

School Performance Plan

School Name
Hyde Park MS

Address (City, State, Zip Code, Telephone):
900 Hinson St
Las Vegas, NV 89107-4499, 7027994260

Superintendent/Assistant Chief: Pat Skorkowsky / Ron Guerzon

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Middle School

Classification: 4 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
Mayra Sosa	Parent	Frank Geary	Parent
Jose Melendrez	Parent	Amanda McWilliams	Parent
Anna Belknap	Principal	Adam Taylor	Assistant Principal
Kelly Hielman	Title I Coordinator / Teacher	Scott Miller	Teacher
April Carlson	Teacher	Bonnie Karch	Teacher
Niegal Davis	Campus Monitor	Heidi Principe	ELL Advocate / Teacher
Shalee Pusko	Math DC / Teacher	Christine Notareschi	Assistant Principal

Christopher Merritt	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
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Summative Assessments	Family Engagement Data	Individualized Education Programs (IEP)
Formative Assessments Practice	Nevada School Performance Framework (NSPF)	Family Engagement Data
Nevada School Performance Framework (NSPF)	AMAOs/ELPA Analysis	Special Education Procedures - Whole School
Family Engagement Data	ELL Program Policies and Procedures	IEP Compliance
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 measured SBAC for the 2016-17 school year decreased from 66.94% in 2015-16 to 61.38%; however, this performance is still above the district average of 45.96%. However, an achievement gap in ELA exists between the proficiency average and the lower performing subgroups of Black (42.45%), Hispanic (45.57%), IEP (18.99% - only 15 out of 79 students were proficient), and LEP (6.13% - only 13 out of 212 students were proficient) students.

Hyde Park's performance for the SBAC in Math for 2016-17 decreased from 48.029% in 2015-16 to 43.68%; however, this performance is still above the district average of 25.06%. Additionally, this score does not reflect achievement data for all students taking high school credit math classes (Algebra and Geometry) who took the End-Of-Course exam (approximately 143 7th graders took the EOC instead of the SBAC, and approximately 287 8th graders did not take the SBAC. Presumably, students that took the EOC would have passed the SBAC because the EOC is an above grade level exam.) However, an achievement gap exists in Math between the proficiency average and the lower performing subgroups of Black (26.61%), Hispanic (32.56%), IEP (7.89% - only 6 out of 77 students were proficient), and LEP (5.69% - only 12 out of 211 students were proficient) students.

By analyzing the trend data from the Smarter Balanced Assessment Consortium test, Achievement Distribution 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 2015-16. SBAC results, EOC results, 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. Teacher prep buy-outs will be utilized to provide content and behavioral skill instruction for general and special education.

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 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:

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

Root Causes:

There is a need for better Response to Intervention, including Tier I, II, and III intervention strategies to occur through differentiated instruction, tutoring, smaller classes, and electives.

Measurable Objective 1:

Reduce the reading proficiency gap between the highest performing subgroup and overall proficiency average and lower performing ethnic/racial subgroups, specifically, Black, Hispanic, IEP and LEP, as measured by the SBAC.

Measurable Objective 2:

Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 10 to 8.2 by 2017 as measured by state assessments and continual reduction in 2018 as measured by SBAC scores.

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:	

Teachers will continue to be provided professional development by school learning strategists in differentiated instruction, ELL strategies, RTI, student engagement strategies, cooperative learning, and aligning learning targets to content tested on high-stakes exams. 25% of our teachers will participate in the National Board Professional Development.	ELL student success advocate (SSA) and ELL district personnel (Cohort A), Curriculum leaders and learning strategist (Title I funded), WIDA scores, Can Do Statements, Weekly PLC - English/Reading grade level teams, Articles, Kagan strategies, SBAC scores, formative assessments and data, Compass Learning, after school tutoring, Achieve 3000, Reading Horizons, BrainPop, Edmentum. Teacher prep buy-outs to reduce class size in required classes and tutoring after school for remediation.	Presenter's notes, sign in sheets, handouts, agendas, ELL modules	During the 2018-19 school year, each curriculum team will receive monthly professional development from the Title I strategist and Magnet Coordinator and cross-curricular meetings; bi-weekly PD for ELL Cohort A from SSA and district personnel; and weekly PLC meetings for grade-level/departments. Common formative and summative data and administrative observational data will continue to be used to develop session topics.	N/A
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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: Yes	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. Utilize Remind 101 and Twitter to keep parents updated. Parent nights: Open House, Technology, Da Vinci, Multi-Cultural, 6th grade orientation, 8th grade transition.	Website, newsletter, CCSD FACES office, parent involvement committee, PAC meetings, Twitter, Remind 101, Technology Night in Fall 2018, Multi-Cultural Night and Da Vinci Night in spring 2019, 6th grade orientation beginning of year, 8th grade transition before first semester ends. Title I Parent Involvement Set-Aside funds.	Website tracker, visits to website will be monitored monthly by website administrator, agendas, Twitter data, Remind 101 information	Website administrator, visits to website will be monitored monthly by website administrator, Twitter followers, Remind subscription	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	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 and utilizing SBAC formative assessments and Edmentum	Title I purchase of computers to increase use of technology for testing, specifically SBAC assessments, Read 180, and iPads and laptops for student use; Compass Learning; Achieve 3000; Reading Horizons; Edmentum	Presentation notes, handouts, sign in sheets, articles, excerpts, monthly common assessments, AIMS Web, SBAC formative assessments, STAR testing data, Compass Learning data, Achieve 3000 data, Reading Horizons data, Edmentum	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 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:

Reduce the overall achievement gap percentage between highest performing and ethnic/racial subgroups in math, specifically Black, Hispanic, IEP, and LEP subgroups.

Root Causes:

There is a need for better Response to Intervention, including Tier I, II, and III intervention strategies to occur through differentiated instruction, tutoring, smaller classes, and electives.

Measurable Objective 1:

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroups as measured by state assessments, and continual reduction in proficiency gap in 2019 as measured by SBACs.

Monitoring Status

N/A

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

Teachers will continue to be provided professional development by school learning strategists in differentiated instruction, ELL strategies, RTI, student engagement strategies, cooperative learning, and aligning learning targets to content tested on high-stakes exams. 25% of our teachers will be part of the National Board Professional Development team.	ELL student success advocate (SSA) and ELL district personnel (Cohort A), Curriculum leaders and learning strategist (Title I funded), WIDA scores, Can Do Statements, Weekly PLC - Math grade level teams, Articles, Kagan strategies, SBAC scores, formative assessments and data, Compass Learning, Edmentum, after school tutoring. Purchased chromebooks and calculators. Teacher prep buy-outs to reduce class size in required classes and tutoring after school for remediation.	Presenter's notes, sign in sheets, handouts, agendas, ELL modules	During the 2018-19 school year, each curriculum team will receive monthly professional development from the Title I strategist and Magnet Coordinator and cross-curricular meetings; bi-weekly PD for ELL Cohort A from SSA and district personnel; and weekly PLC meetings for grade-level/departments. Common formative and summative data and administrative observational data will continue to be used to develop session topics.	N/A
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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: Yes	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 the fall of 2018 to provide strategies. Twitter and Remind.com to provide communication. Parent nights: Open House, Technology, Da Vinci, Multi-Cultural, 6th grade orientation, 8th grade transition.	Administration, ELL Strategies, Title I laptops, chromebooks, and iPads, Compass Learning, Edmentum, Remind.com, Twitter, Technology night sessions: Compass Learning, Edmodo, GAfE, Google Classroom, Infinite Campus. Multi-Cultural Night in February 2018 and Da Vinci Night in spring 2018. Title I Parent Involvement Set-Aside funds	Website tracker, SBAC practice link, agendas, surveys, Technology night data, Compass Learning data, Edmentum, common assessment, SBAC results, data from Twitter and Remind.com	Website administrator, visits to website will be monitored monthly by website administrator, Curriculum Leader, Math teachers, ELE SSA and district personnel, teachers	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	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.	Title I funded iPads and laptops for student use, Kagan strategies and materials to be utilized in the classroom, ELL best practices and Cohort A information, ALEKS	Presentation notes, handouts, sign in sheets, articles, excerpts, monthly common assessment, Edmentum, Compass Learning	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:
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				N/A
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Comments:

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

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

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

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 2018-19 school years 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: Yes	NCCAT-S Indicators:	
All staff will participate in a professional development session provided by the District's Equity and Diversity Department. ELL Cohort A training.	Training materials from E&DD. ELL Cohort A Student Success Advocate (SSA), district personnel. Teacher prep buy-outs to reduce class size in required classes and tutoring after school for remediation.	Sign-in sheets, Teacher observation data (NEPF)	The administration is responsible for ensuring this action step takes place during SBCT or district staff development days.	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:	
Hyde Park will host a Technology Night for parents, sessions will include: GAFE (Google), Infinite Campus, Software programs, such as Edmentum and Compass Learning, with district assistance provided via FACES. In addition to Technology Night in the fall of 2018, Multi-Cultural Night will be offered in February 2018 and Da Vinci Night in spring 2018, as well as 6th grade orientation prior to the year starting and 8th grade transitioning before the end of the first semester.	Title I strategist, administration, teachers, Multi-Cultural and Da Vinci committee members	Sign in sheets, save the dates, invitations, agendas, parent nights, messages, newsletters	Title I strategist, administration, teachers, Technology night in the fall of 2018, Multi-Cultural Night in February 2019, and Da Vinci night in Spring 2019.	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)	Continuation From Last Year: Yes	NCCAT-S Indicators:		
Title I Strategist, Magnet Coordinator, Curriculum leaders, and ELL SSA 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.	Title I Strategist, Magnet Coordinator, Curriculum leaders, and ELL SSA; cultural competency curriculum and training provided by CCSD	Sign in sheets, presentation notes	Title I strategist, Magnet Coordinator, Curriculum Leaders, ELL SSA, 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	\$210,680		Goals 1, 2 and 3
Magnet	\$206,367.42	Magnet Coordinator, Magnet Secretary, Prep-buy outs	Goals 1, 2 and 3
Hope 2	\$68,000	Star On / In-House supervisor, prep buy outs	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 cooperative learning, coaching support, technology use, ELL and IEP strategies, 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. Additionally, 25% of our teachers will participate in the National Board Certification process, establishing Hyde Park MS as a National Board Professional Development school.

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 Parent Advisory Committee (PAC) and School Organizational Team (SOT) meetings where school activities and events are highlighted and the budget and School Performance Plan are reviewed, created, and approved. Open House night, DaVinci Night, and Technology 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 to inform parents of student grades and attendance. Twitter and Remind 101 are utilized to keep parents informed, in addition to the school website and teacher websites. Additionally, Hyde Park offers high school transition nights and 6th grade orientation, based on parent feedback.

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 programs are held for incoming 5th graders who are not performing at grade level. Students in 8th grade are provided transitional guides for high school. Orientation and pick-up schedule day will be held prior to the start of the school year for all students, specifically creating an opportunity for incoming 6th graders to get acquainted with the school. FACES has been utilized to offer middle school and high school transitions classes for parents and students.

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 SBAC 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. Hyde Park is collaborating with CCSD departments to provide professional development and support to students and parents. Hyde Park has purchased additional technology, specifically chromebooks and calculators; Edmentum, a software program for tutoring, remediation, enrichments, and benchmark assessments; teacher prep buy-outs to decrease class size in classes required for graduation; and tutoring in math and reading, focusing on ELL and preparation for state assessments.

APPENDIX A - Professional Development Plan

1.1

Teachers will continue to be provided professional development by school learning strategists in differentiated instruction, ELL strategies, RTI, student engagement strategies, cooperative learning, and aligning learning targets to content tested on high-stakes exams. 25% of our teachers will participate in the National Board Professional Development.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will continue to be provided professional development by school learning strategists in differentiated instruction, ELL strategies, RTI, student engagement strategies, cooperative learning, and aligning learning targets to content tested on high-stakes exams. 25% of our teachers will be part of the National Board Professional Development team.

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. ELL Cohort A training.

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. Utilize Remind 101 and Twitter to keep parents updated. Parent nights: Open House, Technology, Da Vinci, Multi-Cultural, 6th grade orientation, 8th grade transition.

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 the fall of 2018 to provide strategies. Twitter and Remind.com to provide communication. Parent nights: Open House, Technology, Da Vinci, Multi-Cultural, 6th grade orientation, 8th grade transition.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Hyde Park will host a Technology Night for parents, sessions will include: GAFE (Google), Infinite Campus, Software programs, such as Edmentum and Compass Learning, with district assistance provided via FACES. In addition to Technology Night in the fall of 2018, Multi-Cultural Night will be offered in February 2018 and Da Vinci Night in spring 2018, as well as 6th grade orientation prior to the year starting and 8th grade transitioning before the end of the first semester.

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 highest performing subgroup and overall proficiency average and lower performing ethnic/racial subgroups, specifically, Black, Hispanic, IEP and LEP, as measured by the SBAC.
- Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 10 to 8.2 by 2017 as measured by state assessments and continual reduction in 2018 as measured by SBAC scores.

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, ELL strategies, RTI, student engagement strategies, cooperative learning, and aligning learning targets to content tested on high-stakes exams. 25% of our teachers will participate in the National Board Professional Development.	N/A
Progress		
Barriers		
Next Steps		
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. Utilize Remind 101 and Twitter to keep parents updated. Parent nights: Open House, Technology, Da Vinci, Multi-Cultural, 6th grade orientation, 8th grade transition.	N/A
Progress		

Barriers		
Next Steps		
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 and utilizing SBAC formative assessments and Edmentum	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:

Reduce the overall achievement gap percentage between highest performing and ethnic/racial subgroups in math, specifically Black, Hispanic, IEP, and LEP subgroups.

Measurable Objective(s):

- Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroups as measured by state assessments, and continual reduction in proficiency gap in 2019 as measured by SBACs.

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 continue to be provided professional development by school learning strategists in differentiated instruction, ELL strategies, RTI, student engagement strategies, cooperative learning, and aligning learning targets to content tested on high-stakes exams. 25% of our teachers will be part of the National Board Professional Development team.	N/A
Progress		
Barriers		
Next Steps		
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 the fall of 2018 to provide strategies. Twitter and Remind.com to provide communication. Parent nights: Open House, Technology, Da Vinci, Multi-Cultural, 6th grade orientation, 8th grade transition.	N/A
Progress		

Barriers		
Next Steps		
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		
Barriers		
Next Steps		
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 2018-19 school years 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. ELL Cohort A training.	N/A
Progress		
Barriers		
Next Steps		
3.2	Hyde Park will host a Technology Night for parents, sessions will include: GAfE (Google), Infinite Campus, Software programs, such as Edmentum and Compass Learning, with district assistance provided via FACES. In addition to Technology Night in the fall of 2018, Multi-Cultural Night will be offered in February 2018 and Da Vinci Night in spring 2018, as well as 6th grade orientation prior to the year starting and 8th grade transitioning before the end of the first semester.	N/A
Progress		

Barriers		
Next Steps		
3.3	Title I Strategist, Magnet Coordinator, Curriculum leaders, and ELL SSA 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		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		