

# School Performance Plan

School Name  
Tarkanian, Lois & Jerry MS

Address (City, State, Zip Code, Telephone):  
5800 W Pyle Ave  
Las Vegas, NV 89141, (702) 799-6801

Superintendent/Assistant Chief: Pat Skorkowsky / A.J. Adams

For Implementation During The Following Years: 2017-2018

**The Following MUST Be Completed:**

**Title I Status:** 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
Tenille Cina	Parent	Heather Mounts	Strategist
Carmen Gluth	Teacher	Christina Ehret	Teacher
Toby Davis	Teacher	Lauren Gelman	Teacher
Francine Liaos	Teacher	Kathy Poelma	Teacher
Matty Adrianzen	SEIF	Eric Johnson	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
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other: Datalab - Enrollment, SBAC Results, Behavior Dashboards	Other: Datalab - Enrollment, SBAC Results, Behavior Dashboards	Other: Datalab - Enrollment, SBAC Results, Behavior Dashboards
Other: Student and Teacher Attendance Data	Other:	Other:

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

Our school population increased every year since the campus opened for the 2006-2007 school year. According to the Datalab enrollment analysis dashboard, the school enrollment is currently at its highest level with 1872 students, up from 1770 in 2015-2016, 1736 in 2014-2015, 1625 in 2013-2014, and 1469 in 2012-2013. The LEP population is increasing as well; it is currently at 124 students, the same as 2015-2016, but up from 76 in 2014-2015, 56 in 2013-2014, and 35 in 2012-2013.

In 2015-2016 school year, there were 156 students (8.8%) who missed at least 15 days of school, up from 146 students (8.4%) in 2014-2015. In the 2015-2016 school year, there were 35 teachers (47.9%) who missed at least ten days of school.

According to the Datalab SBAC dashboard, the school's SBAC proficiency rate for 2015-2016 in the area of mathematics was at 33%, while the district proficiency rate was 24%. Only 6.9% of the LEP students and 8.6% of the IEP students at our school were proficient in mathematics - these levels were higher than the district with 4.3% proficiency for LEP students and 4.5% proficiency for IEP students. Black/African-American students had the lowest proficiency rates of the subgroups with 16.9% proficiency in mathematics at our school and 9.95% proficiency in the district.

According to the Datalab SBAC dashboard, the school's SBAC proficiency rate for 2015-2016 in the area of reading was at 63%, while the district proficiency rate was 44%. Only 15.5% of the LEP students and 12.3% of the IEP students at our school were proficient in reading - these levels were higher than the district with 6.7% proficiency for LEP students and 8.1% proficiency for IEP students. Black/African-American students had the lowest proficiency rates of the subgroups with 38.6% proficiency in reading at our school and 25.77% in the district.

One area of concern is our low proficiency level for our LEP students. Our LEP student population is growing rapidly (a 254% increase in the number of identified students since the 2012-2013 school year) and we need to ensure that we are meeting their educational needs. An additional area of concern is our math proficiency. While our percent proficient is higher than that of the district, efforts need to be made to decrease the number of non-proficient students.

These data sources, provide an overall view into the strengths and areas of concern in the area of student achievement. They 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 tiered approach to behavior management. Our Tier 1 consists of school-wide behavior expectations and positive recognition of appropriate behaviors. Our Tier 2 has two components: first, a group of approximately 40 students with social influence received Safe School Ambassadors training on the use of non-violent communication and intervention skills to prevent and de-escalate the mistreatment of others; and second, we use a check in/check out procedure and the use of incentives to encourage school attendance for identified students. Our Tier 3 component is a site-based alternative to behavior school recommendations. This component, the Tarkanian Alternative Behavior School (TABS), has identified students placed in an alternative setting on campus with instructional services provided by four licensed teachers (math, ELA, science, and social studies) through a combination of face-to-face and online instruction. A study skills teacher also provides services to TABS with a focus on supporting and developing TABS students' decision-making skills.

**Monitoring Plan:**

We track Tier 1 implementation through external fidelity inventories, common area observations, and monthly reviews of behavior data through Datalab. For Tier 2, attendance data is pulled bi-weekly, and counselors refer students for intervention supports on an as-needed basis. For Tier 3, TMS deans track placements into TABS. Grades of TABS students are also tracked and monitored.

**Evaluation Plan:**

Data will be collected from the Dean's office regarding TABS students' grades while in TABS, deans will track behavior referrals for TABS students after their release from TABS, and deans will compare historical suspension data, expulsions, and behavior school recommendations by year and by ethnicity.

## 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 the limited English proficient (LEP) and non-LEP subgroups in reading.

**Root Causes:**

There was a lack of language supports for LEP students.

**Measurable Objective 1:**

Reduce the reading proficiency gap between the school's limited English proficient (LEP) students and the non-LEP students from X percentage points to Y by 2018 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:</b>  <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
As a Cohort A school for the CCSD ELL Master Plan implementation, Tarkanian MS will develop a professional learning model designed to promote English language proficiency, academic language, and content material simultaneously. Our ELL Committee will lead ongoing professional development opportunities utilizing materials provided by the CCSD ELL Department.	Tarkanian SSA (Student Success Advocate), Strategist, ELL Committee, SBCT sessions, training materials as specified, Title 3 Funds	Training sign-in sheets, agendas, and session evaluations.	Monthly SBCT sessions delivered by Tarkanian SSA, Strategist, and ELL Committee	N/A

Comments:

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>	
<p>ELA teachers will engage students and their family members in an asset-orientation activity designed to help students recognize the strengths they bring to the classroom. The students will complete a voluntary multicultural project during the 2017-18 school year. Students will create a visual display to synthesize the information they gather about their culture. This activity will support and encourage high-interest, extended discourse between the student and their family member(s) as well as between the student and their teacher. Teachers will also ask students and their family member to complete a short reflection about their experiences with the activity.</p>	<p>Activity documents for students and their family member(s), ELA teachers, general funds to pay for materials</p>	<p>Interview question sheet, project guideline document, and reflection document.</p>	<p>Administration, teachers, and family members</p>	<p>N/A</p>

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
<p>Newcomer ELL students participate in an English language acquisition elective where students utilize Reading Horizons. Identified intermediate ELL students participate in a Mentorship class with our SSA where they receive additional language acquisition assistance and academic supports through grade checks and SSA communication with teachers. ELL students from all levels are scheduled into specific ELA classes with a teacher prepared to support academic language and content acquisition.</p>	<p>ELL Cohort A Instructional Rounds, ELL Instructional Leadership Team (ILT), SSA Support/Coaching, Strategist, Reading Horizons Program, Computers, Title 3 Funds</p>	<p>Mentorship and elective rosters, Reading Horizons progress data, SSA grade check documentation, ELA lesson plans and classroom observations, trend data from instructional rounds</p>	<p>Quarterly ELL ILT Instructional Rounds, Counselors schedule students into mentorship, elective, and ELL ELA classes.</p> <p>N/A</p>

Comments:

<b>1.4 Other (Optional)</b>	<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	
	<p>Student enrollment in accelerated classes by ethnicity</p>		<p>N/A</p>

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 the limited English proficient (LEP) and non-LEP subgroups in mathematics.

**Root Causes:**

There was a lack of language supports for LEP students. There was a lack of a systematic strategy to assess and support fact fluency. Not all students who need math interventions receive them since reading is prioritized over math; students who are not proficient in reading and math are scheduled into the reading fundamentals class instead of the math fundamentals class.

**Measurable Objective 1:**

Reduce the mathematics proficiency gap between the school's limited English proficient (LEP) students and the non-LEP students from X percentage points to Y by 2018 as measured by state assessments.

**Measurable Objective 2:**

Decrease the percent of non-proficient mathematics students by A% from B% non-proficient to C%.

**Measurable Objective 3:**

100% of students will increase their performance on math fact assessments or demonstrate at least 80% proficiency in identified basic skills which may include basic math facts (addition, subtraction, multiplication, and/or division) with whole numbers and/or integers, fractions, and percents.

<b>Monitoring Status</b>
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>	

<p>- As a Cohort A school for the CCSD ELL Master Plan implementation, Tarkanian MS will develop a professional learning model designed to promote English language proficiency, academic language, and content material simultaneously. Our ELL committee will lead ongoing professional development opportunities utilizing materials provided by the CCSD ELL department. - Professional Development and implementation of ST Math in Fundamentals of Mathematics classes to address the needs of non-proficient math students and to provide additional support to LEP students who are having difficulty with grade-level math content. In addition, provide ST Math licenses for at-home use to a select group of students who are not in Fundamentals and yet have been identified by their mathematics teacher or SSA as students who would benefit from additional mathematics instruction and support. - Professional Development and school-wide implementation of fact fluency assessments and interventions.</p>	<p>- Tarkanian SSA, Strategist, ELL Committee, SBCT sessions, training materials as specified, Title 3 Funds - Teachers, SSA, Strategist, Chromebooks/internet access for students, ST Math, FasttMath, and ALEKS online computer programs - purchased with general funds - Teachers, Strategist, materials for fact fluency practice (Chromebooks/internet access or file folders and paper copies of math facts) - purchased with general funds</p>	<p>- Training sign-in sheets, agendas, and session evaluations - Purchase order for ST Math licenses, ST Math professional development records, and student use reports from ST Math. - Student use and progress reports from FasttMath and ALEKS - Fact Fluency pre-assessment scores, fact fluency tracking sheets, and fact fluency summative assessment scores.</p>	<p>- Monthly SBCT sessions delivered by SSA, Strategist, and ELL Committee - Teachers, SSA, Strategist, and Administration will review student ST Math data monthly - Teachers and Strategist will review student fact-fluency data monthly.</p>	<p>N/A</p>
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Comments:

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>	
<p>Encourage at home student use of ST Math by students in Fundamentals of Mathematics courses. Required family agreement on the assigning of at-home use ST Math licenses to non-Fundamentals students and a commitment to ensuring students are using ST Math on a regular basis. Encourage at-home math fact practice.</p>	<p>Parent Letter, rewards for student progress on ST Math curriculum and rewards for mastery of fact fluency assessments paid for with student-generated funds.</p>	<p>Parent Letter, Student Time Logs</p>	<p>Strategist, Administration, and Teachers twice yearly</p>	<p>N/A</p>

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
<p>Track student progress on the ST Math coursework and on fact fluency practice.</p>	<p>Teachers, Strategist, 200 ST Math student licenses, Chromebooks/Internet access, and supplies for fact fluency practice and assessment paid for by Title 1 and general funds</p>	<p>Pre- and Post- Tests, Reports generated by the ST Math software, math fact charts with progress tracked weekly.</p>	<p>Administration, Teachers, Strategist monthly</p>	<p>N/A</p>

Comments:

2.4 Other (Optional)	Continuation From Last Year: No	NCCAT-S Indicators:	
			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 checked="" type="checkbox"/> Other
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**Priority Need/Goal 3:**

Increase the percentage of school-based personnel trained in Cultural Competency.

**Root Causes:**

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

**Measurable Objective 1:**

By May 2018, all staff will participate in mandatory cultural competency training as measured by SBCT agendas, sign-ins, and staff feedback/reflection forms.

<b>Monitoring Status</b>
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  <b>Responsible</b>	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
The school's Equity and Diversity Education Department Liaison, ELL SSA, ELL Committee members, and PBIS Committee members attend training and bring back information to the campus. Information is shared in Site-Based Collaboration Time (SBCT) meetings.	Equity and Diversity Education Department Liaison, ELL SSA, Strategist, ELL and PBIS Committee Members; Training materials from Equity and Diversity Education Department, the ELL Department, and Positive Behavior Intervention and Supports (PBIS) Initiative; Title 3 Funds and Hope2 Funds; SBCT	Staff meeting sign-in sheets, agenda	The principal is responsible for ensuring this action step takes place during the 2017-2018 school year. Equity and Diversity Liaison, ELL SSA, and ELL and PBIS Committee members are responsible for attending professional development and sharing information with the staff.	N/A

Comments:

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: No</b>	<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

<b>3.3 Curriculum/Instruction/Assessment (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

<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 1	\$80,000.00	Strategist to collect and analyze data, provide instructional support, and create and deliver training.	Goals 1, 2 and 3
Title 1	\$50,766.20	Netbooks and Chromebooks for use with non-proficient students to access technology-based interventions in fundamentals classes.	Goal 2
General Fund	\$3,384.00	ST Math program - 200 licenses for use by identified students (non-proficient and/or LEP)	Goal 2
General Fund	\$1,920.00	Hosting fee for student access to FasttMath (Read180) licenses on the district server.	Goal 2
Title 3	\$2,000.00	Student Success Advocate (SSA) to support LEP students	Goals 1, 2 and 3
Title 3	\$8,500.00	ELL Prep Buy to allow the SSA to provide direct supports to LEP students.	Goals 1 and 2
Title 3	\$5,000.00	ELL academic supports	Goals 1 and 2
General Fund	\$5,000.00	Training materials	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.**

Hiring is based on an assessment of gaps in staff expertise. The administration team reviews qualifications and teaching licenses to screen applicants. The administrative team and teachers from the subject area conduct interviews as a committee. Administration conducts site visits to observe teachers.

### **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.**

Our campus conducts monthly Parent Advisory Committee (PAC) meetings at 9:30 AM and 6:00 PM the second Tuesday of each month; a parent representative attends our School Board Trustee's monthly F-Troop meetings. We mailed home SBAC results to parents and we conduct Grade Day midway through each quarter to ensure parents are apprised of students academic progress. We maintain school-wide communication through the use of Remind, Facebook, and the Tarkanian website. Individual teachers use email, Infinite Campus, Remind, Google Voice, and Google Classroom to communicate with parents and students. We invite parents to attend school events such as Back-to-School Nights, Open House, Pastries with Parents, and Awards Night. We are in the process of creating a parent resource center in our registration area to provide parents with academic and behavioral information, expectations, and supports.

### **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.).**

We currently have teachers participating in a vertically aligned National Board Certification cohort with elementary and high schools in our feeder alignment. Each year, our counselors conduct elementary feeder-school visits to meet the incoming sixth graders and promote communication and collaboration with the fifth-grade teachers. The performing arts department also sends student representatives to share information about our program offerings. During the summer, we conduct a sixth-grade orientation where students are invited to come to campus and learn about the school. We also offer two back-to-school nights where parents and students can come to campus to pick up schedules, get locker assignments, and learn more about what they need to get ready for the start of the year. Each spring, representatives from our zoned high school, the regional Career Technical Academy, and magnet schools are welcomed to campus to share information about their programs with seventh and eighth-grade students. The principal also attends monthly Performance Zone (PZ) meetings that include administrators from all schools (elementary, middle, and high) within PZ 11 and attends monthly feeder alignment meetings where the principals within the Desert Oasis High School feeder system meet to collaborate on common concerns.

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

Teachers use Professional Learning Committee (PLC) time to unpack standards, create common assessments, plan instruction, and review data from assessments. Teachers use SBAC information to address areas of concern and provide remediation as needed. Teachers use AIMSweb, Read180, ST Math, StarMath, and ALEKS to assess student progress and provide targeted interventions.

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

We use general fund dollars, student-generated funds, Title 1, Title 3, and Hope2 Funds to pay for programs and supports that align with our SPP goals.

## APPENDIX A - Professional Development Plan

### 1.1

As a Cohort A school for the CCSD ELL Master Plan implementation, Tarkanian MS will develop a professional learning model designed to promote English language proficiency, academic language, and content material simultaneously. Our ELL Committee will lead ongoing professional development opportunities utilizing materials provided by the CCSD ELL Department.

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

### 2.1

- As a Cohort A school for the CCSD ELL Master Plan implementation, Tarkanian MS will develop a professional learning model designed to promote English language proficiency, academic language, and content material simultaneously. Our ELL committee will lead ongoing professional development opportunities utilizing materials provided by the CCSD ELL department. - Professional Development and implementation of ST Math in Fundamentals of Mathematics classes to address the needs of non-proficient math students and to provide additional support to LEP students who are having difficulty with grade-level math content. In addition, provide ST Math licenses for at-home use to a select group of students who are not in Fundamentals and yet have been identified by their mathematics teacher or SSA as students who would benefit from additional mathematics instruction and support. - Professional Development and school-wide implementation of fact fluency assessments and interventions.

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

### 3.1

The school's Equity and Diversity Education Department Liaison, ELL SSA, ELL Committee members, and PBIS Committee members attend training and bring back information to the campus. Information is shared in Site-Based Collaboration Time (SBCT) meetings.

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

## APPENDIX B - Family Engagement Plan

### 1.2

ELA teachers will engage students and their family members in an asset-orientation activity designed to help students recognize the strengths they bring to the classroom. The students will complete a voluntary multicultural project during the 2017-18 school year. Students will create a visual display to synthesize the information they gather about their culture. This activity will support and encourage high-interest, extended discourse between the student and their family member(s) as well as between the student and their teacher. Teachers will also ask students and their family member to complete a short reflection about their experiences with the activity.

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

### 2.2

Encourage at home student use of ST Math by students in Fundamentals of Mathematics courses. Required family agreement on the assigning of at-home use ST Math licenses to non-Fundamentals students and a commitment to ensuring students are using ST Math on a regular basis. Encourage at-home math fact practice.

#### 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:**

Reduce the overall achievement-gap percentage points between the limited English proficient (LEP) and non-LEP subgroups in reading.

**Measurable Objective(s):**

- Reduce the reading proficiency gap between the school's limited English proficient (LEP) students and the non-LEP students from X percentage points to Y by 2018 as measured by state 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	As a Cohort A school for the CCSD ELL Master Plan implementation, Tarkanian MS will develop a professional learning model designed to promote English language proficiency, academic language, and content material simultaneously. Our ELL Committee will lead ongoing professional development opportunities utilizing materials provided by the CCSD ELL Department.	
Progress		N/A
Barriers		
Next Steps		
1.2	ELA teachers will engage students and their family members in an asset-orientation activity designed to help students recognize the strengths they bring to the classroom. The students will complete a voluntary multicultural project during the 2017-18 school year. Students will create a visual display to synthesize the information they gather about their culture. This activity will support and encourage high-interest, extended discourse between the student and their family member(s) as well as between the student and their teacher. Teachers will also ask students and their family member to complete a short reflection about their experiences with the activity.	
Progress		N/A

Barriers		
Next Steps		
1.3	Newcomer ELL students participate in an English language acquisition elective where students utilize Reading Horizons. Identified intermediate ELL students participate in a Mentorship class with our SSA where they receive additional language acquisition assistance and academic supports through grade checks and SSA communication with teachers. ELL students from all levels are scheduled into specific ELA classes with a teacher prepared to support academic language and content acquisition.	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 the limited English proficient (LEP) and non-LEP subgroups in mathematics.

**Measurable Objective(s):**

- Reduce the mathematics proficiency gap between the school's limited English proficient (LEP) students and the non-LEP students from X percentage points to Y by 2018 as measured by state assessments.
- Decrease the percent of non-proficient mathematics students by A% from B% non-proficient to C%.
- 100% of students will increase their performance on math fact assessments or demonstrate at least 80% proficiency in identified basic skills which may include basic math facts (addition, subtraction, multiplication, and/or division) with whole numbers and/or integers, fractions, and percents.

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	- As a Cohort A school for the CCSD ELL Master Plan implementation, Tarkanian MS will develop a professional learning model designed to promote English language proficiency, academic language, and content material simultaneously. Our ELL committee will lead ongoing professional development opportunities utilizing materials provided by the CCSD ELL department. - Professional Development and implementation of ST Math in Fundamentals of Mathematics classes to address the needs of non-proficient math students and to provide additional support to LEP students who are having difficulty with grade-level math content. In addition, provide ST Math licenses for at-home use to a select group of students who are not in Fundamentals and yet have been identified by their mathematics teacher or SSA as students who would benefit from additional mathematics instruction and support. - Professional Development and school-wide implementation of fact fluency assessments and interventions.	
Progress		
Barriers		
Next Steps		

2.2	Encourage at home student use of ST Math by students in Fundamentals of Mathematics courses. Required family agreement on the assigning of at-home use ST Math licenses to non-Fundamentals students and a commitment to ensuring students are using ST Math on a regular basis. Encourage at-home math fact practice.	
Progress		
Barriers		
Next Steps		
2.3	Track student progress on the ST Math coursework and on fact fluency practice.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

Increase the percentage of school-based personnel trained in Cultural Competency.

**Measurable Objective(s):**

- By May 2018, all staff will participate in mandatory cultural competency training as measured by SBCT agendas, sign-ins, and staff feedback/reflection forms.

<b>Status</b>
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	The school's Equity and Diversity Education Department Liaison, ELL SSA, ELL Committee members, and PBIS Committee members attend training and bring back information to the campus. Information is shared in Site-Based Collaboration Time (SBCT) meetings.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

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