

# School Performance Plan

School Name  
MONACO, MARIO C. AND JOANNE MS

Address (City, State, Zip Code, Telephone):  
1870 NORTH LAMONT STREET  
LAS VEGAS, NV 89115, 7027993670

Superintendent/Region Superintendent: Jesus Jara / Deanna Jaskolski

For Implementation During The Following Years: 2021-2022

**The Following MUST Be Completed:**

**Title I Status:** Served

**Designation:** CSI

**Grade Level Served:** Middle School

**Classification:** 1 Star

**NCCAT-S:** Initial

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

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

Name of Member	Position	Name of Member	Position
Kristen Adkins	Lead Teacher	Elysia Byrd	Learning Strategist
Nakia Gardner	Learning Strategist	Lisa Gomez	Learning Strategist
Hilary Markson	Assistant Principal	Brad Mitton	Lead Teacher: Specialists
Stacy Montero	Lead Teacher: Sped	Mark Noctor	Lead Teacher
Shirley Pedraza	Assistant Principal	Andrew Redash	Lead Teacher
Timothy Rejcek	Lead Teacher	Jacquelyn Batton	Lead Teacher

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Keith France	Principal	Joanna Brooks	Assistant Principal
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## COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### DATA REVIEWED & ANALYZED:

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Interim Assessments	Comparison of ELPA with other Assessments	Teacher/Administrator Observation Data
Formative Assessments Practice	Teacher/Administrator Observation Data	NA
Teacher/Administrator Observation Data	ELL Program Policies and Procedures	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

Monaco Middle School is a Title I, Victory school located on the east side of Las Vegas and in Region Three of the Clark County School District (CCSD). The student population has remained consistent over the last several years. Enrollment for the 2020-21 school year is as follows: 78% Hispanic, 15% Black, 4% White, 2% 2 or more races, 32% English Language Learner (ELL), 19% students with an Individual Education Plan (IEP), and 100% Free and Reduced Lunch (FRL).

ANALYSIS OF DATA (Due to the Covid restrictions that occurred spring of 2020, the data is limited and will be required to utilize 2019-2020 data)

Monaco MS maintained a 1-star status from 2016-17 to 2018-19. For the 2018-2019 school year, the school has improved from 19 to 21.5 index points as reported on the Nevada School Performance Framework (NSPF). A school rating report was not available for the 2019-2020 school year. The increase occurred primarily in the Student Growth indicator. In reviewing data with our stakeholders, we have determined that these results can be attributed to our SPP action steps and the Victory and Title I funded initiatives.

The amount of proficient students in ELA has increased 6.2% as measured by the 2019 SBAC assessment. The amount of proficient students in math has increased 3.3% as measured by the 2019 SBAC assessment. The successes can be attributed to Victory and Title-1 grant funded smaller class sizes and additional professional development opportunities (PD). Effective implementation of strategies learned through these PDs provided regular opportunities for learning best practices and strengthening teachers' understanding of our curriculum. Monaco will continue to provide professional development for teachers on best practices and keep our class sizes smaller to allow for instruction that is more personalized.

As Monaco MS remains a one star school, all areas remain a concern. Even though we have improved in the 2018-19 school year in all areas, we will continue to remain below typical growth. Below are the areas of opportunity for each indicator found within the NSPF.

1. Academic Achievement: Utilizing Victory and Title-1 funds, we will continue to provide teacher incentives in order to hire for hard to fill positions and retain teachers. We will also continue to hire additional personnel and utilize teacher prep times to maintain smaller class sizes which allow for more individualized instruction and allow for blended learning. Victory funded professional development trainings (PD's) will continue for the 2021-22 school year and focus on best instructional practices, blended classrooms, and enhanced use of the school's Tier I curriculum.
2. Student Growth: Rotations and the blended model will continue to be utilized in the classrooms to address all student needs. PD's will focus on differentiating instruction, utilizing data to drive instructional practices and lesson plans, and creating focused common assessments. Students will be required to monitor their own progress using the MAP assessment and Moby Max. The class sizes that allow for rotations are funded by Victory and Title-1.
3. English Language (ELL): In addition to the supports listed above, we will continue to implement the Reading Edge program for our students. Two ELL teachers will provide targeted ELA instruction for the students who scored in the lowest two domains on the WIDA assessment. Victory funds will be used to fund the Reading Edge program, add additional teachers. Title III monies will be utilized to purchase prep buys that will allow us to provide additional support for our lowest scoring ELL students and LTELs. Trainings will focus on the use of ELL best practices that will provide the supports ELL students need.
4. Closing Opportunity Gaps: In addition to the supports listed above, Moby Max and Math Accelerator will be utilized school wide to assist students in strengthening weak skills and addressing

key skill gaps that were created in past years. Achieve 3000 will be utilized in the ELL classes.

5. Student Engagement: The Positive Behavioral Interventions and Supports (PBIS) program is funded by the Victory grant to help decrease absenteeism and increase student engagement. A Communities in Schools (CIS) representative will continue to be funded through Victory monies and dedicated to building partnerships and strong communication with the families of our students.

On February 22, 2021, The leadership/planning team met to discuss the needs assessment survey and the 2020-21 data. The team at Monaco Middle School has determined that the previous needs previously identified during the full needs assessment conducted during the 2018 school year still exist. Due to COVID restriction and the 2020-21 school year being on-line, we have not made the anticipated progress as many of the action steps were not successfully implemented to fully address our priority needs. To address our three year plan for Monaco, we will be adding Tier II instruction as a focus as the teachers were able to make a significant impact with their Tier I instruction. Action steps in this school performance plan have been updated to refine our efforts in addressing our priority needs.

#### PRIORITIZED NEEDS:

Date of needs assessment: 4/4/2018 & 4/18/2018

Participants of the needs assessment: 35% Staff members, 65% Parents

Results of needs assessment:

Priorities for the 21-22 school year:

1. All instructional staff members deliver standards-based curriculum to all students (1.2)
2. All instructional staff members analyze results from available assessments, including state and local, and use the results to refocus or modify instruction to ensure that all students meet or exceed proficiency (1.5)
3. School-parent partnerships are primarily focused on student achievement (1.9)
4. All instructional staff members develop unit/lesson plans based on student assessment results and adjust instruction accordingly (2.2)
5. All instructional staff members provide specific feedback in a timely manner to students on an ongoing basis and student utilized the feedback to improve their performance (2.4)

Top three areas the school will focus on to improve behavioral and social-emotional outcomes:

1. Positive behavioral supports and interventions
2. Safe and positive school climate and culture
3. Support for access to food services

Areas that are effective at Monaco MS:

1. Staff meets in PLCs each day to create common lesson plans, write common assessments, review data, and share effective practices
2. Positive school climate with the students and staff with a drive and goal to improve student achievement
3. Common rubrics, graphic organizers. and cooperative learning groups are being implemented in all core classrooms

Top three items that need to be improved:

1. School security
2. Student behaviors
3. Consistent discipline and consequences

\* These areas were being addressed successfully during the 2019-20 school year, but this will remain a focus as students have been off campus for 12 months and these areas will need to be revisited.

#### STATE ASSESSMENT RESULTS

2016-2017 SBAC English Language Arts (ELA)

All Students: 19.7% proficient

ED students: 19.7% proficient

2017-2018 SBAC English Language Arts (ELA)

All Students: 18.8% proficient

ED students: 18.8% proficient

2018-2019 SBAC English Language Arts (ELA)

All Students: 25% proficient  
ED students: 25% proficient

2019-2020 SBAC English Language Arts (ELA)  
Not available due to Covid restrictions in 2019-20

2020-2021 SBAC English Language Arts (ELA) (On-line learning)  
All Students:  
ED students:

2016-2017 SBAC Math  
All Students: 12.2% proficient  
ED students: 12.2% proficient

2017-2018 SBAC Math  
All Students: 12.8% proficient  
ED students: 12.8% proficient

2018-2019 SBAC Math  
All Students: 16.1% proficient  
ED students: 16.1% proficient

2019-2020 SBAC Math  
Not available due to Covid restrictions in 2019-20

2020-2021 SBAC Math (On-line learning)  
All Students: 16.1% proficient  
ED students: 16.1% proficient

Needs identified through Victory School Survey have been addressed in the Victory Addendum.

## HOPE 2 Intervention

**Focus of Intervention:**

To provide better support for students with major or reoccurring disruptive behaviors by reducing the number of school days off campus for suspensions, expulsions, and recommendations to behavior school.

**Monitoring Plan:**

The enrollment and withdraws will be monitored as students will work towards receiving points based on behavior, productive work, and exhibiting restorative practices. Students utilize their points for special privileges and successfully exit the program. Referrals and behavioral consequences in Infinite Campus will be monitored each quarter.

**Evaluation Plan:**

We expect to see at least a 10% decrease in suspensions and expulsions (combined) and behavior referrals. In addition, students in the STAR program are expected to make academic growth as measured by classroom assessments, the MAP assessment (if applicable), the 4sight assessment (if applicable) and Moby Max.

## 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:**

1. All students will increase proficiency in ELA from 25% to Y% and in math from 16.1% to Y% by May 2022 as measured by the state summative assessment. 2. Economically Disadvantaged students will increase proficiency in ELA from 25% to Y% and in math from 16.1% to Y% by May 2022 as measured by the state summative assessment. \*Goals have been calculated to meet NDE long term goals by 2022.

**Root Causes:**

The low percentages in reading and math we believe are due to Tier II supplemental instruction lacking rigor, a disconnect between the instruction and the assessments, over scaffolding during instruction, and a lack of planning and delivering differentiated instruction based on reliable data. In addition, surveys and classroom observations noted that high quality small group instruction was not occurring on a regular basis. In addition to Tier II instruction, it was noted that behavior played an important role as teachers struggled with delivering instruction due to the high number of incidences of negative behaviors that were occurring in the classroom. Also, student achievement was being impacted in the 2020-2021 school year by the high rate of chronic absenteeism and transiency at 39%. The high percentage of absenteeism occurred because of on-line learning during the 2020-2021 school year due to COVID restrictions. This restriction drastically effected instructional practices, student engagement, and academic growth during the 2020-2021 school year.

**Measurable Objective 1:**

Increase the percent of all students above the 60th percentile in ELA from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2022 as measured by MAP formative assessments.

**Measurable Objective 2:**

Increase the percent of all students above the 60th percentile in math from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2022 as measured by MAP formative assessments.

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

<ul style="list-style-type: none"> <li>To ensure implementation of strong Tier I instructional programs and strategies, teachers will participate in professional development (PD) sessions regarding Reading Edge (SFA), and Carnegie Math. PD sessions will be provided by the vendor on and off campus.</li> <li>PD's will be delivered on best practices for ELL instruction and for Response to Instruction (RTI), analyzing data in order to identify trends, create differentiated tasks, Kagan cooperative learning strategies, and strengthening small group instruction so that all the students' needs are met.</li> <li>Learning strategists will provide additional support, coaching, and professional development for Tier I and II reading instruction.</li> </ul>	<p>STAFF: Learning strategist (Title-1) EXTERNAL PROVIDERS: Reading Edge consultant for 5 days (Victory) Moby Max program MATERIALS: Reading Edge novels (Victory) Best practice educational books (Victory)</p>	<ul style="list-style-type: none"> <li>Agenda and staff sign-in sheet for each professional development session</li> <li>Weekly PLC minutes with monthly reports</li> <li>MAP and Exact Path monthly data reports</li> <li>Classroom observations and feedback through NEPF</li> <li>Staff surveys on needed trainings, PD's and their effectiveness</li> </ul>	<p>Responsible persons:</p> <ul style="list-style-type: none"> <li>CCSD SID Facilitator will monitor plan and budget: September - May</li> <li>Administrative and strategist observation notes: September - May</li> <li>Principal will set dates with outside coordinators: September -April</li> <li>Strategists will calendar &amp; facilitate PD's: August-May</li> <li>Principal and SFA strategist will set up SFA conference: February</li> <li>Office Manager &amp; principal will attend to required paperwork: August - May</li> </ul>	<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><b>1.2 Family Engagement (Required)</b></p>		<p><b>Continuation From Last Year:</b>  Yes</p>	<p><b>NCCAT-S Indicators: 1.5, 1.6, 2.2, 3.7</b></p>	
<ul style="list-style-type: none"> <li>In order to increase parental involvement and awareness of students' academic/social/behavioral progress, a student-led parent conference (GOAL) will be held in October (9b).</li> <li>To provide social, psychological, and health care services to parents, parent workshops, family nights, and PAC meetings will focus on topics important to raising middle-school children and understanding their child's academic level. Books will be provided to the parents in order for them to support learning at home.</li> <li>A bilingual translator will be at each workshop.</li> <li>A licensed staff member will assist with the parent trainings.</li> <li>A Community in Schools (CIS) advocate and school social worker will provide emotional and academic support to students and parental support as needed.</li> </ul>	<p>STAFF: Community in Schools (Victory) Social Worker (SIC grant) Licensed staff for parent trainings (Title-1) Bilingual translator (Title-1) MATERIALS: Parent books for trainings Paper and printer toner (Title-1) 4 Chromebooks (Title-1)</p>	<ul style="list-style-type: none"> <li>Parent sign-in sheets will provide parent participation percentages</li> <li>Agenda for parent trainings</li> <li>Student data charts</li> <li>Schedule / daily logs for the CIS and social worker</li> <li>Purchase order for parent books</li> <li>receipts for refreshments</li> <li>CCF-5 for the services of a translator.</li> </ul>	<p>Responsible persons:</p> <ul style="list-style-type: none"> <li>CCSD SID Facilitator will monitor plan and budget: September - May</li> <li>Strategists will create agendas and present sign-in sheets for parent trainings: September - May</li> <li>Admin will set dates for Parent meetings (PAC): September -April</li> <li>Strategists will schedule and present sign-in sheets for goal and family nights: October-May</li> <li>Admin and strategists will purchase parent-training books: October-May</li> <li>Office Manager &amp; principal will attend to required paperwork: August - May</li> </ul>	<p>N/A</p>

Comments:

<p><b>1.3 Curriculum/Instruction/Assessment (Required)</b></p>	<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators: 1.6, 3.2</b></p>
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<p>• In order for teachers to increase small group instruction, provide multiple strategies and representations for students, and ensure implementation of strong Tier I and Tier II instruction, additional teachers will be added to create smaller class sizes to allow for the rotation / blended model school wide. • To ensure that students are supported for the entire school day, all instructional support staff members will be allocated additional hours. • To ensure that all students are academically supported for the entire school day, one teacher and two assistants will support students in our STAR program. In addition, one additional hour will be allocated to the STAR program assistants and our campus monitors. • To ensure consistency with instruction in order to raise student achievement, the Reading Edge program will be utilized in all ELA classes. Teachers will utilize Moby Max to progress monitor and bench-mark students, plan small group instruction, create ability groups for stations, differentiate instruction, and collect RTI data. In addition, Teachers may utilize Brain Pop as a supplementary program to engage students and support teachers in creating diverse learning settings. • Thinking Maps, school wide writing rubrics, and cooperative strategies will be consistency utilized in all core classrooms. • To assist teachers with building strong pedagogy skills and deliver highly effective rotation/blended lessons, two strategists will observe teachers on a regular basis, model lessons, and provide timely feedback and support monthly.</p>	<p>STAFF: 18 Licensed salaries (Victory/Title-1) Extra duty pay for licensed staff (Victory) Support staff salaries (Victory) Bilingual translator (Title-1) Learning strategist (Title-1) Two STAR program instructional assistants (Victory/HOPE II) EXTERNAL PROVIDERS: Moby Max on-line program Brain Pop program Reading Edge teacher manuals (Victory) MATERIALS: Chrome Books (Victory) Headphones Chrome Book carts (Victory) Projectors (Victory) Classroom microphones and projector bulbs for instruction (Victory) General supplies (Victory)</p>	<p>• Weekly lesson plans: focus on rotations and differentiation • Infinite Campus class rosters for class sizes • Exact path receipt and monthly data graphs • Brain Pop monthly usage report • Support staff and teacher payroll requisitions • Schedule and daily logs / PD calendar for strategists • Agendas and sign-in sheets for collaboration times</p>	<p>Responsible persons: • Principal and office manager will attend required paperwork for additional hours and personal: August-September • Principal and strategists-agendas and sign-in sheets for collaboration time: September - May • Admin and strategists observations for prep buyouts: August-May • Strategists-Reading Edge teacher implementation: September-May • Admin will evaluate strategists: August-May</p>	<p>N/A</p>
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Comments:

<p><b>1.4 Other (Optional)</b></p>		<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators:</b></p>	
<p>• Utilizing Victory funds, purchase materials needed for electives such as band, orchestra, mariachi, stitchery, art, and dance. • Provide incentives to teacher and administrators in order to retain staff at Monaco MS. • In order to better assist the parents, hire an office specialist II for the office.</p>	<p>STAFF: Office II Specialist 7hr. (Victory) EXTERNAL PROVIDERS: Teacher incentives (Victory) Administration Incentives (Victory)</p>	<p>• Weekly lesson plans for electives • Infinite Campus class rosters for electives • receipts for instruments and materials for electives • Requisitions for additional pay incentives</p>	<p>Responsible persons: • Principal and office manager will attend required paperwork for incentives: December and April • Office manager for instruments and materials: September - February</p>	<p>N/A</p>

Comments:

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

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 2:**

Increase the percent of all students meeting Adequate Growth Percentile in ELA from 28.6% to Y% and in math from 17.3% to Y% by Spring 2022 as measured by state summative assessments and reported on the the Nevada School Performance Framework. Increase the percent of Economically Disadvantaged students meeting Adequate Growth Percentile in ELA from 28.6% to Y% and in math from 17.3% to Y% by Spring 2022 as measured by state summative assessments and reported on the the Nevada School Performance Framework.

**Root Causes:**

Utilizing the Nevada Educator Performance Framework, staff surveys, and ELL classroom walks, it was noted that over 50% of the teachers struggled with providing opportunities for extended, productive, and meaningful discourse between the teacher and the students and among students. This resulted in students struggling with their ability to explain in detail, critique, and use logic and evidence to support or refute a claim either orally or in writing. Proficiency and growth data was analyzed but the limited small group instructional delivery did not focus on utilizing research based resources and strategies that would promote success within ethnic/racial subgroups in reading and math. During the COVID on-line learning, teachers additionally struggled with student attendance, engagement, and submitting work. This drastically effected instructional practices, student engagement, and academic growth during the 2020-2021 school year.

**Measurable Objective 1:**

Increase the percent of all students meeting or exceeding the established growth target from XX% (Winter) to Y% (Spring) as measured by the MAP ELA Growth Assessment.

**Measurable Objective 2:**

Increase the percent of all students meeting or exceeding the established growth target from XX% (Winter) to Y% (Spring) as measured by the MAP Math Growth Assessment

<b>Monitoring Status</b>
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount  Needed for  Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of  Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline,  Benchmarks, and  Position Responsible	Monitoring  Status
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last  Year: Yes</b>	<b>NCCAT-S Indicators: 1.5, 1.6, 2.2, 3.7</b>	

<ul style="list-style-type: none"> <li>To ensure implementation of best practices and strategies for English Language Learners (ELL), teachers will participate in professional development (PD) sessions provided by strategists.</li> <li>ELL and instructional classroom walks will continue to occur with the staff at Monaco MS in order to focus on the usage of structured academic discourse and best practices such as sentence frames, question stems, and RACES.</li> <li>To increase proficiency, strengthen Tier I and II instruction, and reduce the achievement gap, teachers will meet in a collaborative department team to review grade level data, create a long-range semester plan, and create common assessments and tasks that will be utilized throughout the year.</li> <li>Two teacher mentors will support teachers and provide PD to classroom teachers who are tutoring ELL students and assist them in collecting their data.</li> </ul>	<p>STAFF: Tutoring Licensed Extra Duty (Title-III) Licensed Prep Buyout (Title-III) MATERIALS: Professional books for ELL training (Victory)</p>	<ul style="list-style-type: none"> <li>Sign in sheets and observation notes for walkthroughs</li> <li>Receipts for professional books</li> <li>Notes and sign in sheet for collaboration time</li> </ul>	<p>Responsible persons:</p> <ul style="list-style-type: none"> <li>Strategists-schedule walkthroughs and PD: November-February</li> <li>Admin and strategists will facilitate the ELL PD: October</li> </ul>	<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><b>2.2 Family Engagement (Required)</b></p>		<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators: 1.9, 3.2</b></p>	
<ul style="list-style-type: none"> <li>In order to increase parental involvement and awareness of students' academic/social/behavioral progress, a student-led parent conference (GOAL) will be held in October and three instructional focused Family nights.</li> <li>To provide social, psychological, and health care services to parents, parent workshops, family nights, and PAC meetings will focus on topics such as understanding their child's academic level, how to raise a pre-teen, and how to support their children emotionally.</li> <li>A bilingual translator will be at each workshop.</li> <li>Chromebooks will be available for parent use and for registration.</li> </ul>	<p>STAFF: Bilingual translator and assistance for GOAL night (Title-I) MATERIALS: Parent books for trainings 4 Chromebooks and mice (Title-I)</p>	<ul style="list-style-type: none"> <li>Parent sign-in sheets or zoom meeting screen shots will provide parent participation percentages</li> <li>Agenda for parent trainings</li> <li>Teacher data regarding meeting with parents</li> <li>Purchase order for parent books</li> <li>Receipts for refreshments</li> <li>CCF-5 for the services of a translator.</li> </ul>	<p>Responsible persons:</p> <ul style="list-style-type: none"> <li>CCSD SID Facilitator will monitor plan and budget: September - May</li> <li>Strategists will create agendas and present sign-in sheets for parent trainings: September - May</li> <li>Admin will set dates for Parent meetings (PAC): September -April</li> <li>Strategists will schedule and present sign-in sheets for goal and family nights: October-May</li> <li>Admin and strategists will purchase parent-training books: October-May</li> <li>Office Manager &amp; principal will attend to required paperwork: August - May</li> </ul>	<p>N/A</p>

Comments:

<p><b>2.3 Curriculum/Instruction/Assessment (Required)</b></p>	<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators:</b></p>
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<p>• In order for teachers to better differentiate their instruction, teachers will utilize the rotation/blended model, increase small group instruction, and ensure the implementation of strong Tier I and Tier II instruction, block scheduling will be implemented to increase instructional time from 80 to 100 minutes in math and ELA. • After school tutoring, APEX credit retrieval classes, and a 5th grade summer camp will be implemented to allow for additional student support for academic achievement. • To increase Tier I instruction and student interest, authentic leveled novels will be purchased to be utilized during the ELA blocks in all grades. • To address the adequate growth percentile, web based programs will be utilized in the classroom such as Moby Max, Brain Pop, MAP accelerator, and Achieve 3000 to increase student engagement. • Two teacher preps will be purchased in order to provide additional support for our newcomers and long term ELLs. Teachers will hold additional classes to provide time for students to practice in the areas of oral language, speaking, and comprehension. • Implement targeted instruction within ELA specifically on the language domains of reading and speaking for our newcomers and LTELLs who have an overall WIDA assessment score of 1 or 2. In addition, two teachers will sell a limited number of preps to work with a small group of students (≤ 15) to additionally support their language development. • School wide expectations will continue to be expected for the consistent use of best practices such as sentence frames, question stems, school wide rubrics and organizers, and RACES. • Implement targeted instruction within ELA specifically on the language domains of speaking and reading for our newcomers and ELLs with WIDA Assessment scores of 1,2 and 3 on the speaking domain as measured by the WIDA assessment. Teacher mentors will contact a student for 20 minute sessions each week and engage students in activities that develop speaking skills. Teacher mentors will also support students with academic classroom assignments. Two teachers will support the mentors and collect the data. • Implement targeted instruction within ELA specifically on the language domains of reading and speaking for our newcomers and LTELLs who have an overall WIDA assessment score of 1 or 2. In addition, two teachers will sell a limited number of preps to work with a small group of students (≤ 15) to additionally support their language development.</p>	<p>STAFF: 18 Licensed salaries (Victory) EXTERNAL PROVIDERS: Moby Max on-line program (Title-1) APEX renewal (Victory) Brain Pop (Victory) Achieve 3000 (District funded) MATERIALS: Instructional supplies (Victory) Headphones for programs (Title-I) Leveled novels (Victory)</p>	<p>• Infinite Campus class roster • Student sign in and lesson plans for tutoring • PO for Apex and usage report • School class schedule • Purchase order for leveled books • PO for supplies • PO and usage report for Moby Max and Brain Pop</p>	<p>Responsible persons: • CCSD SID Facilitator will monitor plan and budget: September – May • Strategists-training and upkeep of web based programs: September – May • Office manager-order supplies as needed: October-May • Counselors will schedule students and facilitate APEX and 5th grade summer camp: May-June • Office Manager &amp; principal will attend to required paperwork: August – May • Admin-hire additional staff: August</p>	<p>N/A</p>
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Comments:

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

Comments:

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

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

By May 2021, reduce the number of dean referrals by 10% from 2000 to 1800, as measured by Infinite Campus, data obtained through the implementation of an on-site alternative behavior placement program (School within a School). Decrease the amount of Chronic Absenteeism from 33% to 29% as measured by Infinite Campus attendance reports, by promoting participation in school events/activities/clubs/sports/fine arts. (Note that COVID restrictions added to absenteeism)

**Root Causes:**

Monaco has a high number of behavior referrals from classroom teachers, specifically 2000 referrals in the 2019-2020 school year. Classroom observations and the district survey for Monaco revealed that there was a lack of consistent and daily implementation of behavior plans and restorative practices. When structured restorative practices occur on a regular basis, opportunities for cultural awareness, acceptance, and positive behaviors will form naturally in the classroom. In addition, student attendance will increase as students are more comfortable and feel safe at school. Student leadership activities and clubs embed the principles of cultural competence, while promoting positive behavior and improving attendance.

**Measurable Objective 1:**

By May 2022, continue to implement and improve the PBIS model to address school behaviors and require teachers to utilize the school's, or the school wide diversity and core value program, weekly in the classroom as measured by the amount of dean referrals throughout the 2021-2022 school year.

**Measurable Objective 2:**

By May 2022, 100% of the teachers will be trained in best practices that promote positive behaviors, independent learners, effective discourse, and create stronger teacher to student relationships as measured by standard #3 on the NEPF.

**Measurable Objective 3:**

By May 2022, reduce the number of dean referrals by 10% from 2000 to 1800, as measured by Infinite Campus, data obtained through the implementation of an on-site alternative behavior placement program (School within a School).

**Measurable Objective 4:**

Decrease the amount of Chronic Absenteeism from 39% to 29% as measured by Infinite Campus attendance reports, by promoting participation in school events/activities/clubs/sports/fine arts. (Note that COVID restrictions drastically increased the absenteeism percentage for the 2020-2021 school year)

<b>Monitoring Status</b>
N/A

ACTION PLAN		MONITORING PLAN		
<b>Action Step</b> (please only list one action step per box)	<b>Resources and Amount Needed for Implementation</b> (people, time, materials, funding sources)	<b>List Artifacts/Evidence of Progress:</b> Information (Data) that will verify the action step is in progress or has occurred.	<b>List Timeline, Benchmarks, and Position Responsible</b>	<b>Monitoring Status</b>

<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
<ul style="list-style-type: none"> <li>In order for teachers to improve their behavior plans, increase positive incentives for students, increase productive discourse in the classroom, and create a strong relationship between teachers and the students, teachers will attend PDs throughout the year that focus on effective discourse and positive classroom management practices (NDE T.O.A: Tier I). (8d). • Teachers will continue to receive training on the MTSS program and the application of PBIS techniques to improve school climate, culture, and better address the needs of the students (8d) (9c).</li> </ul>	<p>STAFF: Learning strategists (Title-I: \$178,793.56) EXTERNAL PROVIDERS: PBIS rewards (Victory: \$66,140.84) MATERIALS: Training books for ELL (Victory: \$2,000) (EBI 3)</p>	<ul style="list-style-type: none"> <li>Agenda and staff sign-in sheet for each professional development session</li> <li>Weekly PLC minutes with monthly reports</li> <li>Learning strategist's daily calendar and PD agendas</li> <li>Purchase order for training books</li> <li>PO for PBIS Incentive program</li> <li>Receipts for PBIS Incentives</li> </ul>	<p>Responsible persons: • Strategists-schedule and facilitate PD's: September - May • Office Manager &amp; principal will attend to required paperwork: August - May</p>	N/A

Comments:

<b>Action Step</b>	<b>Resources and Amount Needed</b>	<b>List Artifacts/Evidence</b>	<b>Timeline and Position Responsible</b>	<b>Monitoring Status</b>
<b>3.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
<ul style="list-style-type: none"> <li>Implementation of community/school involvement facilitated by a family outreach coordinator (Community In-Schools Representative) and School Social Worker(s) who will assist families and plan and execute monthly parent institutes to educate families on a variety of topics (hygiene, homework, drug awareness). They will also recruit and coordinate daily family parent volunteers on campus and promote our parent center for family use, provide training for parents on the school's social-emotional development program, and discuss bullying and gang affiliation and the signs to look for in their children (8h) (9a). • The administration will continue to involve family and community in policy implementation (School Organizational Team), program planning, and assessment through music and culture (9b). • An additional Office Specialist 2 will continue to assist with translations, increased family interactions, on-line computer issues, and organization of family and community engagement activities (8h).</li> </ul>	<p>STAFF: Community in School (CIS) (Victory: \$59,000.) School Social Worker (SIC grant: \$59,000.) Office Specialist II 7hr. (Victory: \$31,586..) MATERIALS: Parent books for trainings Paper and printer toner (Title-I: \$2,192.97) (EBI 3)</p>	<ul style="list-style-type: none"> <li>Agenda and staff sign-in sheet for each parent session</li> <li>CIS reports</li> <li>SOT agendas and meeting notes</li> <li>Purchase order for training books</li> </ul>	<p>Responsible persons: • Administration- rehiring of Office Specialist • CIS- Scheduling trainings for parents and assisting as needed: August - May • Office Manager &amp; principal will attend to required paperwork: August - May • Admin and SOT lead- Schedule and facilitate SOT meetings: September-May</p>	N/A

Comments:

<b>3.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>
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<p>• To address the Needs Assessment survey of parents and staff, teachers will utilize MTSS and PBIS for social/emotional learning. Teachers will prepare a class council time each week that will focus on the school's core values. (9c). • In order to engage students fully, improve culture, and focus on a positive school wide behavior plan, houses and rubrics will be created utilizing the PBIS Incentive program. Incentives will be provided to the students and teachers who demonstrate the school's core values and positive choices (9c). • In addition, one hour will be added to the campus monitors to allow them to work the whole duration of the student day in order to ensure the safety of the students (8f) (8h).</p>	<p>STAFF: Extra hour for two campus monitors (Victory: \$8,665.) MATERIALS: Incentives for students and teachers (Victory: \$66,140.84)</p>	<p>• Core value lessons documented in lesson plans • Monthly usage reports from PBIS system • Receipts and PO's for incentives</p>	<p>Responsible persons: • Learning strategists and admin-implementing and monitoring the PBIS system: October • Admin: Observations of core lessons: September - May • Office Manager &amp; principal will attend to required paperwork: August - May • Admin-placement of existing social workers : November</p>	<p>N/A</p>
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Comments:

<p><b>3.4 Other (Optional)</b></p>	<p><b>Continuation From Last</b></p> <p><b>Year: Yes</b></p>	<p><b>NCCAT-S Indicators:</b></p>		
<p>• To address on-going major behaviors, the on-site behavior school (STAR) and instructional suspension rooms will continue in order to limit the amount of loss instructional time for all students. • To address on-going major behaviors, a behavioral strategist, School Safety Coordinator, will be hired to work with students to address bullying concerns, student conflicts, and assist in creating a positive learning environment. • The school's mental health RTI committee will continue to conduct professional meetings with a team of educators to decrease mental health issues that are affecting student learning. • An attendance committee will continue to collaborate in order to address student absences.</p>	<p>STAFF: Learning strategists (Title-I: \$70,015.33) 1 STAR program licensed staff member (Victory: \$46,655.) 1 STAR program instructional assistants (Victory: \$69,216.)</p>	<p>• Roster for STAR and IC reports for behaviors • Agenda and notes for monthly RTI behavior meetings • Notes and forms from the attendance committee</p>	<p>Responsible persons: • School Safety Coordinator-operation of the STAR and suspension programs: August-May • School psychologist- Scheduling and facilitating RTI behavior meetings: September - May • Principal- Facilitating the attendance committee: September - May • Office manager and admin- Approving extra duty pay and submitting paperwork : September-May</p>	<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)
Victory Grant	\$1,612,086.84	Licensed salary: \$772,187.00 • Licensed- extra duty, Instruction & instructional support: \$1,100. • Pay for performance: \$57,000. • Support staff salary and extra hours: \$141,457. • Administrative stipends: \$14,000. • Fringe • Educational services: \$59,000. • General supplies (instructional supplies): \$66,140.84 • General supplies (instructional support) books & periodicals: \$2,000. • Technology supplies and technology items of value: \$14,600. • Web based instruction: \$8,018.	Goals 1, 2 and 3
Title-III	\$26,532.00	Tutoring extra duty pay: \$19,840. • Two prep buy outs for ELL classes: \$7,396.	Goal 2
HOPE2	\$52,600.00	In house assistant and additional hour: \$52,600.00	Goals 1 and 3
Title-I	\$475,316.10	• Class size reduction teachers (5) and Strategists (2): \$470,610. • Instructional supplies: \$2,188.12 • Chromebooks: \$1,223.84 • Computer mice: \$49.14 • Extra duty-licensed: \$805. • Support staff extra duty: \$440.	Goals 1, 2 and 3
Strategic Budget	\$5,478,135.87	Administrators (5) \$663,740. • Licensed (76) \$3,291,008. • Support Staff (27) \$751,064. • Supply and Services \$34,080. • Services Level Agreements \$721,254.	Goals 1, 2 and 3



## COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

### **1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.**

The Innovative labeling has allowed us to provide a stipend for the teachers, \$10,000, to help attract and maintain teachers. In addition, a focus on career pathways is used to retain and attract teachers through Learning Strategist leadership opportunities and utilization of prep-buyouts to reward effective teacher leaders assisting in school-wide efforts.

### **2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (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 implements a student-led informational conference 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 MAP data, Apex growth charts, Moby Max 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 travel to feeder schools to register students and discuss middle school programs. Counselors and Strategists also travel to feeder schools for feeder alignment data collaboration to address the academic gap of students exiting fifth grade and entering sixth grade. 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 monthly in Structured Teacher Planning Time where they focus on aligning instruction to students needs 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 and Victory 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 remediation in ELA instruction during the day, in alignment with our School Performance Plan. To ensure adequate Tier I instruction that is aligned to state standards, class size reduction teachers will be funded from Title I, which will provide more opportunity for intense data driven differentiated instruction in our math and ELA classrooms.

## Plan for improving the school climate

**Goal:**

- Decrease the amount of Chronic Absenteeism from 39% to 30% as measured by Infinite Campus attendance reports, by promoting participation in created electives, school events, activities, clubs, sport, and fine arts.
- Increase the amount of positive incentives in order to create a safer and academically minded culture.

**Action Plan:** How will this plan improve the school climate?

- Purchasing teacher's preps to be used to create electives that will appeal to students' interests (9c)
- Utilizing Victory funds, purchase materials needed for electives such as band/orchestra, Mariachi, stitchery, wood shop, and dance (9c)
- Utilize the PBIS reward program to create houses and provide incentives to the students for displaying the school's core values and completing assignments (9c)
- Operate student focused clubs and organizations such as Honor Society, student counsel, chess club, and have after school performances (9c)

**Monitoring Plan:** How will you track the implementation of this plan?

- Class roster for the electives and note how many students sign up for the class
- Lesson plans
- POs and receipts for materials
- Implementation of the PBIS program

**Evaluation Plan:** What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

- Class roster for the electives and note the amount of students attending the classes
- Student interviews
- IC behavior monthly reports
- CCSD survey to track satisfaction

## APPENDIX A - Professional Development Plan

### 1.1

• To ensure implementation of strong Tier I instructional programs and strategies, teachers will participate in professional development (PD) sessions regarding Reading Edge (SFA), and Carnegie Math. PD sessions will be provided by the vendor on and off campus. • PD's will be delivered on best practices for ELL instruction and for Response to Instruction (RTI), analyzing data in order to identify trends, create differentiated tasks, Kagan cooperative learning strategies, and strengthening small group instruction so that all the students' needs are met. • Learning strategists will provide additional support, coaching, and professional development for Tier I and II reading instruction.

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

### 2.1

• To ensure implementation of best practices and strategies for English Language Learners (ELL), teachers will participate in professional development (PD) sessions provided by strategists. • ELL and instructional classroom walks will continue to occur with the staff at Monaco MS in order to focus on the usage of structured academic discourse and best practices such as sentence frames, question stems, and RACES. • To increase proficiency, strengthen Tier I and II instruction, and reduce the achievement gap, teachers will meet in a collaborative department team to review grade level data, create a long-range semester plan, and create common assessments and tasks that will be utilized throughout the year. • Two teacher mentors will support teachers and provide PD to classroom teachers who are tutoring ELL students and assist them in collecting their data.

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

### 3.1

• In order for teachers to improve their behavior plans, increase positive incentives for students, increase productive discourse in the classroom, and create a strong relationship between teachers and the students, teachers will attend PDs throughout the year that focus on effective discourse and positive classroom management practices (NDE T.O.A: Tier I). (8d). • Teachers will continue to receive training on the MTSS program and the application of PBIS techniques to improve school climate, culture, and better address the needs of the students (8d) (9c).

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

## APPENDIX B - Family Engagement Plan

### 1.2

• In order to increase parental involvement and awareness of students' academic/social/behavioral progress, a student-led parent conference (GOAL) will be held in October (9b). • To provide social, psychological, and health care services to parents, parent workshops, family nights, and PAC meetings will focus on topics important to raising middle-school children and understanding their child's academic level. Books will be provided to the parents in order for them to support learning at home. • A bilingual translator will be at each workshop. • A licensed staff member will assist with the parent trainings. • A Community in Schools (CIS) advocate and school social worker will provide emotional and academic support to students and parental support as needed.

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

### 2.2

• In order to increase parental involvement and awareness of students' academic/social/behavioral progress, a student-led parent conference (GOAL) will be held in October and three instructional focused Family nights. • To provide social, psychological, and health care services to parents, parent workshops, family nights, and PAC meetings will focus on topics such as understanding their child's academic level, how to raise a pre-teen, and how to support their children emotionally. • A bilingual translator will be at each workshop. • Chromebooks will be available for parent use and for registration.

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

### 3.2

• Implementation of community/school involvement facilitated by a family outreach coordinator (Community In-Schools Representative) and School Social Worker(s) who will assist families and plan and execute monthly parent institutes to educate families on a variety of topics (hygiene, homework, drug awareness). They will also recruit and coordinate daily family parent volunteers on campus and promote our parent center for family use, provide training for parents on the school's social-emotional development program, and discuss bullying and gang affiliation and the signs to look for in their children (8h) (9a). • The administration will continue to involve family and community in policy implementation (School Organizational Team), program planning, and assessment through music and culture (9b). • An additional Office Specialist 2 will continue to assist with translations, increased family interactions, on-line computer issues, and organization of family and community engagement activities (8h).

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

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

1. All students will increase proficiency in ELA from 25% to Y% and in math from 16.1% to Y% by May 2022 as measured by the state summative assessment. 2. Economically Disadvantaged students will increase proficiency in ELA from 25% to Y% and in math from 16.1% to Y% by May 2022 as measured by the state summative assessment. \*Goals have been calculated to meet NDE long term goals by 2022.

**Measurable Objective(s):**

- Increase the percent of all students above the 60th percentile in ELA from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2022 as measured by MAP formative assessments.
- Increase the percent of all students above the 60th percentile in math from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2022 as measured by MAP formative assessments.

Status
N/A

**Comments:**

**1.1 Professional Development:**

**1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:**

**1.4 Other:**

	Mid-Year	End-of-Year
1.1	• To ensure implementation of strong Tier I instructional programs and strategies, teachers will participate in professional development (PD) sessions regarding Reading Edge (SFA), and Carnegie Math. PD sessions will be provided by the vendor on and off campus. • PD's will be delivered on best practices for ELL instruction and for Response to Instruction (RTI), analyzing data in order to identify trends, create differentiated tasks, Kagan cooperative learning strategies, and strengthening small group instruction so that all the students' needs are met. • Learning strategists will provide additional support, coaching, and professional development for Tier I and II reading instruction.	
Progress		
Barriers		
Next Steps		

1.2	<ul style="list-style-type: none"> <li>• In order to increase parental involvement and awareness of students' academic/social/behavioral progress, a student-led parent conference (GOAL) will be held in October (9b).</li> <li>• To provide social, psychological, and health care services to parents, parent workshops, family nights, and PAC meetings will focus on topics important to raising middle-school children and understanding their child's academic level. Books will be provided to the parents in order for them to support learning at home.</li> <li>• A bilingual translator will be at each workshop.</li> <li>• A licensed staff member will assist with the parent trainings.</li> <li>• A Community in Schools (CIS) advocate and school social worker will provide emotional and academic support to students and parental support as needed.</li> </ul>	
Progress		
Barriers		
Next Steps		
1.3	<ul style="list-style-type: none"> <li>• In order for teachers to increase small group instruction, provide multiple strategies and representations for students, and ensure implementation of strong Tier I and Tier II instruction, additional teachers will be added to create smaller class sizes to allow for the rotation / blended model school wide.</li> <li>• To ensure that students are supported for the entire school day, all instructional support staff members will be allocated additional hours.</li> <li>• To ensure that all students are academically supported for the entire school day, one teacher and two assistants will support students in our STAR program. In addition, one additional hour will be allocated to the STAR program assistants and our campus monitors.</li> <li>• To ensure consistency with instruction in order to raise student achievement, the Reading Edge program will be utilized in all ELA classes. Teachers will utilize Moby Max to progress monitor and bench-mark students, plan small group instruction, create ability groups for stations, differentiate instruction, and collect RTI data. In addition, Teachers may utilize Brain Pop as a supplementary program to engage students and support teachers in creating diverse learning settings.</li> <li>• Thinking Maps, school wide writing rubrics, and cooperative strategies will be consistency utilized in all core classrooms.</li> <li>• To assist teachers with building strong pedagogy skills and deliver highly effective rotation/blended lessons, two strategists will observe teachers on a regular basis, model lessons, and provide timely feedback and support monthly.</li> </ul>	
Progress		
Barriers		
Next Steps		
1.4	<ul style="list-style-type: none"> <li>• Utilizing Victory funds, purchase materials needed for electives such as band, orchestra, mariachi, stitchery, art, and dance.</li> <li>• Provide incentives to teacher and administrators in order to retain staff at Monaco MS.</li> <li>• In order to better assist the parents, hire an office specialist II for the office.</li> </ul>	
Progress		

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Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Increase the percent of all students meeting Adequate Growth Percentile in ELA from 28.6% to Y% and in math from 17.3% to Y% by Spring 2022 as measured by state summative assessments and reported on the the Nevada School Performance Framework. Increase the percent of Economically Disadvantaged students meeting Adequate Growth Percentile in ELA from 28.6% to Y% and in math from 17.3% to Y% by Spring 2022 as measured by state summative assessments and reported on the the Nevada School Performance Framework.

**Measurable Objective(s):**

- Increase the percent of all students meeting or exceeding the established growth target from XX% (Winter) to Y% (Spring) as measured by the MAP ELA Growth Assessment.
- Increase the percent of all students meeting or exceeding the established growth target from XX% (Winter) to Y% (Spring) as measured by the MAP Math Growth Assessment

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	• To ensure implementation of best practices and strategies for English Language Learners (ELL), teachers will participate in professional development (PD) sessions provided by strategists. • ELL and instructional classroom walks will continue to occur with the staff at Monaco MS in order to focus on the usage of structured academic discourse and best practices such as sentence frames, question stems, and RACES. • To increase proficiency, strengthen Tier I and II instruction, and reduce the achievement gap, teachers will meet in a collaborative department team to review grade level data, create a long-range semester plan, and create common assessments and tasks that will be utilized throughout the year. • Two teacher mentors will support teachers and provide PD to classroom teachers who are tutoring ELL students and assist them in collecting their data.	
Progress		
Barriers		
Next Steps		



2.2	<ul style="list-style-type: none"> <li>• In order to increase parental involvement and awareness of students' academic/social/behavioral progress, a student-led parent conference (GOAL) will be held in October and three instructional focused Family nights.</li> <li>• To provide social, psychological, and health care services to parents, parent workshops, family nights, and PAC meetings will focus on topics such as understanding their child's academic level, how to raise a pre-teen, and how to support their children emotionally.</li> <li>• A bilingual translator will be at each workshop.</li> <li>• Chromebooks will be available for parent use and for registration.</li> </ul>	
Progress		
Barriers		
Next Steps		
2.3	<ul style="list-style-type: none"> <li>• In order for teachers to better differentiate their instruction, teachers will utilize the rotation/blended model, increase small group instruction, and ensure the implementation of strong Tier I and Tier II instruction, block scheduling will be implemented to increase instructional time from 80 to 100 minutes in math and ELA.</li> <li>• After school tutoring, APEX credit retrieval classes, and a 5th grade summer camp will be implemented to allow for additional student support for academic achievement.</li> <li>• To increase Tier I instruction and student interest, authentic leveled novels will be purchased to be utilized during the ELA blocks in all grades.</li> <li>• To address the adequate growth percentile, web based programs will be utilized in the classroom such as Moby Max, Brain Pop, MAP accelerator, and Achieve 3000 to increase student engagement.</li> <li>• Two teacher preps will be purchased in order to provide additional support for our newcomers and long term ELLs. Teachers will hold additional classes to provide time for students to practice in the areas of oral language, speaking, and comprehension.</li> <li>• Implement targeted instruction within ELA specifically on the language domains of reading and speaking for our newcomers and LTELLs who have an overall WIDA assessment score of 1 or 2. In addition, two teachers will sell a limited number of preps to work with a small group of students (<math>\leq 15</math>) to additionally support their language development.</li> <li>• School wide expectations will continue to be expected for the consistent use of best practices such as sentence frames, question stems, school wide rubrics and organizers, and RACES.</li> <li>• Implement targeted instruction within ELA specifically on the language domains of speaking and reading for our newcomers and ELLs with WIDA Assessment scores of 1,2 and 3 on the speaking domain as measured by the WIDA assessment. Teacher mentors will contact a student for 20 minute sessions each week and engage students in activities that develop speaking skills. Teacher mentors will also support students with academic classroom assignments. Two teachers will support the mentors and collect the data.</li> <li>• Implement targeted instruction within ELA specifically on the language domains of reading and speaking for our newcomers and LTELLs who have an overall WIDA assessment score of 1 or 2. In addition, two teachers will sell a limited number of preps to work with a small group of students (<math>\leq 15</math>) to additionally support their language development.</li> </ul>	
Progress		
Barriers		
Next Steps		

2.4		
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

By May 2021, reduce the number of dean referrals by 10% from 2000 to 1800, as measured by Infinite Campus, data obtained through the implementation of an on-site alternative behavior placement program (School within a School). Decrease the amount of Chronic Absenteeism from 33% to 29% as measured by Infinite Campus attendance reports, by promoting participation in school events/activities/clubs/sports/fine arts. (Note that COVID restrictions added to absenteeism)

**Measurable Objective(s):**

- By May 2022, continue to implement and improve the PBIS model to address school behaviors and require teachers to utilize the school's, or the school wide diversity and core value program, weekly in the classroom as measured by the amount of dean referrals throughout the 2021-2022 school year.
- By May 2022, 100% of the teachers will be trained in best practices that promote positive behaviors, independent learners, effective discourse, and create stronger teacher to student relationships as measured by standard #3 on the NEPF.
- By May 2022, reduce the number of dean referrals by 10% from 2000 to 1800, as measured by Infinite Campus, data obtained through the implementation of an on-site alternative behavior placement program (School within a School).
- Decrease the amount of Chronic Absenteeism from 39% to 29% as measured by Infinite Campus attendance reports, by promoting participation in school events/activities/clubs/sports/fine arts. (Note that COVID restrictions drastically increased the absenteeism percentage for the 2020-2021 school year)

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	• In order for teachers to improve their behavior plans, increase positive incentives for students, increase productive discourse in the classroom, and create a strong relationship between teachers and the students, teachers will attend PDs throughout the year that focus on effective discourse and positive classroom management practices (NDE T.O.A: Tier I). (8d). • Teachers will continue to receive training on the MTSS program and the application of PBIS techniques to improve school climate, culture, and better address the needs of the students (8d) (9c).	
Progress		
Barriers		

Next Steps		
3.2	<ul style="list-style-type: none"> <li>• Implementation of community/school involvement facilitated by a family outreach coordinator (Community In-Schools Representative) and School Social Worker(s) who will assist families and plan and execute monthly parent institutes to educate families on a variety of topics (hygiene, homework, drug awareness). They will also recruit and coordinate daily family parent volunteers on campus and promote our parent center for family use, provide training for parents on the school's social-emotional development program, and discuss bullying and gang affiliation and the signs to look for in their children (8h) (9a).</li> <li>• The administration will continue to involve family and community in policy implementation (School Organizational Team), program planning, and assessment through music and culture (9b).</li> <li>• An additional Office Specialist 2 will continue to assist with translations, increased family interactions, on-line computer issues, and organization of family and community engagement activities (8h).</li> </ul>	
Progress		
Barriers		
Next Steps		
3.3	<ul style="list-style-type: none"> <li>• To address the Needs Assessment survey of parents and staff, teachers will utilize MTSS and PBIS for social/emotional learning. Teachers will prepare a class council time each week that will focus on the school's core values. (9c).</li> <li>• In order to engage students fully, improve culture, and focus on a positive school wide behavior plan, houses and rubrics will be created utilizing the PBIS Incentive program. Incentives will be provided to the students and teachers who demonstrate the school's core values and positive choices (9c).</li> <li>• In addition, one hour will be added to the campus monitors to allow them to work the whole duration of the student day in order to ensure the safety of the students (8f) (8h).</li> </ul>	
Progress		
Barriers		
Next Steps		
3.4	<ul style="list-style-type: none"> <li>• To address on-going major behaviors, the on-site behavior school (STAR) and instructional suspension rooms will continue in order to limit the amount of loss instructional time for all students.</li> <li>• To address on-going major behaviors, a behavioral strategist, School Safety Coordinator, will be hired to work with students to address bullying concerns, student conflicts, and assist in creating a positive learning environment.</li> <li>• The school's mental health RTI committee will continue to conduct professional meetings with a team of educators to decrease mental health issues that are affecting student learning.</li> <li>• An attendance committee will continue to collaborate in order to address student absences.</li> </ul>	
Progress		

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Barriers		
Next Steps		