

School Performance Plan

School Name
The Delta Academy HS

Address (City, State, Zip Code, Telephone):
818 W Brooks Ave
Las Vegas, NV 89030, (702) 396-2252

Superintendent/Assistant Chief: Kyle Konold / Dan Tafoya

For Implementation During The Following Years: 2017-2018

The Following MUST Be Completed:

Title I Status: Served

Designation: Priority School

Grade Level Served: High School

Classification: 2 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
Cynthia Jones	Parent	Kyle Konold	Superintendent
Bruce Congleton	Principal	Daron Heilman	Teacher

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	Individualized Education Programs (IEP)
NA	NA	Achievement Gap Data
NA	NA	NA
NA	NA	NA
Other: Scholastic Reading Inventory (SRI)	Other: Scholastic Reading Inventory (SRI)	Other: Scholastic Reading Inventory (SRI)
Other: Scholastic Math Inventory (SMI)	Other: Scholastic Math Inventory (SMI)	Other: Scholastic Math Inventory (SMI)

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

Students come to Delta significantly below grade level math. Many of the students have a history poor attendance, enrollment in multiple schools since starting high school, numerous behavior referrals and low number of credits earned. Based on student attitudinal assessments, many of the students do not value education or see a purpose in continuing their education. As a school, we have been understaffed to effectively deal with the academic and non-academic issues our students face. The school's academic adviser was also the school's testing coordinator and online registrar. The school's leadership are responsible for day-to-day operations, discipline, attendance, finance, HR, IT, facilities management and student pick up and drop off. There has not been enough staff to effectively analyze student data, create intervention groups, monitor the interventions and ensure program fidelity. Also, Delta has not had the resources to contract with external experts to vertically and horizontally align the curriculum and to provide our teachers with on-going professional development.

In the 2015-2016 school year, the school moved from administering the STARS assessments to the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI). The following is the 2015-2016 growth data for the SRI: 9th Grade increased 183 Lexile points; 10th Grade increased 105 Lexile points; 11th Grade increased 184 Lexile points and 12th Grade increased 128 Lexile points. The following is the 2015-2016 growth data for the SMI: 9th Grade increased 106 Quantile points; 10th Grade increased 114 Quantile points; 11th Grade increased 168 Quantile points and 12th Grade increased 140 Quantile points. The following is the 2016-2017 growth data for the SRI: 9th Grade increased 165 Lexile points; 10th Grade increased 114 Lexile points; 11th Grade increased 168 Lexile points and 12th Grade increased 162 Lexile points. The following is the 2016-2017 growth data for the SMI: 9th Grade increased 165 Quantile points; 10th Grade increased 153 Quantile points; 11th Grade increased 200 Quantile points and 12th Grade increased 123 Quantile points. For the past two years, Delta Academy has met its goals in both reading and math as measured by the SRI/SMI. The data analysis guided individual student interventions as well as school-wide programmatic changes.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> AM In/Ak Native	n/a
<input type="checkbox"/> Asian	n/a
<input checked="" type="checkbox"/> Black	23
<input checked="" type="checkbox"/> Hispanic	18
<input type="checkbox"/> Two or More Races	n/a
<input type="checkbox"/> Pacific Islander	n/a
<input checked="" type="checkbox"/> White	23
<input checked="" type="checkbox"/> FRL	16
<input type="checkbox"/> IEP	n/a
<input type="checkbox"/> ELL	n/a

NOTES:

Graduation rates for several subpopulations at Delta are not reported as the number of students is too low.

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

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Increase the percentage of students proficient in Reading as measured by the ELA 1 End of Course Exam and HMH RI.

Root Causes:

There has not been enough staff to effectively analyze student data, create intervention and instructional groups, monitor the interventions and ensure program fidelity.

Measurable Objective 1:

Across all grade levels, Lexile scores for each student will increase 25 points every quarter as measured by the HMH Reading Inventory.

Measurable Objective 2:

Delta Academy will complete the baseline HMH Reading Inventory on all students in August 2017. Students will meet individual goals for growth between the first and second benchmark period.

Measurable Objective 3:

For students taking English 9 and English 10, proficiency levels will increase to 65% as measured by the ELA EOC.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 1.4, 3.7, 2.1	

<p>As with reading, one of the root causes identified is that Delta Academy has been understaffed to effectively analyze data and use that data to create meaningful student remediation groups. Delta will hire a Data Analyst to complete the analysis and then work with current staff so they will use the data from the reading assessments to differentiate instruction within the classroom and to create student groups for Tier 1 instruction and remediation. Additional professional development will be provide by Pearson and WestEd to support data analysis and effective Professional Learning Communities. An alternative schedule which includes an additional hour each day, will allow time for teachers to meet in PLCs every week.</p>	<p>1003(a) Grant: Data Analyst (\$40,000 Split funded with the MS); Pearson Professional Development Institutes (\$44,850 split funds with the MS). Great Teaching and Leading Fund: WestEd consultant</p>	<p>Delta will be using HMH RI data, EOC (if available), historical assessment data (if available), grades and teacher-made assessments to ensure progress has occurred.</p>	<p>The first HMH RI will be administered in August, 2017. Data analysis and groupings will occur by September 5, 2017. Teachers will meet in PLCs weekly. District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>1.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 1.9</p>	
<p>Delta will hold two parent "Data Nights" in September and March to review the results of all assessments to date, intervention groups, current grades, graduation plans, and requirements to graduate. Parents will be notified by school staff via phone, email, web announcements and letters home. Light snacks will be provided at Data Night.</p>	<p>Title I: Extra duty pay for support staff to help prepare for and attend the two parent engagement nights (\$255.50)</p>	<p>Parents will sign an acknowledgment of receipt of the data sheet and their child.</p>	<p>Data Night announcements will go out two week in advance of event. Dr. Konold is responsible for this. The event will take place near the middle of the first quarter. The second data night will take place around the end of the third quarter. District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.</p>	<p>N/A</p>

Comments:

<p>1.3 Curriculum/Instruction/Assessment (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 1.2, 1.4, 2.1</p>	
<p>Delta Academy will complete the baseline HMH Reading Inventory on all students during August 2017. With the support of the Data Analyst, the test results will be analyzed and reviewed with staff. Based on the analysis, individual instructional reading plans will be created. These plans will be reviewed with the students and parents. Intervention and instructional groups will be created based on areas of weakness. An alternative schedule will allow students to attend a 7th period class 5 days a week to provide additional instruction in core classes (ELA, Math, Science and Social Studies).</p>	<p>1003(a) Grant: Data Analyst (\$40,000 Split funded with the MS); Salary for additional instructional time (\$45,000) Title I: Extra-duty pay for tutoring, technology for student use</p>	<p>Delta will be using HMH RI data, EOC (if available), historical assessment data (if available), grades and teacher-made assessments to ensure progress has occurred..</p>	<p>The first HMH RI will be administered in August 2017. Data analysis and groupings will occur by September 5, 2017. Teachers will meet in PLCs weekly. District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.</p>	<p>N/A</p>

Comments:

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

Comments:

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

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

Increase the number of proficient students in Math as measured by the Algebra I and Geometry EOCs and the HMH Math Inventory.

Root Causes:

There has not been enough staff to effectively analyze student data, create intervention and instructional groups, monitor the instruction and interventions and ensure program fidelity.

Measurable Objective 1:

Across all grade levels, Quartile scores will increase 25 points every quarter as measured by the HMH Math Inventory.

Measurable Objective 2:

Delta Academy will complete the baseline HMH Math Inventory on all students in August 2017. Students will meet individual goals for growth between the first and second benchmark period.

Measurable Objective 3:

For students enrolled in Algebra I and Geometry, proficiency levels will increase to 57.5% as measured by the course-specific EOCs.

Monitoring Status
N/A

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

<p>As with reading, one of the root causes identified is that Delta Academy has been understaffed to effectively analyze data and use that data to create meaningful student instructional groups in math classes. Delta will hire a Data Analyst to complete the analysis and then work with current staff so they will use the data from the math assessments to differentiate instruction within the classroom and to create student groups for Tier 1 instruction and remediation. Additional professional development will be provide by Pearson and WestEd to support data analysis and effective Professional Learning Communities. An alternative schedule will allow time for teachers to meet in PLCs every week.</p>	<p>1003(a) Grant: Data Analyst (\$40,000 Split funded with the MS); Pearson Professional Development Institutes (\$44,850 split funded with the MS), Salary for extended day for PD for teachers(\$45,000). Great Teaching and Leading Fund: WestEd consultant</p>	<p>Delta will be using HMH MI data, EOC (if available), historical assessment data (if available), grades and teacher-made assessments to ensure progress has occurred.</p>	<p>The first SMI will be administered in August 2017. Data analysis and groupings will occur by September 5, 2017. Teachers will meet in PLCs weekly. District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>2.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>Delta will hold two parent "Data Nights" in September and March to review the results of all assessments to date, intervention groups, current grades, graduation plans, and requirements to graduate. Parents will be notified by school staff via phone, email, web announcements and letters home. Light snacks will be provided at Data Night.</p>	<p>Title I: Extra duty pay for support staff to help prepare for and attend the two parent engagement nights (\$255.50)</p>	<p>Parents will sign an acknowledgment of receipt of the data sheet and their child.</p>	<p>Data Night announcements will go out two week in advance of event. Dr. Konold is responsible for this. The event will take place near the middle of the first quarter. The second data night will take place around the end of the third quarter. District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.</p>	<p>N/A</p>

Comments:

<p>2.3 Curriculum/Instruction/Assessment (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>Delta Academy will complete the baseline HMH Math Inventory on all students during August 2017. With the support of the Data Analyst, the test results will be analyzed and reviewed with staff. Based on the analysis, individual instructional reading plans will be created. These plans will be reviewed with the students and parents. Intervention and instructional groups will be created based on areas of weakness. An alternative schedule will allow students to attend a 7th period class 5 days a week to provide additional instruction in core classes (ELA, Math, Science and Social Studies).</p>	<p>1003(a) Grant: Data Analyst (\$40,000 Split funded with the MS); Salary for extended day for additional instructional time (\$45,000) Title I: Extra-duty pay for tutoring, technology for student use</p>	<p>Delta will be using HMH MI data, Smarter Balanced Assessment results, historical assessment data (if available), grades and teacher-made assessments to ensure progress has occurred.</p>	<p>The first HMH MI will be administered in August 2017. Data analysis and groupings will occur by September 5, 2017. Teachers will meet in PLCs weekly. District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.</p>	<p>N/A</p>

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

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:
Not Required

Root Causes:

Monitoring Status
N/A

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

Comments:

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

				N/A
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Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
17-18 1003(a) School Improvement Grant	\$102,850.00	PLC Coach, partnership with Pearson, stipends for staff to attend PD outside of contract time.	Goals 1 and 2
17-18 Title I Set-Aside	\$85,950.00	Stipends for staff to attend PD outside of contract time, partnership with West Ed for professional development.	Goals 1 and 2
17-18 Title I & Parent Involvement Set-Aside	\$51,611.00	Extra-duty pay for tutoring, iPads and laptops, iPad charging station, extra-duty pay for support staff to work parent nights.	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.

The Delta Academy had no teacher turnover from the 2016-2017 school year to the 2017-2018 school year. All of our teachers are effective and highly qualified. Teachers are offered \$500 in tuition reimbursement for continuing education and professional development and conferences are offered to teachers. Teachers' salaries increase each year to attract highly qualified teachers. Teachers will be contracted for an additional hour each day for professional development, collaboration, and student instruction.

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.

Delta Academy conducts three after-school open house events every year. Various community organizations are invited to present information to the parents. The school uses these events to discuss the parent's children's assessment results and progress toward goals. Two data nights are scheduled to share SRI and SMI results and to review student graduation plans. Teachers will review intervention plans and progress with parents.

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.).

The Delta Academy Academic Advisor meets with all 8th graders in the Spring to discuss their Freshman year in high school. Common Core is vertically and horizontally aligned in math. NGSS standards are also vertically aligned and MS and HS teachers meet together every Wednesday.

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

Delta Academy has teacher meetings every Wednesday afternoon to discuss various school-related issues. Some of the issues discussed are assessments and how to use assessment results to differentiate instruction within the class. Teachers and administration determined that previous assessments were not giving them the information they needed to differentiate instruction. The school determined that SRI and SMI were more robust assessments that provide actionable data for teachers. Parent input was also sought regarding assessment choices. Teachers will meet weekly to review student assessment data and plan for effective instruction.

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

I assure that federal, state and local services are coordinated and integrated into the school improvement efforts. Multiple funding sources are used and coordinated in order to meet the needs of the school's performance plan. Private funds are used to hire positions that will assist the school in operational components for the interventions program.

APPENDIX A - Professional Development Plan

1.1

As with reading, one of the root causes identified is that Delta Academy has been understaffed to effectively analyze data and use that data to create meaningful student remediation groups. Delta will hire a Data Analyst to complete the analysis and then work with current staff so they will use the data from the reading assessments to differentiate instruction within the classroom and to create student groups for Tier 1 instruction and remediation. Additional professional development will be provide by Pearson and WestEd to support data analysis and effective Professional Learning Communities. An alternative schedule which includes an additional hour each day, will allow time for teachers to meet in PLCs every week.

Goal 1 Additional PD Action Step (Optional)

2.1

As with reading, one of the root causes identified is that Delta Academy has been understaffed to effectively analyze data and use that data to create meaningful student instructional groups in math classes. Delta will hire a Data Analyst to complete the analysis and then work with current staff so they will use the data from the math assessments to differentiate instruction within the classroom and to create student groups for Tier 1 instruction and remediation. Additional professional development will be provide by Pearson and WestEd to support data analysis and effective Professional Learning Communities. An alternative schedule will allow time for teachers to meet in PLCs every week.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Delta will hold two parent "Data Nights" in September and March to review the results of all assessments to date, intervention groups, current grades, graduation plans, and requirements to graduate. Parents will be notified by school staff via phone, email, web announcements and letters home. Light snacks will be provided at Data Night.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Delta will hold two parent "Data Nights" in September and March to review the results of all assessments to date, intervention groups, current grades, graduation plans, and requirements to graduate. Parents will be notified by school staff via phone, email, web announcements and letters home. Light snacks will be provided at Data Night.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percentage of students proficient in Reading as measured by the ELA 1 End of Course Exam and HMH RI.

Measurable Objective(s):

- Across all grade levels, Lexile scores for each student will increase 25 points every quarter as measured by the HMH Reading Inventory.
- Delta Academy will complete the baseline HMH Reading Inventory on all students in August 2017. Students will meet individual goals for growth between the first and second benchmark period.
- For students taking English 9 and English 10, proficiency levels will increase to 65% as measured by the ELA EOC.

Status
N/A

Comments:

10/7/15: General Discussion Staff meetings have been held where we talked about what we are doing in our SPP. Data were shared with parents during Data Night September 25th. Staff meetings are regularly scheduled and discussion of individual student needs occur. Leadership is looking into possibilities of an external provider for PD. November 2nd is the next professional development day. Unsuccessful transfers at the school were discussed. There are currently 106 unsuccessful transfers in the class of 2015 cohort. Cleaning this data should have a positive effect on the school's graduation rate. Team will look into procedures for this. It is very important for the school to be able to provide testimonials and data that show to all stakeholders the growth that is happening with the students at Delta. Behavior data and academic data are both important to show improvement. Lower staff turn-over this year. This is huge for charter school teachers who lose tenure from CCSD if they stay at a charter school.

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	As with reading, one of the root causes identified is that Delta Academy has been understaffed to effectively analyze data and use that data to create meaningful student remediation groups. Delta will hire a Data Analyst to complete the analysis and then work with current staff so they will use the data from the reading assessments to differentiate instruction within the classroom and to create student groups for Tier 1 instruction and remediation. Additional professional development will be provide by Pearson and WestEd to support data analysis and effective Professional Learning Communities. An alternative schedule which includes an additional hour each day, will allow time for teachers to meet in PLCs every week.	On Task
Progress		
Barriers		

Next Steps		
1.2	Delta will hold two parent "Data Nights" in September and March to review the results of all assessments to date, intervention groups, current grades, graduation plans, and requirements to graduate. Parents will be notified by school staff via phone, email, web announcements and letters home. Light snacks will be provided at Data Night.	On Task
Progress		
Barriers		
Next Steps		
1.3	Delta Academy will complete the baseline HMH Reading Inventory on all students during August 2017. With the support of the Data Analyst, the test results will be analyzed and reviewed with staff. Based on the analysis, individual instructional reading plans will be created. These plans will be reviewed with the students and parents. Intervention and instructional groups will be created based on areas of weakness. An alternative schedule will allow students to attend a 7th period class 5 days a week to provide additional instruction in core classes (ELA, Math, Science and Social Studies).	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the number of proficient students in Math as measured by the Algebra I and Geometry EOCs and the HMH Math Inventory.

Measurable Objective(s):

- Across all grade levels, Quartile scores will increase 25 points every quarter as measured by the HMH Math Inventory.
- Delta Academy will complete the baseline HMH Math Inventory on all students in August 2017. Students will meet individual goals for growth between the first and second benchmark period.
- For students enrolled in Algebra I and Geometry, proficiency levels will increase to 57.5% as measured by the course-specific EOCs.

Status
N/A

Comments:

10/7/15 (Same notes as goal 1) General Discussion: Staff meetings have been held where we talked about what we are doing in our SPP. Data were shared with parents during Data Night September 25th. Staff meetings are regularly scheduled and discussion of individual student needs occur. Leadership is looking into possibilities of an external provider for PD. November 2nd is the next professional development day. Unsuccessful transfers at the school were discussed. There are currently 106 unsuccessful transfers in the class of 2015 cohort. Cleaning this data should have a positive effect on the school's graduation rate. Team will look into procedures for this. It is very important for the school to be able to provide testimonials and data that show to all stakeholders the growth that is happening with the students at Delta. Behavior data and academic data are both important to show improvement. Lower staff turn-over this year. This is huge for charter school teachers who lose tenure from CCSD if they stay at a charter school.

2.1 Professional Development:

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	As with reading, one of the root causes identified is that Delta Academy has been understaffed to effectively analyze data and use that data to create meaningful student instructional groups in math classes. Delta will hire a Data Analyst to complete the analysis and then work with current staff so they will use the data from the math assessments to differentiate instruction within the classroom and to create student groups for Tier 1 instruction and remediation. Additional professional development will be provide by Pearson and WestEd to support data analysis and effective Professional Learning Communities. An alternative schedule will allow time for teachers to meet in PLCs every week.	On Task
Progress		
Barriers		
Next Steps		

2.2	Delta will hold two parent "Data Nights" in September and March to review the results of all assessments to date, intervention groups, current grades, graduation plans, and requirements to graduate. Parents will be notified by school staff via phone, email, web announcements and letters home. Light snacks will be provided at Data Night.	On Task
Progress		
Barriers		
Next Steps		
2.3	Delta Academy will complete the baseline HMH Math Inventory on all students during August 2017. With the support of the Data Analyst, the test results will be analyzed and reviewed with staff. Based on the analysis, individual instructional reading plans will be created. These plans will be reviewed with the students and parents. Intervention and instructional groups will be created based on areas of weakness. An alternative schedule will allow students to attend a 7th period class 5 days a week to provide additional instruction in core classes (ELA, Math, Science and Social Studies).	On Task
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Not Required

Measurable Objective(s):

Status
N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

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