

School Performance Plan

School Name
Hyde Park MS

Address (City, State, Zip Code, Telephone):
900 Hinson St
Las Vegas, NV 89107-4499, (702) 799-4260

Superintendent/Assistant Chief: Pat Skorkowsky / April Key

For Implementation During The Following Years: 2015-2016

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Middle School

Classification: 5 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
Julie Walker	Parent	Marci Ballin	Parent
Kelly Heilman	Title I Facilitator	Anna Belknap	Principal
Christine Notareschi	Dean of Students	Kelby Robison	Dean of Students
Brian Pawley	Librarian	Adam Taylor	Assistant Principal
Shalee Pusko	Math Teacher	Robin Manning	Teacher
Krista Gneiting	Teacher	Karn Williams	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)
Formative Assessments Practice	AMAOs/ELPA Analysis	Nevada Alternate Assessment (NAA)
Teacher/Administrator Observation Data	Placement (Proficiency Levels)	Individualized Education Programs (IEP)
Stakeholder Survey Information	Family Engagement Data	Special Ed Staffing and Professional Development
Family Engagement Data	Teacher/Administrator Observation Data	Approaches to Testing Accommodations
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.

Hyde Park's performance on the state measure CRT has shown an increase in the area of ELA/Reading over a 3- year period from 2011-12 to 2013-2014. The percent of all students at or above proficiency increased from 65% in 2012 to 68% in 2013, and remained consistent at 68% in 2014. In this time period Hyde Park's mathematics scores have been inconsistent, showing a decline in school-wide proficiency rates from 76% in 2012 to 65% in 2013, and 67% in 2014. IEP students at or above proficiency decreased from 9.2% to 8.5% in 2013. FRL students at or above proficiency remained consistent at 52%. Hispanic students at or above proficiency increased from 44% in 2013 to 50% in 2014.

By analyzing the trend data from the Criterion Reference Test, Achievement Distribution Summary, School Growth summary, and qualitative data from teacher collaborative meetings, the Student Performance Plan team will articulate CCSD's measurable goals to consistently increase student performance in math and continue to support the current trend in ELA. Hyde Park will continue the previous plan based on statewide trend data from 2011-2014. Grades, formative common assessments, district-wide summative assessments, and grade-level distributions will continue to be reviewed to improve student achievement and reduce achievement gaps.

HOPE 2 Intervention

Focus of Intervention:

The intervention address the SEOAC recommendations by reducing behavior and expulsion recommendations, improve behavior with behavior modification program, improve social skills, reduce referrals, reduce relative ratios, and increase student achievement for all students.

Monitoring Plan:

The intervention will be tracked by spreadsheets, attendance, referrals, student and teacher conferences, surveys, In-House support staff feedback, staff meetings, discipline committee meetings, and student achievement.

Evaluation Plan:

Data will be collected from Infinite Campus (attendance, grades, and referrals). Reduction in behavior school and expulsion recommendations; reduction in absences; more successful students

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

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 1:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in reading.

Root Causes:

There is a lack of alignment between learning targets on classroom assessments and high stakes exams. There is a need for Tier II intervention strategies to occur through differentiated instruction.

Measurable Objective 1:

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

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will continue to be provided professional development by school learning strategists in differentiated instruction, student engagement strategies and cooperative learning, and aligning learning targets to content tested on high-stakes exams.	Kagan Coach walk throughs (Title I funded) Total Instructional Alignment by Lisa Carter Curriculum Alignment Articles Curriculum leaders and learning strategist (Title I funded) WIDA scores WIDA Can Do Statements, English grade level teams, articles, Kagan training team	Presenter's notes, sign in sheets, handouts	During the 2014-2015 school year, each curriculum team will receive monthly professional development from the Title I strategist and Magnet Coordinator. Common formative and summative data and administrative observational data will continue to be used to develop session topics.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Hyde Park's website will provide parents with literacy strategies to utilize with students. Hyde Park's newsletter also provides parents with ways to support their students academically.	website, newsletter, CCSD FACES office, parent involvement committee, PAC meetings	website tracker, visits to website will be monitored monthly by website administrator, agendas	Website administrator, visits to website will be monitored monthly by website administrator	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
The ELA department will continue to refine curriculum and assessments for each grade level and ensure learning targets are aligned with high stakes exams.	Research-based strategies based on Total Instructional Alignment by Lisa Carter. research articles from scholarly journals and university studies, Pass Program, Title I purchase of Kagan software tools/materials, Read 180, and iPads and laptops for student use	Presentation notes, handouts, sign in sheets, articles, excerpts, monthly common assessments, AIMSWeb, Discovery Education Assessments	Administration, ELA curriculum leader, Magnet coordinator, grade level teachers teams, monthly assessment results will be reported to supervising administrators	N/A

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 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 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in math.

Root Causes:

There is a lack of alignment between learning targets on classroom assessments and high stakes exams. There is a need for Tier II interventions strategies to occur through differentiated instruction.

Measurable Objective 1:

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

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will continued to be provided professional development by school learning strategists in differentiated instruction, student engagement and cooperative learning, and aligning learning targets to content based on high-stakes exams.	Curriculum alignment articles, Kagan training and walk throughs, PLC meetings, Staff Development, Curriculum Leader and grade-level leaders	Sign in sheets, hand outs	Throughout the 2014-2015 school year, professional development will continue to occur on a monthly basis. Common formative and summative data will be used to design monthly professional development topics.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Hyde Park's website will provide parents with math engagement strategies to utilize with students. Hyde Park's newsletter also provides parents with ways to support their students academically. Technology night offered in November 2015.	administration, EL Strategies, Title I laptops and iPads, Compass Learning, ALEKS, AIMS, Technology night sessions: Reading Plus, Compass Learning, Edmodo, GafE, Google Classroom, Infinite Campus	website tracker, SBAC practice link, agendas, surveys, Technology night data, Compass Learning data, AIMS benchmark data, ALEKS data	Website administrator, visits to website will be monitored monthly by website administrator, Curriculum Leader, Math teachers, EL teachers, teachers	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will create common assessments for each grade level aligned with the learning target tested on high stakes and district exams during collaborative time. The examples from the SBAC will also be used.	Research based strategies based on Total Instructional Alignment by Lisa Carter Research articles from scholarly journals and university studies, Pass program, Title I funded iPads and laptops for student use, Title I funded Kagan software tools and materials to be utilized in the classroom	Presentations notes, handouts, sign in sheets, articles, excerpts, monthly common assessment, AIMSWeb, Compass Learning, ALEKS	Administration, Math Curriculum Leader, Curriculum grade level teams, monthly assessment results will be reported to supervising administrators	N/A

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:

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

Root Causes:

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

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2015-2016 school year as measured by sign-in sheets.

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:	
All staff will participate in a professional development session provided by the District's Equity and Diversity Department.	Training materials from E&DD	Sign-in sheets, Teacher observation data (NEPF)	The principal is responsible for ensuring this action step takes place during one of the four districtwide staff development days.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
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3.2 Family Engagement (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Hyde Park will host a College Night for parents. Sessions will include: goal planning, scholarships, writing skills, and how to fill out applications.	Title I strategist, administration	sign in sheets, save the dates, invitations	Title I strategist, administration	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Title I Strategist, Magnet Coordinator, Curriculum leaders, and ELL specialist will support classroom instruction and lesson planning. The professional development sessions will provide examples of culturally competent lessons as well as allow time for lesson planning support.	Davis' Cultural Literacy for the Common Core	sign in sheets, presentation notes	Title I strategist, Magnet Coordinator, Curriculum Leaders, ELL Specialist, Administration	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)
Title I	4,852	After school tutoring	Goals 1, 2 and 3
title I	6,574	Collaboration for curriculum alignment, common assessments, common grading practices, student interventions, etc.	Goals 1, 2 and 3
Title I	2,160	Site liaison pay: collaboration, management, grading practices, curriculum leadership.	Goals 1, 2 and 3
Title I	3,600	Instructional supplies, books, references: National Geographic, science books, Scholastic magazine, etc	Goals 1, 2 and 3
Title I	1,920	Scholastic-Read 180/System 44	Goals 1, 2 and 3
Title I	2,424	Renaissance Learning-Accelerated Math	Goals 1, 2 and 3
Title I	19,546	GATE: Google Apps for Education Training: Professional Development for curriculum alignment, Kagan training, common assessments, PLCs	Goals 1, 2 and 3
Title I	1,321	Parent information: extras duty pay, general supplies, refreshments, etc.	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.

Hyde Park attracts effective, highly-qualified teachers by providing professional support in the form of Kagan training, coaching support, and collaborative time in order to develop a Professional Learning Community. Hyde Park is also involving teachers in the NEPF by working collaboratively for high student achievement.

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.

Hyde Park hosts monthly PAC meetings where school activities and events are highlighted. Open House night, DaVinci Night, and College Night are developed to engage parents. A quarterly newsletter is sent home to parents, and parents are also encouraged to frequently check the school's website where all questions are answered by an administrator. Hyde Park translates letters and information that is sent home to parents into Spanish. The parent portal is also used.

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.).

Hyde Park's counselors visit elementary schools to introduce and welcome students to middle school life. Incoming 5th graders are invited to DaVinci Night, which is held each spring. Summer camp is held for incoming academy students; summer bridge is held for incoming 5th graders who are not performing at grade level. Students in 8th grade are provided transitional guides for high school. They also spend a shadow day at their high school during their 8th grade year.

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

Teachers collaborate on a weekly basis to develop formative and summative assessments. Teachers also utilize district mandated tests to guide the development of classroom assessments. Teachers use data including but not limited to CRT scores, common summative assessments, common formative assessments, and project-based learning. Teachers use data from these assessments to drive instruction and develop interventions.

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

Title I funds have been allocated to purchase books to provide professional development to increase cultural competency and provide resources for parent nights. The Pass and Bridge programs support the plan's goals to increase the percentage of students proficient in Math and ELA. Hyde Park is collaborating with CCSD departments to provide professional development and support to students and parents.

APPENDIX A - Professional Development Plan

1.1

Teachers will continue to be provided professional development by school learning strategists in differentiated instruction, student engagement strategies and cooperative learning, and aligning learning targets to content tested on high-stakes exams.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will continued to be provided professional development by school learning strategists in differentiated instruction, student engagement and cooperative learning, and aligning learning targets to content based on high-stakes exams.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in a professional development session provided by the District's Equity and Diversity Department.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Hyde Park's website will provide parents with literacy strategies to utilize with students. Hyde Park's newsletter also provides parents with ways to support their students academically.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Hyde Park's website will provide parents with math engagement strategies to utilize with students. Hyde Park's newsletter also provides parents with ways to support their students academically. Technology night offered in November 2015.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Hyde Park will host a College Night for parents. Sessions will include: goal planning, scholarships, writing skills, and how to fill out applications.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in reading.

Measurable Objective(s):

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

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will continue to be provided professional development by school learning strategists in differentiated instruction, student engagement strategies and cooperative learning, and aligning learning targets to content tested on high-stakes exams.	N/A
Progress	Teachers continue to be assisted with programs and professional development. Specifically, Reading Plus, Reading 180/System 44, and Compass Learning, as well as common assessments, are being utilized to monitor students, and EL students have been provided lesson modification.	
Barriers	Common knowledge and academic vocabulary continues to be an issue for many teachers when trying to instruct their students and create rigor, and understanding how to effectively reflect upon and discuss common assessment data to improve instruction and student mastery is an ongoing barrier. There is a lack of understanding as to the new state exams.	
Next Steps	Utilize practice exams and benchmark testing, when it become available. Create curriculum alignment to the new exam based on samples provided by the testing consortium, PLC leaders, and teacher.	
1.2	Hyde Park's website will provide parents with literacy strategies to utilize with students. Hyde Park's newsletter also provides parents with ways to support their students academically.	N/A
Progress	Hyde Park is in the process of building resources to add to the website in addition to current websites: Khan Academy, Edmodo, and RPDP	

Barriers	Time. Websites and apps are first reviewed by teachers then administrators before being recommended on the website.	
Next Steps	Compile a list of websites and apps to utilize and extend the classroom to students' homes.	
1.3	The ELA department will continue to refine curriculum and assessments for each grade level and ensure learning targets are aligned with high stakes exams.	N/A
Progress	The ELA department is refining curriculum, assessment, and sharing best practices at each grade level.	
Barriers	The lack of knowledge with regard to the new exam, design, and type of questions students will be asked on the SBAC leaves limited ability to design common assessments to mirror the new exam. Technology, internet issues.	
Next Steps	Continue to read information as the consortium makes it available to teachers. Try practice SBAC problems. Continue professional development through PLCs.	
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in math.

Measurable Objective(s):

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

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	Teachers will continued to be provided professional development by school learning strategists in differentiated instruction, student engagement and cooperative learning, and aligning learning targets to content based on high-stakes exams.	N/A
Progress	Teachers continue to be assisted with programs and professional development. Specifically, ALEKS and common assessment data has been used to progress monitor students, and EL students have been provided lesson modification.	
Barriers	Common knowledge and academic vocabulary continues to be an issue for many teachers when trying to instruct their students and create rigor. Lack of understanding as to the new state exams and EOC exam questions.	
Next Steps	Utilize practice exams, when they become available. Focus on building academic vocabulary. Create curriculum alignment to the new exams based on samples provided by the testing consortium.	
2.2	Hyde Park's website will provide parents with math engagement strategies to utilize with students. Hyde Park's newsletter also provides parents with ways to support their students academically. Technology night offered in November 2015.	N/A
Progress	Hyde Park is in the process of building the resources to add to the website. In addition to the current websites of: Khan Academy, Edmodo, and RPDP	

Barriers	Time. Websites and apps are first reviewed by teachers and administrators before being recommended on the website.	
Next Steps	Compile a list of websites and apps to utilize and extend the classroom to students' homes.	
2.3	Teachers will create common assessments for each grade level aligned with the learning target tested on high stakes and district exams during collaborative time. The examples from the SBAC will also be used.	N/A
Progress	The math department is refining curriculum, assessments, and sharing best practices within each grade level.	
Barriers	The lack of knowledge with regard to the new exams (SBAC and EOC), design, and type of questions students will be asked leaves limited ability to design common assessments to mirror the new exam.	
Next Steps	Continue to read information as the consortium makes it available. Take practice exams, as they become available. Continue professional development through PLCs.	
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

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

Measurable Objective(s):

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2015-2016 school year as measured by sign-in sheets.

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	All staff will participate in a professional development session provided by the District's Equity and Diversity Department.	
Progress	All Hyde Park administrators are currently up-to-date with Cultural Competency trainings. All assignments have been completed and round table discussions have occurred in administrative meetings. All staff members have complete mandatory videos.	N/A
Barriers	Further Cultural Competency training for staff provided by the district.	
Next Steps	Complete the final component of the Cultural Competency trainings, Cultural Rounds, with the intention of bringing the topics back to the Hyde Park faculty after administrative team discussion. Utilize a respect scenario to discuss respect in classrooms and climate; practice cultural rounds at HPMS; start year with training on respect.	
3.2	Hyde Park will host a College Night for parents. Sessions will include: goal planning, scholarships, writing skills, and how to fill out applications.	
Progress	Plans for college/technology night were completed. College night was cancelled and will be incorporated into Da Vinci night. In addition to post-secondary information, a literacy/technology component will be offered to parents to provide information for college preparedness. Technology night was held on November 19, 2015.	N/A

Barriers	Getting more parents to attend future technology nights.	
Next Steps	Da Vinci night will occur in May 2016 with a college night component.	
3.3	Title I Strategist, Magnet Coordinator, Curriculum leaders, and ELL specialist will support classroom instruction and lesson planning. The professional development sessions will provide examples of culturally competent lessons as well as allow time for lesson planning support.	N/A
Progress	All teacher leaders have supported classroom instruction with alignment to assessments, instructional modifications, and professional development presentations to faculty.	
Barriers	Time and classroom responsibilities hinder the ability to support all teachers and students on a consistent basis.	
Next Steps	Utilize the information from the new state exam (SBAC) and practice test questions to revise support and modification for the purpose of student achievement.	
3.4		N/A
Progress		
Barriers		
Next Steps		