

School Performance Plan

School Name
Monaco, Mario C & JoAnne MS

Address (City, State, Zip Code, Telephone):
1870 N Lamont St
Las Vegas, NV 89115-6700, (702) 799-3670

Superintendent/Assistant Chief: Pat Skorowsky / Celese Rayford

For Implementation During The Following Years: 2016-2017

The Following MUST Be Completed:

Title I Status: Served

Designation: Priority School

Grade Level Served: Middle School

Classification: 2 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
Leilani Noe	Parent	Lisa Medina	Principal
Amy Kelsey	Dean	Hilary Markson	Dean
Kathleen Pena	Learning Strategist	Alan Peterson	Technology Strategist
Kristen Maestas	Teacher	Stacy Montero	Teacher
Debbie Goad	Teacher	Velia Juarez	Support Staff
Patricia Harris	Assistant 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)
Formative Assessments Practice	Achievement Gap Data	Achievement Gap Data
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other: Evaluate Assessment Data	Other: Community Meetings	Other:
Other: Stakeholder Meetings	Other: Monthly Site Based Parent Institute Trainings	Other:

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

For the 2015/2016 school year, Monaco Middle School showed significant increases in Math proficiency based on the Evaluate monthly assessments:

-Monaco's overall math data shows an increase in proficiency from 2% in September 2015 on the first half of the Evaluate monthly assessment to 19% as of March 16, 2016 . Additionally, Monaco's math proficiency has increased from 1% in October 2015 on the second half of the Evaluate monthly assessment to 8% in February 2016.

-Although our overall ELA data from the Evaluate monthly assessment does not indicate large proficiency gains, we have still made progress toward increasing proficiency. Monaco's overall ELA data shows an increase in proficiency from 10% in September 2015 on the first half of the Evaluate monthly assessment to 15% as of March 16, 2016 . Additionally, Monaco's ELA proficiency data remained stable at 10% in October 2015 and 10% in February 2016 on the second half of the Evaluate monthly assessment .

ELL subgroup data on the Evaluate assessments:

-Monaco's overall ELL math data shows an increase in proficiency from 0% in September 2015 on the first half of the Evaluate monthly assessment to 7% as of March 16, 2016 . Additionally, Monaco's ELL math proficiency has increased from 0% in October 2015 on the second half of the Evaluate monthly assessment to 1% in February 2016.

-Our overall ELL proficiency data for the Evaluate monthly assessment in ELA does not indicate substantial gains with proficiency ranging for 1% to 2% since testing began in September 2015

Special Education Subgroup data on the Evaluate assessments:

-Monaco's Special Education math data shows an increase in proficiency from 1% in September 2015 on the first half of the Evaluate monthly assessment to 6% as of March 16, 2016 . Additionally, Monaco's Special Education math proficiency has increased from 0% in October 2015 on the second half of the Evaluate monthly assessment to 3% in February 2016.

Through our HOPE 2 plan implementation for the 2015-2016, two after school enrichment classes were developed to receive students who had been identified by the RTI team and school counselors as needing behavioral intervention. After the implementation of Hope 2 at Monaco for the 2015-2016 academic year, the following data was noted:

-Behavior school referrals decreased 100% during first semester of the 2015-2016 school year

-Expulsion referrals decreased approximately 31% during first semester of the 2015-2016 school year

-Overall suspension rate for African American students decreased from 46% in 2014-2015 school year to only 24% during the 2015-2016 school year.

We have utilized after-school counseling classes to encourage students to make more positive choices and avoid referrals to the dean's office. Monaco MS has followed the intent to provide both academic and behavioral support. We added a Mental Health RTI team to assist the students and families that deal with general education students who have challenges that interfere with academic and social growth.

Through the first year implementation of our Victory Plan in 2015-2016, we recognized our community support, which is evident by the 300 plus attendees at our last parent community meeting, and focused our efforts on their request for selecting highly qualified innovative teachers, providing access to community and social services, serve as a liaison to their individual needs, and

increase technology so that all students have access in every classroom. Principal Medina shared the results of the UNLV Community Survey to the parents in an effort to confirm the comments being expressed on the evening of August 12th, 2015 at a community meeting. The UNLV staff was impressed by the response rate of the Monaco Middle School parent community and acknowledged our school for the highest response rate in the district. This response rate correlated with the opinions expressed at the parent community meeting.

Mario C. and JoAnne Monaco Middle School Narrative for Victory Plan

READING CENTER: ZOOM Philosophy for LTEL (Reading Room Furnishings, 1 Licensed Teacher, 4 Tutors)

TECHNOLOGY: Blended Learning/Extended Reach Model Technology will be our main focus on moving from the traditional classroom to the modern project based classroom that promotes extended/blended learning. Ideally our goal is to have a iPad cart in every content classroom and WiFi Flash Drives for every Epson computer in every classroom.

STAFFING: Licensed Staff-Class Size Reduction, 2 Social Workers, Behavioral Strategist/Testing Coordinator, TESL Endorsed Staff, Community In-School Representative

SCHOOL CALENDER: Dual Summer School Academy for June and August

EXTENDED DAY FOR ELA & MATH: Every student that gets either a D or F grade in Math or ELA, is required to stay for an extended hour of instruction daily. Identify all struggling readers & ELL students, and then enroll them for an extended day. Hire additional teachers to teach core subjects & reduce the class size.

MATERIALS: ELL focused materials on identifying and using Asset Orientation to promote our Problem of Practice which is to increase structured academic student discourse: Instructional Round in Education by Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel.

CLIMATE-CULTURE: Improving Parental Engagement through Mariachi Program and Improving School Climate via Staffing of Personnel.

Mariachi: Increase in parental engagement through music and culture as evident by 80% parental attendance at all Mariachi Los Gavilanes de Monaco Middle School performances; Fine Arts department ability to attend out of state music conventions as well as bring in clinicians to work with students and teachers for professional development; new copy machine for Fine Arts department, additional sound equipment, sheet music and method books for students, music technology software, and 1 iPad carts.

CULTURAL AWARENESS - Monaco became a Trainer of Trainers school for the National Academic Educational Partners (NAEP) Cultural Competency Rounds in 2015-2016. We identified our Problem of Practice of moving towards modernized student focused/centered classrooms. In 2016/2017, we will continue to provide training and support to teachers with regards to providing structured academic opportunities for student discourse, which was identified as our first action step.

ON-SITE ALTERNATIVE BEHAVIOR PLACEMENT: place students in on-site classrooms to continue their learning, not disrupting their peers; used as alternative from school removal/being sent back to class/moving to next period with continued disruption/cool-off time.

PROFESSIONAL DEVELOPMENT: West Ed ELL Integrated Curriculum Training, NAEP-Cultural Sensitivity Training, Site-based technology PD for Google Apps for Education provided by Monaco Technology Strategist

STUDENT INCENTIVES: Create teaching and learning conditions that are motivating for our students and provide them with rewards. Students can win \$100, \$75, \$50, or \$25 gift cards based on their growth and/or proficiency gains on their Evaluate assessment. These awards are given monthly to the top 4 female and 4 male students at each grade level. In 2016-2017, we plan to include school-wide or grade-level monthly assemblies to focus on rewarding student achievement.

STAFF INCENTIVES: Retention-Hiring Incentives including, but not limited to include public appreciation with trophy/awards with praise and affirmation; keeping and acknowledging leadership skills by allocating resources to promote and sustain the professional development of our teachers. We will continue a seventh hour day and with extra pay for highly effective teachers.

COMMUNITY ENGAGEMENT: We will continue our site based parenting classes with a focus on parenting skill to empower children on making good academic, social, and behavior choices. We will provide food for breakfast, lunch or dinner at our parent meeting depending on the parenting class schedule. Our parenting classes will continue to provide a bilingual translator and site based trainers to provide parent training; The administration involved family and community in policy implementation, program planning, and assessment through music and culture as evident by 80% parental engagement at all Mariachi Los Gavilanes de Monaco Middle School performances.

ASSESSMENT SYSTEM: Catapult Evaluate assessment program used by Victory schools; CCSD Interim Assessments if available

HOPE 2 Intervention

Focus of Intervention:

Positive Behavioral Interventions and Supports for the 2016-2017 school year: Staff will be trained to reinforce positive and appropriate student behaviors in an effort to reduce discipline referrals to the dean's office. Monaco MS will continue our teacher-led discipline committee to support the school-wide discipline plan. Monaco will place students in on-site classrooms to continue their learning, not disrupting their peers; used as alternative from school removal/being sent back to class/moving to next period with continued disruption/cool-off time.

Monitoring Plan:

Our counselors and social worker will be monitoring this intervention by conducting pre and post surveys, as well as keeping class attendance and participation records. Dean's will provide training and expectations regarding when and how to submit referrals.

Evaluation Plan:

Data will be tracked using Infinite Campus reports. We will focus on the amount of student referrals as well as type and number of event resolutions. We will focus on reducing the overall amount of fights, bullying/harassment referrals and classroom disruption events.

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 checked="" 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:

Teachers did not fully analyze Evaluate data with a focus on gap percentage points during PLC's; Although proficiency and growth data was analyzed, small group instructional delivery did not focus on using research based resources and strategies that promote success within ethnic/ racial subgroups in reading. Lack of professional development in delivering the 5 best practices in reading comprehension for all new teachers and long term substitutes is needed. ELA teachers need additional professional development in implementing ELL strategies and phonics instruction.

Measurable Objective 1:

Reduce the reading proficiency gap by 10% between the District's highest performing subgroup and lower performing ethnic/racial subgroup by 2017 as measured by state assessments.

Measurable Objective 2:

Increase student proficiency in reading 10% by 2017 as measured by state assessments.

Measurable Objective 3:

Increase the ELL subgroup reading proficiency 10% by 2017 as measured by state assessments.

Measurable Objective 4:

Increase reading proficiency from 10% (Sept 2016) to 28% (May 2017) and from 11% (October 2016) to 15% (April 2017) as measured by Evaluate.

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
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.5,1.6,2.2,3.7	

<p>West Ed ELL Intergrated Curriculum training for teachers; Professional Development will be provided to increase staff members' ability to utilize data to identify and address sub group areas of student need and realign instruction in English Language Arts classes. (NDE T.O.A: Tier I) Professional Development for ELA teachers to design a year-long framework and aligning classroom teaching and lesson planning to the academic shifts of NVACS. (NDE T.O.A: Tier I) ELA teachers will meet in PLC's during weekly prep buyouts and all day once a quarter. (NDE: T.O.A: Tier I)</p>	<p>Learning Strategists will provide professional development on staff development days, after school, and during PLC's. Funding Source: 1003(a) - \$65,000 for Learning Strategist PAC. ELA teachers will meet in PLC's during weekly prep buyouts and all day once a quarter. Funding Source: 1003(a) - \$19,623 for weekly prep buyouts, Victory 8(e)-\$26,000 Substitutes (total for both ELA and math) WestED PD Services Funding Source: Victory *8(e)-\$179,000</p>	<p>Agenda and staff sign-in sheet for each professional development session; weekly PLC minutes with monthly reports; Evaluate data; CCSD Interim Assessment data; classroom observations and feedback through NEPF.</p>	<p>Timeline: August 2016 - June 2017 Positions Responsible: Administration will be doing quarterly reviews using NEPF as the observational tool. Learning Strategists will collect and provide the data to the teachers quarterly. Timeline: WestED PD - 18 days of PD plus coaching days provided through West ED; Administration Timeline: Sept-June; monthly and 90-day meetings. Position Responsible: CCSD SID Facilitator will monitor plan and budget</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
<p>1.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 1.5,1.6,2.2,3.7</p>	
<p>Student-Led Informational Conferences (SLIC) will be held two times during the school year to increase parental involvement and awareness of students' academic/social behavioral progress, growth, and achievement. Parent workshops will be held regularly and focus on topics important to raising middle-school children. A bilingual translator will be at each workshop.</p>	<p>All faculty will participate in SLIC in December 2016 and April 2017 from 5:00-7:00 pm Materials: portfolios, copy paper, toner Funding Source: Title I - \$4,860.20 Materials: copy paper, toner, refreshments Staff member Funding Source: Victory Funds -*9(a)-\$58,000 CIS salary *9(b)- \$48,500extra duty pay/\$14,000 food</p>	<p>Parent sign-in sheets will provide parent participation percentages.</p>	<p>Timeline: December 2016 and March 2017 Position Responsible: Monaco Middle School Administration</p>	<p>N/A</p>

Comments:

<p>1.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 1.6,3.2</p>
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<p>Teachers will provide 5 extended day fundamental reading classes, 2 fundamental reading classes during the school day (Enrichment sections converted to Fundamentals), and 1 section of tutoring for targeted non-proficient students based on CCSD Interim Assessment data and/or Evaluate. A 7th period will be added to target Tier II students. Tutoring will target students in Tier II & III in ELA. All teachers will use data to pull for small group instruction to be used for the building of ability groups in Station Rotation, RTI data, and teacher recommendations. The Learning Strategist will provide assistance to teachers with using data for Tier I instruction. (NDE T.O.A.: Tier I) A June and August Summer Academy will be implemented for all students. (NDE T.O.A.: Tier I) Effective and Highly Effective teachers will be provided with additional pay.</p>	<p>Teachers prep buyout for 5 fundamental reading classes Funding Source: Title I - \$30,000 Teachers for 1 tutoring sections Funding Source: ELL - \$2,375; Compass Funding Source: General Budget - \$1500 ELA teachers will meet in PLC's during prep weekly and all day once a quarter. Funding Source: 1003(a) - \$19,623 for bi-monthly prep buyouts(total for both ELA and math); Funding Source: Victory *8(d) - \$88,000 for extended 7th period extra duty pay; Victory *9(d) \$6,245 MacBook Laptops for data analysis; Victory *8(c)- \$20,000 for summer academy extra duty pay and *8(e)\$14,000 for admin stipend; Victory *8(f) \$96,000 teacher Retention/Recruitment bonus; Victory *9(d)- \$29,351 ELA textbooks</p>	<p>Infinite Campus Class Rosters; AIMSweb MAZE progress monitoring every 2 weeks; Tutoring Sign-in Sheets Learning Strategist collect PLC meeting minutes to be used for small group instruction. Infinite Campus Class Rosters for dual summer school</p>	<p>Timeline: Fundamentals and tutoring- August 2016 - June 2017 Summer School Dual Academy- June 2016, August 2016 Responsible: Monaco Middle School Administration and Learning Strategists will be responsible for collection of PLC minutes. Administration will ensure that the dual summer academy takes place by hiring licensed teachers and providing support and materials. Timeline: Sept-June; monthly and 90-day meetings. Position Responsible: CCSD SID Facilitator will monitor plan and budget</p>	<p>N/A</p>
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Comments:

<p>1.4 Other (Optional)</p>		<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>	
<p>A Reading Center for Long term English Learners will allow students to receive reading instruction at their instructional level, in addition to Tier I classroom instruction. (NDE T.O.A.: Tier I)</p>	<p>Victory 8(h)- \$65,000 Reading Room staffing</p>	<p>Monthly Evaluate benchmark data for ELA; PLC meeting notes</p>	<p>Timeline: September 2016- June 2017 Responsible: Administration will ensure that the reading center is addressing the needs of every student.</p>	<p>N/A</p>

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 checked="" 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:

Teachers did not fully analyze Evaluate data with a focus on gap percentage points during PLC's; Although proficiency and growth data was analyzed, small group instructional delivery did not focus on using research based resources and strategies that promote success within ethnic/ racial subgroups in math. Lack of professional development in delivering small group structured instruction and scaffolding, while still maintaining quality Tier 1 instruction within a 54 minute math period.

Measurable Objective 1:

Reduce the math proficiency gap 10% between the District's highest performing subgroup and lower performing ethnic/racial subgroup by 2017 as measured by state assessments.

Measurable Objective 2:

Increase the ELL subgroup math proficiency 10% by 2017 as measured by the state assessments.

Measurable Objective 3:

Increase school wide math proficiency from 10% by 2017 as measured by the state assessments.

Measurable Objective 4:

Increase math proficiency from 3% (Sept 2016) to 29% (May 2017) and from 1% (October 2016) to 15% (April 2017) as measured by Evaluate.

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
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.5, 1.6, 2.2, 3.7	

<p>West Ed ELL Integrated Curriculum Training will begin in April 2016 and continue throughout the 2016-2017 academic year. (NDE T.O.A.: Tier I) Continued Professional Development will be provided to increase staff members' ability to utilize data during PLC's to identify and address areas of student need and re-align instruction in mathematics classes. (NDE T.O.A.: PLC) Professional Development for math teachers to design a year-long framework and aligning classroom teaching and lesson planning to the academic shifts of NVACS. (NDE T.O.A.: Tier I) Math teachers will meet in PLC's during prep weekly and all day once a quarter. (NDE T.O.A.: Tier I)</p>	<p>Learning Strategists will provide professional development on staff development days, after school, and during PLC's. Funding Source: 1003(a) - \$65,000 for Learning Strategist PAC Math teachers will meet in PLC's during prep weekly and all day once a quarter. Funding Source: 1003(a) - \$19,623 for weekly prep buyouts; Victory 8(e)-\$26,000 Substitutes (total for both math and ELA) West ED PD Funding Source: Victory *8(e)-\$179,000</p>	<p>Agenda and staff sign-in sheet for each professional development session; bi-monthly PLC reports; CCSD Interim Assessment data; classroom observations and feedback through NEPF.</p>	<p>Timeline: August 2016 - June 2017 Positions Responsible: Administration Administration will be doing quarterly reviews using NEPF as the observational tool. Learning Strategists will provide the data to the teachers quarterly. Timeline: WestED PD - 18 days of PD plus coaching days provided through West ED; Administration Timeline: Sept-June; monthly and 90-day meetings. Position Responsible: CCSD SID Facilitator will monitor plan and budget</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
<p>2.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 1.9, 3.2</p>	
<p>Student-Led Informational Conferences (SLIC) will be held two times during the school year to increase parental involvement and awareness of students' academic/social behavioral progress, growth, and achievement. Parent workshops will be held regularly and focus on topics important to raising middle-school children. A bilingual translator will be at each workshop.</p>	<p>All faculty will participate in SLIC in December 2016 and April 2017 from 5:00-7:00 pm Materials: portfolios, copy paper, toner Funding Source: Title I - \$4860.20 Materials: copy paper, toner, refreshments staff member Funding Source: Victory *9(a)- \$58,000 CIS salary; *9(b)- \$48,500 extra duty pay/\$14,00 food</p>	<p>Parent sign-in sheets will provide parent participation percentages.</p>	<p>Timeline: December 2016 and March 2017 Position Responsible: Monaco Middle School Administration</p>	<p>N/A</p>

Comments:

<p>2.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 1.6, 3.5</p>
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<p>Teachers will provide 6 extended day fundamental math classes and 2 fundamental math classes (Enrichment sections converted to Fundamentals) during the school day for targeted non-proficient students based on monthly Evaluate data and CCSD Interim Assessment data. A 7th period will be added to target Tier II students. Tutoring will target students in Tier II & III in math. All teachers will use data to pull for small group instruction, RTI data, and teacher recommendations. The learning strategist will provide assistance to teachers with pulling and analyzing data. (NDE T.O.A.: Tier I) A June and August Academy will be implemented students to enroll in for summer school. Use of the eEvaluate™ formative assessment system and the supporting professional development will provide support and PLCs in using data to inform instruction. The monthly data provides timely feedback for school leaders, teachers, students, and parents. (NDE T.O.A.: PLC) Professional development services will focus on navigation of the system, making meaning of the data, and using the data to inform and drive instruction.</p>	<p>Teachers for 5 fundamental math classes Funding Source: Title I - \$40,000.00 Compass Funding Source: General Budget - \$1500 Math teachers will meet in PLC's during prep weekly and all day once a quarter. Funding Source: 1003(a) - \$19,523 for weekly prep buyouts (total for both math and ELA) Funding Source: Victory *8(f) \$54,507 for Data Coordinator salary; Victory *8(f) \$123,000 for prep buyout for RTI; Victory *8(d) - \$88,000 for extended 7th period extra duty pay; Victory *8(c)- \$20,000 for summer academy extra duty pay and *8(e)\$23,000 for admin stipend; Victory *9(d)- ELA textbooks \$25,600 Victory Funds *8(e)-Monthly Progress Monitoring System(eEvaluate) \$23,000;</p>	<p>Infinite Campus Class Rosters; AIMSweb M-COMP progress monitoring every 2 weeks Monthly progress monitoring Evaluate Learning Strategist collect PLC meeting minutes to be used for small group instruction. Infinite Campus Rosters for dual summer school enrollment eEvaluate data pulled by Learning Strategists and provided to teachers for PLC meetings. Benchmark data will be collected through the use of eEvaluate.</p>	<p>Timeline: August 2016 - June 2017 Position Responsible: Monaco Middle School Administration and Learning Strategists will be responsible for collection of PLC minutes and eEvaluate collection of data. School Administration will ensure that licensed teachers are hired and are supported with materials. Timeline: Sept-June; monthly and 90-day meetings. Position Responsible: CCSD SID Facilitator will monitor plan and budget</p>	<p>N/A</p>
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Comments:

<p>2.4 Other (Optional)</p>	<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>		
<p>Blended Learning/Extended Reach Model Technology will be our main focus on moving from the traditional classroom to the modern project based classroom that promotes extended/blended learning. Ideally our goal is to have a iPad cart in every content classroom and Wi-Fi flash drives for every Epson projector. (NDE T.O.A.: Tier I)</p>	<p>Funding Source: Victory *9(d) \$20,000 iPad covers; Victory *9(d) \$7,450 Apple TV devices; Victory *8(e) Smart Projector Training \$5,000</p>	<p>Teachers' lesson plans showing blended learning. Administrative observations.</p>	<p>Timeline: Sept 2016- June 2017 Position Responsible: Administration will conduct quarterly reviews using the NEPF as an observational tool.</p>	<p>N/A</p>

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. School Goal: Decrease the number of student behavior management issues on campus; Increase student achievement, attendance, and opportunities for family involvement through an expansion of our Mariachi program.

Root Causes:

Lack of structured academic discourse in classrooms. Lack of support between the counselor and the deans office. Lack of professional development for classroom teachers in classroom management strategies, including cultural sensitivity training.

Measurable Objective 1:

By May 2017, increase the number of structured academic discourse activities as measured by lesson plans and administrative observations.

Measurable Objective 2:

By May 2017, reduce the number of dean referrals by 50% to the Deans office as measured by Infinite Campus and data obtained through the implementation of an ON-SITE ALTERNATIVE BEHAVIOR PLACEMENT program: place students in on-site classrooms to continue their learning, not disrupting their peers; used as alternative from school removal/being sent back to class/moving to next period with continued disruption/cool-off time.

Measurable Objective 3:

Students enrolled in the Mariachi program will maintain at or above 94% attendance and GPAs as measured by attendance records and student achievement data.

Measurable Objective 4:

By May 2017, family engagement will maintain at or above 80% through the expansion of the Mariachi program as evidenced by sign ins.

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
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

<p>Monaco will continue to provide Professional Development on climate/culture topics. We will continue to implement the goals of ORWS (Operation Respect/Welcoming Schools) through NAE-Cultural Sensitivity training to promote our continued efforts as a leadership school for ORWS. Monaco will conduct ELL training to address the long term ELL's in the school. West Ed ELL Integrated Curriculum training for teachers will be provided. (NDE T.O.A: Tier I) Students will be provided mobile devices that translates in multiple languages in real-time. (NDE T.O.A: Tier I)</p>	<p>NAE- no funding needed; Funding Source: Victory *8(e)- Extra Duty Pay \$5,000, *8(e) WestEd \$179,000; *8(e) TESL \$5,000; *8(d)*8(e)- Mobile Translator Device \$42,000</p>	<p>Professional development sign-in sheets, Professional Development agenda. Learning Strategists will be responsible for collective the evidence that this action step occurred.</p>	<p>Timeline: Completion of training by May 2017 Position Responsible: Administration and Learning Strategist will ensure that these professional development training occur.</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
<p>3.2 Family Engagement (Optional)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>Continue implementation of community /school involvement facilitated by a family outreach coordinator (Community In-Schools Representative) who will assist families. Plan and execute engagement meeting to train families on a variety of topics (hygiene, homework, drug awareness). Recruit and coordinate daily family parent volunteers on campus. A bilingual Interpreter will be present at the meetings so there is no language barrier. To maintain a high level of family involvement, with increased student achievement and attendance, we will expand our Mariachi program to include working with clinicians and providing additional materials and resources to our students. The administration will continue to involve family and community in policy implementation, program planning, and assessment through music and culture .</p>	<p>Community In-Schools Representative will be employed the 16-17 school year. Funding Source: Victory *9(a)- \$58,000 Parenting classes, extra duty pay for translators/trainers Funding Source: Victory *9(b) \$48,500; Projector/Sound System Upgrade *9(d) 55,000; Library Projector *9(d) \$13,000 Mariachi classroom supplies to expand the Mariachi program. Funding Source: Victory *9(c) Mariachi instruments \$80,000; Victory *8(e) \$10,000 Mariachi Music Clinics Campus safety Funding source: Victory *9(d) Security cameras \$147,550, Radios \$2,500, *9(c)Campus Monitor Uniforms \$200, Victory *8(g) Front Desk Receptionist \$38,043</p>	<p>Parent training agendas, Parent sign-in sheets, Community In School Representative master schedule , Volunteer Logs Community In-Schools Representative is responsible for collecting the evidence that these actions have occurred. Attendance and GPA of students enrolled in the Mariachi program. Mariachi program dates, receipts of supplies bought</p>	<p>Quarterly for the engagement meetings Community In-Schools Representative and School Administration will be responsible for ensuring these training's take place.</p>	<p>N/A</p>

Comments:

<p>3.3 Curriculum/Instruction/Assessment (Optional)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>The school will create teaching and learning conditions that are motivating to their students through the use of an Advisory Period and give them incentives for certain benchmarks and growth throughout the year.</p>	<p>Student incentives (iPads, bikes, gift cards, etc) for the 2016-17 school year. Funding Source: Victory *9(d)- \$70,000; Advisory materials; Funding Source: Victory *9(d) \$25,600</p>	<p>Student assembly master calendar, Student achievement data from AIMS web MAZE/MCOMP, Learning Strategist will be responsible for collecting the data.</p>	<p>Timeline: Sept 2016-June 2017 Position Responsible: School Administration will ensure that the student assembly master calendar is accurate.</p>	<p>N/A</p>

Comments:

<p>3.4 Other (Optional)</p>	<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>
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<p>Monaco will place students in on-site classrooms to continue their learning, not disrupting their peers; used as alternative from school removal/being sent back to class/moving to next period with continued disruption/cool-off time.</p>	<p>In House salary; Funding Source: Victory *8(g) \$54,407; *8(g) \$18,000</p>	<p>Infinite Campus records; administrative observations, survey information</p>	<p>School Year 2016-17 Position Responsible: Administrative staff and In house Supervisor will ensure that students are placed in the correct path for behavior</p>	<p>N/A</p>
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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	490,880.20	3 CSR ELA teachers, 2 CSR Math teachers 1 IA to work with students 7 prep buyouts for reading/math fundamental classes Substitutes for professional development Licensed extra duty pay for professional development Parent involvement supplies and materials	Goals 1 and 2
General Budget	1,500	Compass ELA and math software	Goals 1 and 2
Hope 2	\$78,000	The purpose of this funding is to purchase the prep buy-out of licensed teachers to facilitate the site-based in-house program. The outcome of this funding is to reduce negative/inappropriate student behaviors.	Goals 1 and 2
1003(a)	\$114,071.98	1 Learning Strategist PAC, weekly prep buyouts	Goals 1 and 2

<p>Victory</p>	<p>\$1,816,512</p>	<p>ADMINISTRATIVE STIPEND: \$14,000 Principal \$5000 8(c) AP \$9,000 8(c)</p> <p>ADMIN SUBSTITUTE: \$23,000 8(e)</p> <p>LICENSED SALARY: \$427,639 CSR/Reading Center \$308,232 8(f) Testing/Behavior Coordinator \$54,407 8(e) Extended Day \$65,000 8(d)</p> <p>PREP BUY OUT: \$75,000 8(f)</p> <p>SUBSTITUTES: \$30,000 Professional Development \$26,000 8(e) Instruction \$4,000 8(d)</p> <p>LICENSED EXTRA DUTY-WRAPAROUND: \$48,500 9(b)</p> <p>LICENSED EXTRA DUTY-PD \$12,000 Evaluate \$2,000 8(e) TESL \$5,000 8(e) New teacher Training \$5,000 8(e)</p> <p>PAY FOR PERFORMANCE: \$96,000 8(f)</p> <p>SUPPORT STAFF SALARY: \$44,448 In-house \$18,000 8(g) OS II \$26,448 8(g)</p>	<p>Goals 1, 2 and 3</p>
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<p>Victory</p>		<p>SUPPORT STAFF EXTRA DUTY: \$9,500 8(g)</p> <p>LICENSED EXTRA DUTY-INSTRUCTION: \$20,000 Summer School \$20,000 8(c)</p> <p>EMPLOYEE TRAINING: \$187,000 West Ed \$179,000 8(e) Mariachi Convention \$3,000 8(e) Smart Projector Training \$5,000 8(e)</p> <p>EDUCATION SERVICES: Community in Schools \$58,000 9(a)</p> <p>TRAVEL: \$7,000 8(e)</p> <p>INSTRUCTIONAL SUPPLIES: \$148,400 Student Incentives \$13,400 9(c) Mariachi Instruments \$135,000 9(d)</p> <p>INSTRUCTIONAL SUPPLIES: \$200 Uniforms \$200 9(c)</p>	<p>Goals 1, 2 and 3</p>
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<p>Victory</p>		<p>GENERAL SUPPLIES: \$14,000 9(b)</p> <p>ITEMS OF VALUE: \$83,000 8(d), 9(c)</p> <p>Mariachi Instruments</p> <p>BOOKS & PERIODICALS: \$70,000 9(d)</p> <p>WEB BASED INSTRUCTION: \$65,221 8(e)</p> <p>TECHNOLOGY SUPPLIES: \$61,600</p> <p>Radios \$2200 9(d)</p> <p>iPad Covers \$20,000 9(d)</p> <p>Technology supplies \$37,000 9(d)</p> <p>TECHNOLOGY ITEMS OF VALUE: \$96,800</p> <p>Library \$13,000 9(d)</p> <p>Gym Projectors \$15,000 9(d)</p> <p>Mac Laptops \$19,400 9(d)</p> <p>Cameras \$7,300 9(d)</p> <p>Mobile Translation \$42,000 8(d), 8(e)</p>	<p>Goals 1, 2 and 3</p>
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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.

The principal has a multi-step interview process wherein she asks teacher candidates to supply three of the most recent long evaluations, evidence of highly qualified status, and references. Softsearch is utilized to ensure a complete review of files before new teachers are recommended for hire. When time allows, the principal will visit the teacher to observe him or her in the classroom at their current school before considering them for transfer or hire. Using Victory Funds, principal aims to retain quality teachers by appropriating \$2,500-\$4,000 per teacher as incentive.

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.

Monaco is planning a series of two Student-Led Informational Conferences where all parents are invited to come to our school to discuss the academic progress of their children. Students will lead their own conferences by reviewing AIMSWeb data, work samples from all classes, and progress towards goals. Our parents will also be provided with opportunities to attend monthly parent workshops and trainings. A bilingual staff member will participate in regularly scheduled parent workshops and refreshments will be provided. Printed communication and ParentLink messages are provided in both English and Spanish.

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.).

Fifth grade students are invited to Monaco in May and August for middle school orientation. Counselors also travel to feeder schools to register students and discuss middle school programs. Summer Bridge was held for two weeks in August prior to the start of the school year for our incoming 6th graders. Counselors meet with eighth grade students to discuss academic history, required course of study in high school, career planning, magnet/select schools, and the career and technical academies.

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

Professional development will focus on effective PLC data analysis so that teachers are able to make informed decisions regarding the remediation and further instruction of their students. All teachers participate weekly in Structured Teacher Planning Time where they focus on aligning instruction to student need based on assessment data, as well as developing assessments aligned to the Nevada Academic Content Standards.

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

Monaco is federally funded by Title I to provide class size reduction, professional development, and parent involvement. The district Title I department meets with our school's Title I liaison three times each year to ensure that we are complying with government requirements. Additionally, Monaco uses part of our ELL funding to provide non-proficient level 1, 2, and 3 students with extended day tutoring opportunities in alignment with our School Performance Plan. To ensure adequate Tier 1 instruction that is aligned to state standards, class size reduction teachers will be funded from Title 1, which will provide more opportunity for intense data driven differentiated instruction in our math and ELA classrooms. Additionally, 1003a funds are being requested for weekly PLC prep buyouts and quarterly full-day substitutes for ELA and math teachers to allow adequate time for teachers to analyze student data and plan for strategic adjustments in their instructional design.

APPENDIX A - Professional Development Plan

1.1

West Ed ELL Intergrated Curriculum training for teachers; Professional Development will be provided to increase staff members' ability to utilize data to identify and address sub group areas of student need and realign instruction in English Language Arts classes. (NDE T.O.A: Tier I) Professional Development for ELA teachers to design a year-long framework and aligning classroom teaching and lesson planning to the academic shifts of NVACS. (NDE T.O.A: Tier I) ELA teachers will meet in PLC's during weekly prep buyouts and all day once a quarter. (NDE: T.O.A: Tier I)

Goal 1 Additional PD Action Step (Optional)

2.1

West Ed ELL Integrated Curriculum Training will begin in April 2016 and continue throughout the 2016-2017 academic year. (NDE T.O.A.: Tier I) Continued Professional Development will be provided to increase staff members' ability to utilize data during PLC's to identify and address areas of student need and re-align instruction in mathematics classes. (NDE T.O.A: PLC) Professional Development for math teachers to design a year-long framework and aligning classroom teaching and lesson planning to the academic shifts of NVACS. (NDE T.O.A: Tier I) Math teachers will meet in PLC's during prep weekly and all day once a quarter. (NDE T.O.A: Tier I)

Goal 2 Additional PD Action Step (Optional)

3.1

Monaco will continue to provide Professional Development on climate/culture topics. We will continue to implement the goals of ORWS (Operation Respect/Welcoming Schools) through NAE-Cultural Sensitivity training to promote our continued efforts as a leadership school for ORWS. Monaco will conduct ELL training to address the long term ELL's in the school. West Ed ELL Integrated Curriculum training for teachers will be provided. (NDE T.O.A: Tier I) Students will be provided mobile devices that translates in multiple languages in real-time. (NDE T.O.A: Tier I)

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Student-Led Informational Conferences (SLIC) will be held two times during the school year to increase parental involvement and awareness of students' academic/social behavioral progress, growth, and achievement. Parent workshops will be held regularly and focus on topics important to raising middle-school children. A bilingual translator will be at each workshop.

Goal 1 Additional Family Engagement Action Step (Optional)

Increase the student enrollment in Mariachi Los Gavilanes de Monaco Middle School: The administration involved family and community in policy implementation, program planning, and assessment through music and culture as evident by 80% parental engagement at all Mariachi Los Gavilanes de Monaco Middle School performances.

2.2

Student-Led Informational Conferences (SLIC) will be held two times during the school year to increase parental involvement and awareness of students' academic/social behavioral progress, growth, and achievement. Parent workshops will be held regularly and focus on topics important to raising middle-school children. A bilingual translator will be at each workshop.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Continue implementation of community /school involvement facilitated by a family outreach coordinator (Community In-Schools Representative) who will assist families. Plan and execute engagement meeting to train families on a variety of topics (hygiene, homework, drug awareness). Recruit and coordinate daily family parent volunteers on campus. A bilingual Interpreter will be present at the meetings so there is no language barrier. To maintain a high level of family involvement, with increased student achievement and attendance, we will expand our Mariachi program to include working with clinicians and providing additional materials and resources to our students. The administration will continue to involve family and community in policy implementation, program planning, and assessment through music and culture .

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 by 10% between the District's highest performing subgroup and lower performing ethnic/racial subgroup by 2017 as measured by state assessments.
- Increase student proficiency in reading 10% by 2017 as measured by state assessments.
- Increase the ELL subgroup reading proficiency 10% by 2017 as measured by state assessments.
- Increase reading proficiency from 10% (Sept 2016) to 28% (May 2017) and from 11% (October 2016) to 15% (April 2017) as measured by Evaluate.

Status
N/A

Comments:

October Progress Monitoring Meeting- The plan was shared with staff in August and September. The plan was shared with community at Victory Stakeholder meeting.

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	West Ed ELL Intergrated Curriculum training for teachers; Professional Development will be provided to increase staff members' ability to utilize data to identify and address sub group areas of student need and realign instruction in English Language Arts classes. (NDE T.O.A: Tier I) Professional Development for ELA teachers to design a year-long framework and aligning classroom teaching and lesson planning to the academic shifts of NVACS. (NDE T.O.A: Tier I) ELA teachers will meet in PLC's during weekly prep buyouts and all day once a quarter. (NDE: T.O.A: Tier I)	N/A
Progress		
Barriers		
Next Steps		
1.2	Student-Led Informational Conferences (SLIC) will be held two times during the school year to increase parental involvement and awareness of students' academic/social behavioral progress, growth, and achievement. Parent workshops will be held regularly and focus on topics important to raising middle-school children. A bilingual translator will be at each workshop.	N/A

Progress		
Barriers		
Next Steps		
1.3	Teachers will provide 5 extended day fundamental reading classes, 2 fundamental reading classes during the school day (Enrichment sections converted to Fundamentals), and 1 section of tutoring for targeted non-proficient students based on CCSD Interim Assessment data and/or Evaluate. A 7th period will be added to target Tier II students. Tutoring will target students in Tier II & III in ELA. All teachers will use data to pull for small group instruction to be used for the building of ability groups in Station Rotation, RTI data, and teacher recommendations. The Learning Strategist will provide assistance to teachers with using data for Tier I instruction. (NDE T.O.A.: Tier I) A June and August Summer Academy will be implemented for all students. (NDE T.O.A.: Tier I) Effective and Highly Effective teachers will be provided with additional pay.	N/A
Progress		
Barriers		
Next Steps		
1.4	A Reading Center for Long term English Learners will allow students to receive reading instruction at their instructional level, in addition to Tier I classroom instruction. (NDE T.O.A.: Tier I)	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 10% between the District's highest performing subgroup and lower performing ethnic/racial subgroup by 2017 as measured by state assessments.
- Increase the ELL subgroup math proficiency 10% by 2017 as measured by the state assessments.
- Increase school wide math proficiency from 10% by 2017 as measured by the state assessments.
- Increase math proficiency from 3% (Sept 2016) to 29% (May 2017) and from 1% (October 2016) to 15% (April 2017) as measured by Evaluate.

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	West Ed ELL Integrated Curriculum Training will begin in April 2016 and continue throughout the 2016-2017 academic year. (NDE T.O.A: Tier I) Continued Professional Development will be provided to increase staff members' ability to utilize data during PLC's to identify and address areas of student need and re-align instruction in mathematics classes. (NDE T.O.A: PLC) Professional Development for math teachers to design a year-long framework and aligning classroom teaching and lesson planning to the academic shifts of NVACS. (NDE T.O.A: Tier I) Math teachers will meet in PLC's during prep weekly and all day once a quarter. (NDE T.O.A: Tier I)	N/A
Progress		
Barriers		
Next Steps		
2.2	Student-Led Informational Conferences (SLIC) will be held two times during the school year to increase parental involvement and awareness of students' academic/social behavioral progress, growth, and achievement. Parent workshops will be held regularly and focus on topics important to raising middle-school children. A bilingual translator will be at each workshop.	N/A

Progress		
Barriers		
Next Steps		
2.3	Teachers will provide 6 extended day fundamental math classes and 2 fundamental math classes (Enrichment sections converted to Fundamentals) during the school day for targeted non-proficient students based on monthly Evaluate data and CCSD Interim Assessment data. A 7th period will be added to target Tier II students. Tutoring will target students in Tier II & III in math. All teachers will use data to pull for small group instruction, RTI data, and teacher recommendations. The learning strategist will provide assistance to teachers with pulling and analyzing data. (NDE T.O.A.: Tier I) A June and August Academy will be implemented students to enroll in for summer school. Use of the eEvaluate™ formative assessment system and the supporting professional development will provide support and PLCs in using data to inform instruction. The monthly data provides timely feedback for school leaders, teachers, students, and parents. (NDE T.O.A.: PLC) Professional development services will focus on navigation of the system, making meaning of the data, and using the data to inform and drive instruction.	N/A
Progress		
Barriers		
Next Steps		
2.4	Blended Learning/Extended Reach Model Technology will be our main focus on moving from the traditional classroom to the modern project based classroom that promotes extended/blended learning. Ideally our goal is to have a iPad cart in every content classroom and Wi-Fi flash drives for every Epson projector. (NDE T.O.A.: Tier I)	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. School Goal: Decrease the number of student behavior management issues on campus; Increase student achievement, attendance, and opportunities for family involvement through an expansion of our Mariachi program.

Measurable Objective(s):

- By May 2017, increase the number of structured academic discourse activities as measured by lesson plans and administrative observations.
- By May 2017, reduce the number of dean referrals by 50% to the Deans office as measured by Infinite Campus and data obtained through the implementation of an ON-SITE ALTERNATIVE BEHAVIOR PLACEMENT program: place students in on-site classrooms to continue their learning, not disrupting their peers; used as alternative from school removal/being sent back to class/moving to next period with continued disruption/cool-off time.
- Students enrolled in the Mariachi program will maintain at or above 94% attendance and GPAs as measured by attendance records and student achievement data.
- By May 2017, family engagement will maintain at or above 80% through the expansion of the Mariachi program as evidenced by sign ins.

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	Monaco will continue to provide Professional Development on climate/culture topics. We will continue to implement the goals of ORWS (Operation Respect/Welcoming Schools) through NAE-Cultural Sensitivity training to promote our continued efforts as a leadership school for ORWS. Monaco will conduct ELL training to address the long term ELL's in the school. West Ed ELL Integrated Curriculum training for teachers will be provided. (NDE T.O.A: Tier I) Students will be provided mobile devices that translates in multiple languages in real-time. (NDE T.O.A: Tier I)	N/A
Progress		
Barriers		
Next Steps		

3.2	Continue implementation of community /school involvement facilitated by a family outreach coordinator (Community In-Schools Representative) who will assist families. Plan and execute engagement meeting to train families on a variety of topics (hygiene, homework, drug awareness). Recruit and coordinate daily family parent volunteers on campus. A bilingual Interpreter will be present at the meetings so there is no language barrier. To maintain a high level of family involvement, with increased student achievement and attendance, we will expand our Mariachi program to include working with clinicians and providing additional materials and resources to our students. The administration will continue to involve family and community in policy implementation, program planning, and assessment through music and culture .	N/A
Progress		
Barriers		
Next Steps		
3.3	The school will create teaching and learning conditions that are motivating to their students through the use of an Advisory Period and give them incentives for certain benchmarks and growth throughout the year.	N/A
Progress		
Barriers		
Next Steps		
3.4	Monaco will place students in on-site classrooms to continue their learning, not disrupting their peers; used as alternative from school removal/being sent back to class/moving to next period with continued disruption/cool-off time.	N/A
Progress		
Barriers		
Next Steps		