

# School Performance Plan

School Name  
Tarkanian, Lois & Jerry MS

Address (City, State, Zip Code, Telephone):  
5800 W Pyle Ave  
Las Vegas, NV 89141, 7027996801

Superintendent/Assistant Chief: Pat Skorkowsky / Deanna Kowal-Jaskolski

For Implementation During The Following Years: 2018-2019

**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
Reece Oswald	Principal	Stacey Ginoza	Assistant Principal
Kelly Howell	Teacher	Tamara Blanke	Teacher
Rebecca Owen	Teacher	Anthony Muraco	Teacher
Kelly Edgar	Teacher	Janet Barberie	Teacher
Renee Durham	Counselor	Andrew Hardin	Parent
Matty Adrianzen	Special Education Facilitator		

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

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

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

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

Tarkanian Middle School's enrollment has continued to increase every year since the campus opened for the 2006-2007 school year. According to the Datalab Enrollment Analysis Dashboard, there are currently 1932 students enrolled. This is up from 1872 students in 2016-2017, 1770 students in 2015-2016, and 1736 students in 2014-2015.

For 2016-2017, in the area of mathematics, Tarkanian Middle School's SBAC proficiency rate was at 38%, while the District proficiency rate was 24.4%. At Tarkanian MS, 11.21% of LEP students and 5.22% of IEP students were proficient in mathematics; this is higher than the District's proficiency rates at 4.1% for LEP students and 4.0% for IEP students. At Tarkanian Middle School, Black/African-American students had the lowest proficiency rates of the sub-groups in math with 18.07%. This was higher than the District's proficiency rate for this subgroup which was 15%. According to the Datalab SBAC dashboard, the school's SBAC proficiency rate for 2015-2016 in the area of mathematics was 33%; the District proficiency rate was 24%. At Tarkanian MS, 6.9% of LEP students and 8.6% of IEP students were proficient in mathematics; these levels were higher than the District's overall proficiency rates which were 4.3% for LEP students and 4.5% for IEP students. At Tarkanian Middle School, Black/African-American students had the lowest proficiency rates of the sub-groups in math with 16.9%. This was higher than the District's proficiency rate for this subgroup which was 9.95%.

For 2016-2017, in the area of reading, Tarkanian Middle School's SBAC proficiency rate was at 63.68%, while the District's proficiency rate was 42.6%. At Tarkanian MS, 22.02% of LEP students and 12.5% of IEP students were proficient in reading; these levels were higher than the District proficiency rates in this subject, with 7.7% for LEP students and 7.1% for IEP students. At Tarkanian Middle School, Black/African-American students had the lowest proficiency rates of the sub-groups in reading with 45.73%. This was higher than the District's proficiency rate for this subgroup which was 28%.

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

Our two areas of primary concern are proficiency rates in math and reading, specifically for our Black/African-American subgroup, and our overall math proficiency rates. While Tarkanian Middle School's proficiency rates for each of these areas are higher than those 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 student achievement at Tarkanian Middle School. 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 I consists of consistent communication and re-enforcement of school-wide behavior expectations and positive recognition of appropriate behaviors. Our Tier II consists of a check-in/check-out system by which students who were identified by teachers, based on negative internal and external behaviors, have access to an adult on campus, on a daily basis, with which to discuss positive behavioral choices and coping skills. Our Tier III component is a site-based alternative to behavior school. This component, the Tarkanian Alternative Behavior School (TABS), is an on-campus setting with instructional and behavior-modification services provided by four licensed teachers (math, ELA, science, and social studies) through a combination of face-to-face and online instruction. A counselor also provides services to TABS with a focus on supporting and developing TABS students' decision-making skills.

**Monitoring Plan:**

We track Tier I implementation through internal and external fidelity inventories, common area observations, and monthly reviews of behavior data through Datalab. Tier II is monitored through fidelity inventories, teacher inventories, bi-weekly attendance data, and referrals to counselors for interventions and supports on an as-needed basis. Tier III is determined by discipline chronologies and documented behavior interventions. TMS deans track placements into TABS. Behavior and grades of TABS students are also tracked and monitored on a daily basis via Edgenuity and an electronic behavior point sheet, completed by each of the four licensed teachers assigned to TABS.

**Evaluation Plan:**

Data will be collected from the Deans' 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:**

Increase overall proficiency in the area of math.

**Root Causes:**

A lack of sufficient objective data impacts accurate placement into classes that would provide appropriate levels of support for each student.

**Measurable Objective 1:**

Increase overall student proficiency in the area of math from 38% to 58%.

<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:  Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	
Tarkanian MS will develop a professional learning model designed to educate teachers in the use of an assessment and placement protocol for math that will increase the number of objective data points to be used to more accurately place and support students. All teachers will be trained in the use of AIMS Web Plus, including implementation of the assessment and analysis of standards-based data reports, in order to benchmark each of their students twice per year and to use this data to communicate with parents, the RTI Committee, counselors and grade-level staff about the placement and progress of all students.	Infinite Campus, Data Lab, AIMS Web Plus, Google Docs/Sheets, placement protocol and spreadsheets, scheduling documents, teacher gradebooks, PLC documents	Placement protocol flow chart/formula/spreadsheets, AIMS Web Benchmarking data, common assessment data, grades, attendance data, discipline data, AIMS Web training sign-in sheets, master schedule, student scheduling documents, PLC Documents	TMS Administration, grade-level counselors, teachers, RTI Committee members, families	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: No</b>	<b>NCCAT-S Indicators:</b>	
Math teachers will engage students and their families in data-driven conversations regarding student growth and placement. Twice per year, families will be informed of their students' progress and status via data derived from AIMS Web Plus Fall and Winter Benchmarking. Specific deficiencies will be identified by standard, and information and resources will be made available to parents in order to enable them to provide their student(s) with additional help at home.	Infinite Campus, Data Lab, AIMS Web Plus, Google Docs/Sheets, placement protocol and spreadsheets, scheduling documents, teacher gradebooks, PLC documents	Placement protocol flow chart/formula/spreadsheets, AIMS Web Benchmarking data, common assessment data, grades, attendance data, discipline data, AIMS Web training sign-in sheets, master schedule, student scheduling documents, PLC Documents	TMS Administration, grade-level counselors, teachers, RTI Committee members, families	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>		
Students will be universally screened, a minimum of twice per year. This data, along with SBAC scores, AIMS Web benchmarking and progress-monitoring data, grades, and teacher recommendation, will be communicated regularly and used systematically to determine proper course placement and/or movement. Additional resources will be allocated in the form of fundamentals classes to address the needs of non-proficient math students, including before- and after-school classes to support students who cannot take them during the day, due to their involvement in performing arts or ELA fundamentals.	Infinite Campus, Data Lab, AIMS Web Plus, Google Docs/Sheets, placement protocol and spreadsheets, scheduling documents, teacher gradebooks, PLC documents	Placement protocol flow chart/formula/spreadsheets, AIMS Web Benchmarking data, common assessment data, grades, attendance data, discipline data, AIMS Web training sign-in sheets, master schedule, student scheduling documents, PLC Documents	TMS Administration, grade-level counselors, teachers, RTI Committee members, families	N/A

Comments:

<b>1.4 Other (Optional)</b>	<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>		
Tarkanian MS will develop a professional learning model designed to engage teachers in the Professional Learning Community process of collaborating to unwrap content standards, discussing best practices, align instructional materials, commonly assessing students, and analyzing and comparing data. They will use this process and data to drive instructional and assessment decisions. Throughout the year, target standards being addressed through PLC and common assessment administration dates and results will be communicated to parents. Standards-based resources will be provided to families in order to enable parents to support their students in areas of deficiency at home.	PLC documents, NVAC Standards, common assessments and related data, lesson plans and related classroom activities documents, Glencoe text and student consumables, grades, classroom observation documents	PLC documents, common assessments and related data, lesson plans w/related activity documents, class activities documents, grades, classroom observation documents	TMS Administration, teachers	N/A

Comments:

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

Increase overall proficiency in the area of reading.

**Root Causes:**

A lack of sufficient objective data impacts accurate placement into classes that would provide appropriate levels of support for each student.

**Measurable Objective 1:**

Increase overall student proficiency in the area of reading from 63% to 73%.

**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:  Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	
Tarkanian MS will develop a professional learning model designed to educate teachers in the use of an assessment and placement protocol for reading that will increase the number of objective data points to be used to more accurately place and support students. All teachers will be trained in the use of AIMS Web Plus, including implementation of the assessment and analysis of standards-based data reports, in order to benchmark each of their students twice per year and to use of this data to communicate with parents, the RTI Committee, counselors and grade-level staff about the placement and progress of all students.	Infinite Campus, Data Lab, AIMS Web Plus, Google Docs/Sheets, placement protocol and spreadsheets, scheduling documents, teacher gradebooks, PLC documents	Placement protocol flow chart/formula/spreadsheets, AIMS Web Benchmarking data, common assessment data, grades, attendance data, discipline data, AIMS Web training sign-in sheets, master schedule, student scheduling documents, PLC Documents	TMS Administration, grade-level counselors, teachers, RTI Committee members, families	N/A

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:</b>	<b>NCCAT-S Indicators:</b>	
Reading/ELA teachers will engage students and their families in data-driven conversations regarding student growth and placement. Twice per year, families will be informed of their students' progress and status via data derived from AIMS Web Plus Fall and Winter Benchmarking. Specific deficiencies will be identified by standard, and information and resources will be made available to parents in order to enable them to provide their student(s) with additional help at home.	Infinite Campus, Data Lab, AIMS Web Plus, Google Docs/Sheets, placement protocol and spreadsheets, scheduling documents, teacher gradebooks, PLC documents	Placement protocol flow chart/formula/spreadsheets, AIMS Web Benchmarking data, common assessment data, grades, attendance data, discipline data, AIMS Web training sign-in sheets, master schedule, student scheduling documents, PLC Documents	TMS Administration, grade-level counselors, teachers, RTI Committee members, families	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
Students will be universally screened, a minimum of twice per year. This data, along with SBAC scores, AIMS Web benchmarking and progress-monitoring data, grades, and teacher recommendation, will be communicated regularly and used systematically to determine proper course placement and/or movement. Additional resources will be allocated in the form of fundamentals classes to address the needs of non-proficient reading students, including before- and after-school classes to support students who cannot take them during the day, due to their involvement in performing arts or math fundamentals.	Infinite Campus, Data Lab, AIMS Web Plus, Google Docs/Sheets, placement protocol and spreadsheets, scheduling documents, teacher gradebooks, PLC documents	Placement protocol flow chart/formula/spreadsheets, AIMS Web Benchmarking data, common assessment data, grades, attendance data, discipline data, AIMS Web training sign-in sheets, master schedule, student scheduling documents, PLC Documents  TMS Administration, grade-level counselors, teachers, RTI Committee members, families

Comments:

<b>2.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
Tarkanian MS will develop a professional learning model designed to engage teachers in the Professional Learning Community process of collaborating to unwrap content standards, discussing best practices, align instructional materials, commonly assessing students, and analyzing and comparing data. They will use this process and data to drive instructional and assessment decisions. Throughout the year, target standards being addressed and common assessment administration dates and results will be communicated to parents. Standards-based resources will be provided to families in order to enable parents to support their students in areas of deficiency at home.	No  PLC documents, NVAC Standards, common assessments and related data, lesson plans and related classroom activities documents, Springboard text and student comsumables, grades, classroom observation documents	PLC documents, common assessments and related data, lesson plans w/related activity documents, class activities documents, grades, classroom observation documents  TMS Administration, teachers

Comments:

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

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

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

**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 2019, all staff will have participated in a minimum of one school-wide, community-based activity to enhance cultural awareness/competency as measured by artifacts from trainings and planning sessions as well as sign-in sheets from event participation.

<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>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	
Tarkanian Middle School staff will engage in creating and delivering lessons based on cultural diversity during Mentorship period. These lessons will result in increased cultural awareness and competency for both students and staff. In addition, TMS will host a cultural fair, featuring art, food, music and student work representing their cultures.	Tarkanain Middle School staff and administration, community partners, computers, print and electronic multi-cultural resources, building facilities, SGF	Lesson plans, event planning documents, committee sign-in sheets, community partner contact logs/contracts, student work	All TMS staff and administration	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:</b>  <b>No</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 2018-19 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. Parents will be invited to participate in the Tarkanian Middle School cultural fair, featuring art, food, music and student work representing their culture.</p>	<p>Tarkanain Middle School staff, administration, families and community partners, computers, print and electronic multi-cultural resources, building facilities, SGF</p>	<p>lesson plans, student work, print and electronic multi-cultural resources,event planning documents, event sign-in sheets</p>	<p>TMS staff, teachers, administration, parents</p>	<p>N/A</p>

Comments:

<b>3.3 Curriculum/Instruction/Assessment (Optional)</b>	<b>Continuation From Last Year:</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 2018-19 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. Tarkanian MS staff will engage in creating and delivering lessons based on cultural diversity during Mentorship. These lessons will result in increased cultural awareness and competency for students and staff.</p>	<p>Tarkanain Middle School staff and administration, families, community partners, computers, print and electronic multi-cultural resources, building facilities, SGF</p>	<p>Lesson plans, event planning documents, committee sign-in sheets, community partner contact logs/contracts, student work</p> <p>TMS staff and administration</p> <p>N/A</p>

Comments:

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

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)
ELA Springboard Curriculum	\$40,000	grade-level, standards-based instruction	Goal 2
Glencoe Math Consumables	\$41,000	grade-level, standards-based instruction	Goal 1
AIMS Web Plus	\$12,000	benchmarking all students twice per year for the purpose of increasing accuracy in placement of students into accelerated, regular and fundamentals classes - monitoring, evaluating and communicating student progress in ELA Fundamentals	Goal 2
Read 180	\$9700	instruction, monitoring, evaluating and communicating student progress in ELA Fundamentals	Goal 2
Star Math	\$2,000	monitoring, evaluating and communicating student progress in math Fundamentals	Goal 1
ST Math	\$3300	monitoring, evaluating and communicating student progress in math Fundamentals	Goal 1
ALEKS	\$6000	supplemental instruction and practice	Goal 1
Algebra I Text Books	\$18,000	standards-based instruction	Goal 1
Title I	\$178,000	Prep buy-outs to lower class sizes	Goals 1 and 2

## 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 School Organizational Team meetings at 3:30 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 Parentlink, 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 created 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. This year we hosted each of our elementary feeder schools for a Shark Showcase during which time our incoming 6th grade students had the opportunity to explore each of their elective choices, see the band/chior/orchestra/cheerleaders perform, view pieces created by art classes, and tour the campus. 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 9 and attends monthly feeder alignment meetings 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, plan instruction, create common assessments, and review data from assessments. Teachers use common assessment data and SBAC information to address areas of concern and provide remediation as needed. The TMS PLC's guiding principles include using data and collaboration to establish a common vision as it applies to standards-based instructional practices: All members have the opportunity to learn from one another and support the team's vision, mission and norms. Each TMS PLC will focus on standards, teaching practices, data analysis, reflection, and outcomes. The following questions will provide a path to increase student achievement: 1) What do we want each student to learn? 2) How do we purposefully plan for students to learn? 3) How will we know they have learned it? 4) How do we respond when students experience difficulty in learning? 5) How do we respond when students do learn? For 2017-2018, PLC's will unpack 4 standards, with the end goal of 1 standard per month moving forward. In addition, students will be universally screened, a minimum of twice per year. This data, along with SBAC scores, AIMS Web benchmarking and progress-monitoring data, grades, and teacher recommendation, will be communicated regularly and used systematically to determine proper course placement and/or movement. Additional resources will be allocated in the form of fundamentals classes to address the needs of non-proficient students, including before- and after-school classes to support teachers and students in reducing the achievement gap. Teachers use AIMSWeb Plus, 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. Specifically, Title I funds will be used to buy preps in order to reduce class sizes.

## APPENDIX A - Professional Development Plan

### 1.1

Tarkanian MS will develop a professional learning model designed to educate teachers in the use of an assessment and placement protocol for math that will increase the number of objective data points to be used to more accurately place and support students. All teachers will be trained in the use of AIMS Web Plus, including implementation of the assessment and analysis of standards-based data reports, in order to benchmark each of their students twice per year and to use this data to communicate with parents, the RTI Committee, counselors and grade-level staff about the placement and progress of all students.

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

Tarkanian MS will develop a professional learning model designed to engage teachers in the Professional Learning Community process of collaborating to unwrap content standards, discussing best practices, align instructional materials, commonly assessing students, and analyzing and comparing data. They will use this process and data to drive instructional and assessment decisions. In addition, Tarkanian MS will create professional development opportunities to help educate teachers in the use of an assessment and placement protocol for ELA and math that will increase the number of objective data points to be used to more accurately place and support students. All teachers will be trained in the use of AIMS Web Plus, including implementation of the assessment and analysis of standards-based data reports, in order to benchmark each of their students twice per year and to use of this data to communicate with parents, the RIT Committee, counselors and grade-level staff about the placement and progress of all students.

### 2.1

Tarkanian MS will develop a professional learning model designed to educate teachers in the use of an assessment and placement protocol for reading that will increase the number of objective data points to be used to more accurately place and support students. All teachers will be trained in the use of AIMS Web Plus, including implementation of the assessment and analysis of standards-based data reports, in order to benchmark each of their students twice per year and to use of this data to communicate with parents, the RTI Committee, counselors and grade-level staff about the placement and progress of all students.

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

### 3.1

Tarkanian Middle School staff will engage in creating and delivering lessons based on cultural diversity during Mentorship period. These lessons will result in increased cultural awareness and competency for both students and staff. In addition, TMS will host a cultural fair, featuring art, food, music and student work representing their cultures.

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

## APPENDIX B - Family Engagement Plan

### 1.2

Math teachers will engage students and their families in data-driven conversations regarding student growth and placement. Twice per year, families will be informed of their students' progress and status via data derived from AIMS Web Plus Fall and Winter Benchmarking. Specific deficiencies will be identified by standard, and information and resources will be made available to parents in order to enable them to provide their student(s) with additional help at home.

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

ELA and math teachers will engage students and their families in data-driven conversations regarding student growth and placement. Twice per year, families will be informed of their students' progress and status via data derived from AIMS Web Plus Fall and Winter Benchmarking. Specific deficiencies will be identified by standard, and information and resources will be made available to parents in order to enable them to provide their student(s) with additional help at home. Throughout the year, target standards being addressed through PLC and common assessment administration dates and results will be communicated to parents. Standards-based resources will be provided to families in order to enable parents to support their students in areas of deficiency at home.

### 2.2

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

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

### 3.2

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 2018-19 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. Parents will be invited to participate in the Tarkanian Middle School cultural fair, featuring art, food, music and student work representing their culture.

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

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

Increase overall proficiency in the area of math.

**Measurable Objective(s):**

- Increase overall student proficiency in the area of math from 38% to 58%.

Status
N/A

**Comments:**

**1.1 Professional Development:**

**1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:**

**1.4 Other:**

	Mid-Year	End-of-Year
1.1	Tarkanian MS will develop a professional learning model designed to educate teachers in the use of an assessment and placement protocol for math that will increase the number of objective data points to be used to more accurately place and support students. All teachers will be trained in the use of AIMS Web Plus, including implementation of the assessment and analysis of standards-based data reports, in order to benchmark each of their students twice per year and to use this data to communicate with parents, the RTI Committee, counselors and grade-level staff about the placement and progress of all students.	
Progress		N/A
Barriers		
Next Steps		
1.2	Math teachers will engage students and their families in data-driven conversations regarding student growth and placement. Twice per year, families will be informed of their students' progress and status via data derived from AIMS Web Plus Fall and Winter Benchmarking. Specific deficiencies will be identified by standard, and information and resources will be made available to parents in order to enable them to provide their student(s) with additional help at home.	
Progress		N/A

Barriers		
Next Steps		
1.3	Students will be universally screened, a minimum of twice per year. This data, along with SBAC scores, AIMS Web benchmarking and progress-monitoring data, grades, and teacher recommendation, will be communicated regularly and used systematically to determine proper course placement and/or movement. Additional resources will be allocated in the form of fundamentals classes to address the needs of non-proficient math students, including before- and after-school classes to support students who cannot take them during the day, due to their involvement in performing arts or ELA fundamentals.	N/A
Progress		
Barriers		
Next Steps		
1.4	Tarkanian MS will develop a professional learning model designed to engage teachers in the Professional Learning Community process of collaborating to unwrap content standards, discussing best practices, align instructional materials, commonly assessing students, and analyzing and comparing data. They will use this process and data to drive instructional and assessment decisions. Throughout the year, target standards being addressed through PLC and common assessment administration dates and results will be communicated to parents. Standards-based resources will be provided to families in order to enable parents to support their students in areas of deficiency at home.	N/A
Progress		
Barriers		
Next Steps		



## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Increase overall proficiency in the area of reading.

**Measurable Objective(s):**

- Increase overall student proficiency in the area of reading from 63% to 73%.

Status
N/A

**Comments:**

**2.1 Professional Development:**

**2.2 Family Engagement:**

**2.3 Curriculum/Instruction/Assessment:**

**2.4 Other:**

	Mid-Year	End-of-Year
2.1	Tarkanian MS will develop a professional learning model designed to educate teachers in the use of an assessment and placement protocol for reading that will increase the number of objective data points to be used to more accurately place and support students. All teachers will be trained in the use of AIMS Web Plus, including implementation of the assessment and analysis of standards-based data reports, in order to benchmark each of their students twice per year and to use of this data to communicate with parents, the RTI Committee, counselors and grade-level staff about the placement and progress of all students.	
Progress		N/A
Barriers		
Next Steps		
2.2	Reading/ELA teachers will engage students and their families in data-driven conversations regarding student growth and placement. Twice per year, families will be informed of their students' progress and status via data derived from AIMS Web Plus Fall and Winter Benchmarking. Specific deficiencies will be identified by standard, and information and resources will be made available to parents in order to enable them to provide their student(s) with additional help at home.	
Progress		N/A

Barriers		
Next Steps		
2.3	Students will be universally screened, a minimum of twice per year. This data, along with SBAC scores, AIMS Web benchmarking and progress-monitoring data, grades, and teacher recommendation, will be communicated regularly and used systematically to determine proper course placement and/or movement. Additional resources will be allocated in the form of fundamentals classes to address the needs of non-proficient reading students, including before- and after-school classes to support students who cannot take them during the day, due to their involvement in performing arts or math fundamentals.	N/A
Progress		
Barriers		
Next Steps		
2.4	Tarkanian MS will develop a professional learning model designed to engage teachers in the Professional Learning Community process of collaborating to unwrap content standards, discussing best practices, align instructional materials, commonly assessing students, and analyzing and comparing data. They will use this process and data to drive instructional and assessment decisions. Throughout the year, target standards being addressed and common assessment administration dates and results will be communicated to parents. Standards-based resources will be provided to families in order to enable parents to support their students in areas of deficiency at home.	N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

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

**Measurable Objective(s):**

- By May 2019, all staff will have participated in a minimum of one school-wide, community-based activity to enhance cultural awareness/competency as measured by artifacts from trainings and planning sessions as well as sign-in sheets from event participation.

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	Tarkanian Middle School staff will engage in creating and delivering lessons based on cultural diversity during Mentorship period. These lessons will result in increased cultural awareness and competency for both students and staff. In addition, TMS will host a cultural fair, featuring art, food, music and student work representing their cultures.	
Progress		N/A
Barriers		
Next Steps		
3.2	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 2018-19 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. Parents will be invited to participate in the Tarkanian Middle School cultural fair, featuring art, food, music and student work representing their culture.	
		N/A

Progress		
Barriers		
Next Steps		
3.3	<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 2018-19 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. Tarkanian MS staff will engage in creating and delivering lessons based on cultural diversity during Mentorship. These lessons will result in increased cultural awareness and competency for students and staff.</p>	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		