tier 1 implementation through internal and external fidelity inventories, common area observations, and monthly reviews of behavior data through Datalab. Tier 2 is monitored through fidelity inventories, teacher inventories, bi-weekly attendance data, and referrals to student success personnel for interventions and supports on an as-needed basis. Tier 3 is monitored through discipline chronologies and documented behavioral interventions. TMS administration tracks placements into TABS. Behavior and grades of TABS students are also tracked and monitored on a daily and weekly basis via Edgenuity and a behavior point sheet, completed by each of the licensed teachers and support staff assigned to TABS.

Evaluation Plan:
Data is collected from the Student Success Office regarding TABS students' grades while in TABS. Administration tracks behavior referrals for TABS students after their exit from TABS, and administration will compare historical suspension data, expulsions, and behavior school recommendations by year and by subgroup.

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 1:
Increase the average RIT score of special education students by 5% in mathematics from 196.63 (Fall) to 200.56 (Winter) to 206.46 (Spring) by May 2021, as measured by MAP Growth assessments.

Root Causes:
A lack of sufficient objective data impacts instructional decisions that would provide appropriate levels of support for each student. Students in resource room and learning lab classes were not being exposed to grade-level content and standards as much as their non-IEP peers.

Measurable Objective 1:
Special education students will increase their RIT in mathematics from 196.63 (Fall) to 200.56 (Winter) to 206.46 (Spring) by May 2021, as measured by MAP Growth 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**
1.1 Professional Development (Required)		**Continuation From Last Year: No**	**NCCAT-S Indicators: 3.5**	

Tarkanian MS will refine a professional learning model designed to educate teachers in the use of an assessment and support protocol for special education students in math that will increase the number of objective data points to be used to more accurately support students. All teachers will be trained in the use of the universal assessment tool, including the implementation of the assessment and analysis of data reports. In addition, special education teachers will progress monitor students on their caseload once per month to track growth and will communicate with general education teachers, where applicable, to make targeted instructional decisions and adjustments. Schedules for special education teachers were developed to incorporate additional time for professional development regarding Tier 1 instruction in core content areas.	Infinite Campus, Datalab, Universal Assessment Tool, ST Math, STAR Math, Khan Academy/MAP Accelerator, Glencoe math consumables (strategic budget), IEP's, Google Docs/Sheets, placement protocol and spreadsheets, scheduling documents, teacher grade books, PLC documents	Spreadsheets, universal assessment tool data, ST Math and STAR Math data, student work samples, IEP's, common assessment data, grades, attendance data, discipline data, universal screening tool training sign-in sheets, master schedule, student scheduling documents, PLC documents	TMS Administration, grade-level counselors, special education teachers, general education teachers, SEIF, families	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: No**		**NCCAT-S Indicators: 1.9**
Math and special education teachers will engage students and their families in data-driven conversations regarding student growth. Twice per year, families will be informed of their students' progress and status via data derived from a universal assessment tool. Specific deficiencies will be identified by standard, and information and resources will be made available to parents in order to enable them to provide their student(s) with additional help at home.	Infinite Campus, Datalab, Universal Assessment Tool, ST Math, STAR Math, Khan Academy/MAP Accelerator, Glencoe math consumables (strategic budget), IEP's, Google Docs/Sheets, placement protocol and spreadsheets, scheduling documents, teacher grade books, PLC documents	Spreadsheets, universal assessment tool data, ST Math and STAR Math data, student work samples, IEP's, common assessment data, grades, attendance data, discipline data, universal screening tool training sign-in sheets, master schedule, student scheduling documents, PLC documents	TMS Administration, grade-level counselors, special education teachers, general education teachers, SEIF, RTI committee members, families	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		**Continuation From Last Year: No**	**NCCAT-S Indicators: 1.5**	
Special education students will be assessed via a universal assessment tool a minimum of three times per year, and progress monitored a minimum of once per month. This data, along with SBAC scores, grades, and general education teacher input, will be communicated regularly and used systematically to determine proper supports.	Infinite Campus, Datalab, Universal Assessment Tool, ST Math, STAR Math, Khan Academy/MAP Accelerator, Glencoe math consumables (strategic budget), IEP's, Google Docs/Sheets, placement protocol and spreadsheets, scheduling documents, teacher grade books, PLC documents	Spreadsheets, universal assessment tool data, ST Math and STAR Math data, student work samples, IEP's, common assessment data, grades, attendance data, discipline data, universal screening tool training sign-in sheets, master schedule, student scheduling documents, PLC documents	TMS Administration, grade-level counselors, special education teachers, general education teachers, SEIF, RTI committee members, families	N/A

Comments:

1.4 Other (Optional)	**Continuation From Last Year: No**	**NCCAT-S Indicators: 3.7**

Tarkanian MS will refine a professional learning model designed to engage teachers in the Professional Learning Community process of collaborating to unwrap content standards, discuss best practices, align instructional materials, commonly assess students, and analyze and compare data. They will use this process and data to drive instructional and assessment decisions. TMS has developed its master schedule to ensure Special Education teachers are participating in the general education environment to deepen Special Education teachers' understanding of Tier 1 instruction and increase IEP students' exposure to grade-level standards in resource rooms and learning labs.	PLC documents, NVAC Standards, common assessments and related data, lesson plans and related classroom activity documents, Glencoe text and student consumables, grades, classroom observation documents	Master schedule, PLC documents, common assessments and related data, lesson plans with related activity documents, class activity documents, grades, classroom observation documents	TMS Administration, teachers, SEIF	N/A

Comments:

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 2:
Increase the RIT score of special education students 5% in ELA from 190.21 (Fall) to 194.01 (Winter) to 199.72 (Spring) by May 2021, as measured by MAP Growth assessments.

Root Causes:
A lack of sufficient objective data impacts instructional decisions that would provide appropriate levels of support for each student. Students in resource room and learning lab classes were not being exposed to grade-level content and standards as much as their non-IEP peers.

Measurable Objective 1:
Increase the RIT score of special education students 5% in ELA from 190.21 (Fall) to 194.01 (Winter) to 199.72 (Spring) by May 2021, as measured by MAP Growth 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**
2.1 Professional Development (Required)		**Continuation From Last Year: No**	**NCCAT-S Indicators: 3.5**	

Tarkanian MS will refine a professional learning model designed to educate teachers in the use of an assessment and support protocol for special education students in reading that will increase the number of objective data points used to more accurately support students. All teachers will be trained in the use of the universal assessment tool, including implementation of the assessment and analysis of data reports. In addition, special education teachers will progress-monitor students on their caseload once per month to track growth and will communicate with general education teachers, where applicable, to make targeted instructional decisions and adjustments. Schedules for special education teachers were developed to incorporate additional time for professional development regarding Tier 1 instruction in core content areas.	Infinite Campus, DataLab, [Universal Assessment Tool. Read 180, Springboard (strategic budget)], IEP's, Google Docs/Sheets, placement protocol and spreadsheets, scheduling documents, teacher grade books, PLC documents	Placement protocol/flow chart/formula/spreadsheets, universal assessment tool data, Read 180 data, student work samples, IEP's, common assessment data, grades, attendance data, discipline data, universal assessment tool training sign-in sheets, master schedule, student scheduling documents, PLC Documents	TMS Administration, grade-level counselors, special education and general education teachers, SEIF, RTI Committee members, families	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		**Continuation From Last Year: No**	**NCCAT-S Indicators: 1.9**	
Reading/ELA and special education teachers will engage students and their families in data-driven conversations regarding student growth. Twice per year, families will be informed of their students' progress and status via data derived from the universal assessment. Specific deficiencies will be identified by standard, and information and resources will be made available to parents in order to enable them to provide their student(s) with additional help at home.	Infinite Campus, DataLab, [Universal Assessment Tool data, Read 180, Springboard (strategic budget)], IEP's, Google Docs/Sheets, placement protocol and spreadsheets, scheduling documents, teacher grade books, PLC documents	Placement protocol/flow chart/formula/spreadsheets, universal assessment tool data, Read 180 data, student work samples, IEP's, common assessment data, grades, attendance data, discipline data, universal assessment tool training sign-in sheets, master schedule, student scheduling documents, PLC Documents	TMS Administration, grade-level counselors, general education and special education teachers, SEIF, RTI Committee members, families	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		**Continuation From Last Year: No**	**NCCAT-S Indicators: 3.5**	
Special education students will be assessed via universal assessment tool, a minimum of three times per year and progress-monitored a minimum of once per month. This data, along with SBAC scores, grades, and general education teacher input, will be communicated regularly and used systematically to determine proper supports.	Infinite Campus, DataLab, [universal assessment tool, Read 180, Springboard (strategic budget)], IEP's, Google Docs/Sheets, placement protocol and spreadsheets, scheduling documents, teacher grade books, PLC documents	Placement protocol/flow chart/formula/spreadsheets, Universal Assessment Tool data, Read 180 data, student work samples, IEP's, common assessment data, grades, attendance data, discipline data, universal assessment tool training sign-in sheets, master schedule, student scheduling documents, PLC Documents	TMS Administration, grade-level counselors, general and special education teachers, SEIF, RTI Committee members, families	N/A

Comments:

2.4 Other (Optional)		Continuation From Last Year: No	NCCAT-S Indicators: 3.7	
Tarkanian MS will develop a professional learning model designed to engage teachers in the Professional Learning Community process of collaborating to unwrap content standards, discuss best practices, align instructional materials, commonly assess students, and analyze and compare data. They will use this process and data to drive instructional and assessment decisions. Throughout the year, target standards being addressed and common assessment administration dates and results will be communicated to parents. Standards-based resources will be provided to families in order to enable parents to support their students in areas of deficiency at home. TMS has developed its master schedule to ensure Special Education teachers are participating in the general education environment ot deepen Special Education teachers' understanding of Tier 1 instruction and increase IEP students' exposure to grade-level standards in resource rooms and learning labs.	PLC documents, NVAC Standards, common assessments and related data, lesson plans and related classroom activities documents, Springboard text and student comsumables, grades, classroom observation documents	Master Schedule, PLC documents, common assessments and related data, lesson plans w/related activity documents, class activities documents, grades, classroom observation documents	TMS Administration, teachers	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:

Root Causes:

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:**	
				N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		**Continuation From Last Year:**	**NCCAT-S Indicators:**	

				N/A

Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Strategic Budget	$40,000	Lexia - differentiated instruction for special education resource students and students in ELA fundamentals, STAR Math - progress monitoring, evaluating, and communicating student progress for special education students and students in math fundamentals, ST Math - differentiated instruction for special education resource students and students in math fundamentals.	Goals 1 and 2

Plan for improving the school climate

Goal:
By the end of the 2020-2021 school year, 90% of participants in the CCSD District-Wide Survey will report that they agree or strongly agree that Tarkanian Middle School is a safe environment.

Action Plan: How will this plan improve the school climate?
As the District implemented its plan to eliminate deans' positions, some stakeholders have expressed concerns that the move is compromising student safety across the District. Tarkanian Middle School has made an effort to embrace this move and re-vamp its disciplinary practices in alignment with the K-12 Code of Conduct, multi-tiered systems of support, and implementation of restorative practices. Efforts have been made to develop and re-work the administrative team and develop a Student Success Office with two student success facilitators and supports to help intervene and re-teach when students struggle with CCSD rules/regulations and/or school-wide expectations. Efforts are being made to communicate new practices to parents and educate them on the new model. We want parents to understand that Tarkanian is a safe place where students are held accountable for their actions, but also have the opportunity to learn from their mistakes through additional interventions and supports.

Monitoring Plan: How will you track the implementation of this plan?
Regularly-scheduled fidelity inventories, monthly and quarterly behavior data reviews, and parent feedback involving the new practices.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?
CCSD District-Wider Survey results will be used to determine whether stakeholders agree or strongly agree that Tarkanian is a safe environment for students.

APPENDIX A - Professional Development Plan

1.1
Tarkanian MS will refine a professional learning model designed to educate teachers in the use of an assessment and support protocol for special education students in math that will increase the number of objective data points to be used to more accurately support students. All teachers will be trained in the use of the universal assessment tool, including the implementation of the assessment and analysis of data reports. In addition, special education teachers will progress monitor students on their caseload once per month to track growth and will communicate with general education teachers, where applicable, to make targeted instructional decisions and adjustments. Schedules for special education teachers were developed to incorporate additional time for professional development regarding Tier 1 instruction in core content areas.

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

2.1
Tarkanian MS will refine a professional learning model designed to educate teachers in the use of an assessment and support protocol for special education students in reading that will increase the number of objective data points used to more accurately support students. All teachers will be trained in the use of the universal assessment tool, including implementation of the assessment and analysis of data reports. In addition, special education teachers will progress-monitor students on their caseload once per month to track growth and will communicate with general education teachers, where applicable, to make targeted instructional decisions and adjustments. Schedules for special education teachers were developed to incorporate additional time for professional development regarding Tier 1 instruction in core content areas.

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

3.1

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

APPENDIX B - Family Engagement Plan

1.2
Math and special education teachers will engage students and their families in data-driven conversations regarding student growth. Twice per year, families will be informed of their students' progress and status via data derived from a universal assessment tool. Specific deficiencies will be identified by standard, and information and resources will be made available to parents in order to enable them to provide their student(s) with additional help at home.

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

2.2
Reading/ELA and special education teachers will engage students and their families in data-driven conversations regarding student growth. Twice per year, families will be informed of their students' progress and status via data derived from the universal assessment. Specific deficiencies will be identified by standard, and information and resources will be made available to parents in order to enable them to provide their student(s) with additional help at home.

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

3.2

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

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:
Increase the average RIT score of special education students by 5% in mathematics from 196.63 (Fall) to 200.56 (Winter) to 206.46 (Spring) by May 2021, as measured by MAP Growth assessments.

Measurable Objective(s):
• Special education students will increase their RIT in mathematics from 196.63 (Fall) to 200.56 (Winter) to 206.46 (Spring) by May 2021, as measured by MAP Growth assessments.

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	Tarkanian MS will refine a professional learning model designed to educate teachers in the use of an assessment and support protocol for special education students in math that will increase the number of objective data points to be used to more accurately support students. All teachers will be trained in the use of the universal assessment tool, including the implementation of the assessment and analysis of data reports. In addition, special education teachers will progress monitor students on their caseload once per month to track growth and will communicate with general education teachers, where applicable, to make targeted instructional decisions and adjustments. Schedules for special education teachers were developed to incorporate additional time for professional development regarding Tier 1 instruction in core content areas.	
Progress		
Barriers		
Next Steps		
1.2	Math and special education teachers will engage students and their families in data-driven conversations regarding student growth. Twice per year, families will be informed of their students' progress and status via data derived from a universal assessment tool. Specific deficiencies will be identified by standard, and information and resources will be made available to parents in order to enable them to provide their student(s) with additional help at home.	

Progress		
Barriers		
Next Steps		
1.3	Special education students will be assessed via a universal assessment tool a minimum of three times per year, and progress monitored a minimum of once per month. This data, along with SBAC scores, grades, and general education teacher input, will be communicated regularly and used systematically to determine proper supports.	
Progress		
Barriers		
Next Steps		
1.4	Tarkanian MS will refine a professional learning model designed to engage teachers in the Professional Learning Community process of collaborating to unwrap content standards, discuss best practices, align instructional materials, commonly assess students, and analyze and compare data. They will use this process and data to drive instructional and assessment decisions. TMS has developed its master schedule to ensure Special Education teachers are participating in the general education environment to deepen Special Education teachers' understanding of Tier 1 instruction and increase IEP students' exposure to grade-level standards in resource rooms and learning labs.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
Increase the RIT score of special education students 5% in ELA from 190.21 (Fall) to 194.01 (Winter) to 199.72 (Spring) by May 2021, as measured by MAP Growth assessments.

Measurable Objective(s):
- Increase the RIT score of special education students 5% in ELA from 190.21 (Fall) to 194.01 (Winter) to 199.72 (Spring) by May 2021, as measured by MAP Growth assessments.

Status
N/A

Comments:

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

		Mid-Year	End-of-Year
2.1		Tarkanian MS will refine a professional learning model designed to educate teachers in the use of an assessment and support protocol for special education students in reading that will increase the number of objective data points used to more accurately support students. All teachers will be trained in the use of the universal assessment tool, including implementation of the assessment and analysis of data reports. In addition, special education teachers will progress-monitor students on their caseload once per month to track growth and will communicate with general education teachers, where applicable, to make targeted instructional decisions and adjustments. Schedules for special education teachers were developed to incorporate additional time for professional development regarding Tier 1 instruction in core content areas.	
Progress			
Barriers			
Next Steps			
2.2		Reading/ELA and special education teachers will engage students and their families in data-driven conversations regarding student growth. Twice per year, families will be informed of their students' progress and status via data derived from the universal assessment. Specific deficiencies will be identified by standard, and information and resources will be made available to parents in order to enable them to provide their student(s) with additional help at home.	

Progress	
Barriers	
Next Steps	

2.3	Special education students will be assessed via universal assessment tool, a minimum of three times per year and progress-monitored a minimum of once per month. This data, along with SBAC scores, grades, and general education teacher input, will be communicated regularly and used systematically to determine proper supports.	

Progress		
Barriers		
Next Steps		

2.4	Tarkanian MS will develop a professional learning model designed to engage teachers in the Professional Learning Community process of collaborating to unwrap content standards, discuss best practices, align instructional materials, commonly assess students, and analyze and compare data. They will use this process and data to drive instructional and assessment decisions. Throughout the year, target standards being addressed and common assessment administration dates and results will be communicated to parents. Standards-based resources will be provided to families in order to enable parents to support their students in areas of deficiency at home. TMS has developed its master schedule to ensure Special Education teachers are participating in the general education environment ot deepen Special Education teachers' understanding of Tier 1 instruction and increase IEP students' exposure to grade-level standards in resource rooms and learning labs.	

Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

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		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		