

School Performance Plan

School District

School Name

Step toe Valley High School

Address (City, State, Zip Code, Telephone):

700 Aultman Street Ely, Nevada 89301

Superintendent/Academic Manager:

Adam Young

For Implementation During the Following Years:

2017-2018

The Following Checkbox Selections (if applicable) Must Be Completed:

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

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Must select one Priority

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required- 4/5 Star Schools Initial- 1/2/3 Star Schools Review- 1/2/3 Star Schools

***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

Name of Member	Position	Name of Member	Position
		Colleen Crossman	Teacher Aide
Tami Bybee	Parent	Joe Collins	Principal
Julie Gonzales	Instructional Coach		
Russell Pantello	Teacher		
Christina Uhl	Teacher Aide		

Last Date Review/Revised By Planning Team: June 30, 2017

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	AMAOs/ELPA Analysis	Nevada School Performance Framework (NSPF)
Formative Assessment Practice	Achievement Gap Data	Achievement Gap Data
Summative Assessments	Placement (Proficiency Levels)	Individualized Educational Programs (IEP)
Family Engagement Data	Service Delivery Models	Service Delivery Model
Teacher/Administrator Observation Data	Content/ESL Staffing and Professional Development	Special Education Procedures- Whole School
<input checked="" type="checkbox"/> Other	<input checked="" type="checkbox"/> Other	<input checked="" type="checkbox"/> Other
Credit Recovery Data	Credit Recovery Data	Credit Recovery Data
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

Summary Statement: Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

Steptoe Valley High School (SVHS) is a one-star rated alternative high school with approximately thirty-eight students who have dropped out of school, are credit deficient, or who would otherwise benefit from an alternate high school educational setting. Data includes transcript review, MAP testing, HSPE testing, attendance records, graduation rates, ACT testing, transiency rates and credit recovery data.

Data is analyzed in a two pronged approach. 1) Each student has an individualized plan for graduation based on academic needs and post-secondary education/employment goals. 2) School-wide data is reviewed as part of an ongoing process to adapt the school to meet the needs of a changing student body. The existing data demonstrates a need for improvement in student achievement in Mathematics for all students with a particular emphasis on Free/Reduced Lunch (F/RL) students. The same sub-population groups need to increase academic achievement in writing/language arts. Data review additionally brings to light the need for credit recovery so that students may catch up and graduate with their cohort group. Student attendance and credit completion are also needs which need to be addressed to improve student graduation rates. The process of analyzing data begins with each student's entry into the program and continues throughout the school year as student and school-wide plans adapt to student needs.

HIGH SCHOOL GRADUATION RATES

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

[The following data can be found by clicking here](#)

Subpopulation		Percentage of Students	
<input type="checkbox"/>	Am In/AK Native	Percentage	
<input type="checkbox"/>	Asian	Percentage	
<input type="checkbox"/>	Black	Percentage	
<input type="checkbox"/>	Hispanic	Percentage	
<input type="checkbox"/>	Two or More Races	Percentage	
	Pacific Islander	Percentage	
<input type="checkbox"/>	White	Percentage	
<input type="checkbox"/>	FRL	Percentage	
<input type="checkbox"/>	IEP	Percentage	
<input type="checkbox"/>	ELL	Percentage	

Notes:

Graduation rate for 2015-2016 was reported as 65%. This rate could not be drilled down further to indicate percentages by ethnicity of special populations.

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

Based on the CNA, identify all that apply:

General Education

FRL

ELL

IEP

Other

Priority Need/ Goal 1: Increase student achievement in mathematics with a particular emphasis on Free/Reduced Lunch (F/RL) sub population group.

Root Cause(s)
 Student attendance and past negative educational experiences. 2014-15 ADA was 96.4.%. 2015-16 95% attendance.
 Environmental concerns with regard to how education is viewed in the home.
 Credit deficiency rate of 21-40% dependent on transfer students enrolling with credit deficiencies.
 ** Data shows a consistent trend from 2012-2013 onward.

Students will increase their RIT scores in mathematics by 9 points from Fall 2017 to Winter 2018 as measured by NWEA's MAP assessment. The Fall assessment will be completed by October 1, 2017 in order to create a beginning of the year baseline. The Winter assessment will be completed by January 31, 2018. Comparative data will be reviewed for mid-year adjustments to this goal for the Spring assessment in mathematics.

Monitoring Status

Measurable Objective(s): Students will achieve a minimum daily attendance rate of 95% as measured by monthly Infinite Campus attendance reports and monitored on a monthly basis by SVHS administration.

On Task

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year	NCCAT-S Indicators:	
Teacher and support staff will receive professional development training in mathematics. Teacher professional development will be focused on strengthening content knowledge. Support staff training will focus on intervention/remediation strategies for students that struggle in mathematics. Training will be provided by NNRPDP starting in October and continue through the year. Teacher will participate in instructional strategy training provided by Learning Sciences International in the Fall of 2016.	SB 504 Grant District funding NNRPDP	NNRPDP training- ongoing Monthly data reviews of A+ credits earned in mathematics MAP data reviews following Winter and Spring test administrations	NNRPDP training, A+ training, and Learning Sciences professional development will be ongoing through the school year. Effectiveness of training will be monitored using student achievement data in A+ program, MAP assessments, ACT assessments, and End of Course assessments. Data collection will be the responsibility of SVHS teaching and support staff. Data reviews will be the responsibility of	On Task

Comments

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
<p>Parents and students develop education plan upon enrollment at start of school year. Ongoing follow-up is made on weekly basis with additional home visits to ensure attendance and student progress.</p> <p>Parents and students have access to the Infinite Campus accountability system.</p> <p>Parent conferences will take place in October, 2017 and will be ongoing throughout school year.</p> <p>Parent involvement in School</p>	District staff use of vehicle for home visits.	<p>Continuation of home visits</p> <p>Student plan development</p> <p>Weekly student contact</p> <p>Senior presentations/portfolios</p> <p>Parent/Teacher conferences</p> <p>One -hundred percent (100%) parent conference completion.</p>	<p>Family engagement strategies are ongoing throughout the school year.</p> <p>Monitoring of family engagement data will be the responsibility of school staff and school administration.</p> <p>1.1, 1.4, 1.5, 1.6, 1.9, 2.3, 3.2</p>	On Task
Comments:				
1.3 Curriculum/Instruction/Assessment (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
<p>Curriculum is based on the Common Core and enhanced with state approved A+ computer assisted educational technology.</p> <p>Assessment is made through MAP, A+ testing, teacher developed testing and ACT testing and analysis.</p> <p>Instructional practices are enhanced through professional development received through the services of NNRPDP, NISL and Pearson Professional Development.</p>	SB 504 funding, NNRPDP, and district funding .	NNRPDP and testing resources are continued from last year.	<p>Measures of student performance on a weekly basis through A+ online program. Monitored by SVHS teaching staff. Monthly review by Instructional coach and SVHS principal.</p> <p>Assessment measures of student performance ongoing throughout the school year. ACT administration in March. MAP administration in October, January, and April. End of Course assessments in May. Administered by SVHS teaching staff</p>	On Task
Comments:				
1.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Comments:				

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

Based on the CNA, identify all that apply:

General Education

FRL

ELL

IEP

Other

Priority Need/ Goal 2:

Reduce credit deficiency for all students in order that they will be on pace to graduate high school in the typical four-year time frame.

Root Cause(s)

Student attendance and past negative educational experiences. 2014-2015 ADA was 96.4%. 2015-16 attendance data is not available at this time.
 Environmental concerns with regard to how education is viewed in the home.
 Credit deficiency rate of 21-40% dependent on transfer students enrolling with credit deficiencies.
 ** Data shows a consistent trend from 2012-2013 onward.

Monitoring Status

Students will complete 2 courses per 6 week period in the school year. Students must complete 17% of modules per week in order to complete courses in the six-week time frame. Modules will be completed with a minimum of 75% in order to achieve course credit. Students that complete 80% of a course in the 6 week course period will be given a two-week extension to complete courses for credit.

Measurable Objective(s):

The percentage of students that are credit deficient will be reduced from 21% at the beginning of the school year to 10% by the end of the school year as measured by the number of credits completed in the A+ online education program.

On Task

Students will achieve a minimum daily attendance rate of 95% as measured by monthly PowerSchool attendance reports and monitored on a monthly basis by SVHS administration.

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:	
Teaching staff will participate in professional development on the use and implementation of the A+ online education program provided by Backbone Communication. Training will focus on best practices to use with the A+ program and ACT preparation as well as the SB1003A grant using Pearson and NISL training	Trainer provided by Backbone Communication. Free training days available as part of the purchase of the A+ program by White Pine County School District.	A+ training day scheduled in October. Monthly monitoring of credits earned by students in A+ program. Monthly monitoring of graduation progress through Infinite Campus	Effectiveness of professional development will be measured by the amount of credits recovered by students during the school year. SVHS support staff will be responsible for entering credits recovered into the Infinite Campus system. Monthly monitoring of total credits recovered will be the responsibility of SVHS teaching staff and reported to SVHS principal. 1.1, 1.6, 1.7, 2.3, 2.4, 3.1, 3.4, 3.7.	On Task

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year	NCCAT-S Indicators:	
<p>Parents of all students will attend a minimum of one parent teacher conference. Parent conferences will be used to discuss student graduation progress and post-secondary goals. Home visits scheduled as need for students that are in jeopardy of not meeting graduation progress due to credit deficiency.</p> <p>Parents will be invited to senior presentations to formalize student post-secondary goals.</p>	SVHS staff, district staff, district transportation	Home visits and parent conferences will continue with a goal of one-hundred percent (100%) of parents attending a minimum of one conference.	<p>Parent teacher conferences to be held in December 2016. SVHS teaching staff responsible for maintaining attendance logs and reporting to SVHS principal.</p> <p>Ongoing home visits as needed. SVHS teaching staff responsible for maintaining record of home visits. Home visits made by SVHS teaching staff and SVHS principal.</p> <p>1.9, 2.3, 3.1, 3.2.</p>	On Task
Comments:				
2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year	NCCAT-S Indicators:	
<p>Students technology academic program completion</p> <p>will utilize A+ computer to provide a rigorous All students will course requirements. based courses will be K-12 Academy.</p>	SVHS staff, district funding for A+ technology.	<p>Credit retrieval to be on track for graduation.</p> <p>A+ student progress log .</p>	<p>Monitoring of credit recovering and graduation progress will be ongoing throughout the school year. All SVHS staff will be responsible for data entry and review of A+ progress and graduation progress.</p> <p>1.1, 2.3, 2.4, 3.1</p>	On Task
Comments:				
2.4 Other (Optional)		Continuation From Last Year	NCCAT-S Indicators:	
Comments:				

Based on the CNA, identify all that apply:

General Education

FRL

ELL

IEP

Other

Priority Need/ Goal 3: Increase student achievement in writing/language arts with a particular emphasis on Free/Reduced Lunch (F/RL) sub population group.

Root Cause(s)
 Student attendance and past negative educational experiences. 2014-2015 ADA was 96.4%. 2015-16 attendance data is not available at this time.
 Environmental concerns with regard to how education is viewed in the home.
 Credit deficiency rate of 21-40% dependent on transfer students enrolling with credit deficiencies.
 Professional Development for teachers to increase writing instruction.
 ** Data shows a consistent trend from 2012-2013 onward.

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 Fall assessment will be completed by October 1, 2017 in order to create a beginning of the year baseline. The Winter assessment will be completed by January 31, 2018. Comparative data will be reviewed for mid-year adjustments to this goal for the Spring assessment in language arts.

Monitoring Status

Measurable Objective(s): Students will achieve a minimum daily attendance rate of 95% as measured by monthly Infinite Campus attendance reports and monitored on a monthly basis by SVHS administration.

On Task

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Teacher and support staff will receive professional development training in language arts. Teacher professional development will be focused on strengthening content knowledge. Support staff training will focus on intervention/ remediation strategies for students that struggle in language arts. Training will be provided by NNRPDP starting in October and continue through the year. Teacher will participate in Pearson and NISL training	SB 504 Grant District funding NNRPDP	NNRPDP training- ongoing Monthly data reviews of A+ credits earned in writing/language arts. MAP data reviews following Winter and Spring test administrations	NNRPDP training, A+ training, and Learning Sciences professional development will be ongoing through the school year. Effectiveness of training will be monitored using student achievement data in A+ program, MAP assessments, ACT assessments, and End of Course assessments. Data collection will be the responsibility of SVHS teaching and support staff.	

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Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
<p>Parents and students develop education plan upon enrollment at start of school year. Ongoing follow-up is made on weekly basis with additional home visits to ensure attendance and student progress.</p> <p>Parents and students have access to the Infinite Campus accountability system.</p> <p>Parent conferences will take place in October, 2017 and will be ongoing throughout school year.</p>	District staff use of vehicle for home visits.	<p>Continuation of home visits</p> <p>Student plan development</p> <p>Weekly student contact</p> <p>Senior presentations/portfolios</p> <p>Parent/Teacher conferences</p> <p>One -hundred percent (100%) parent conference completion.</p>	<p>Family engagement strategies are ongoing throughout the school year.</p> <p>Monitoring of family engagement data will be the responsibility of school staff and school administration.</p> <p>1.1, 1.4, 1.5, 1.6, 1.9, 2.3, 3.2</p>	
Comments:				
3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year	NCCAT-S Indicators:	
<p>Curriculum is based on the Common Core and enhanced with state approved A+ computer assisted educational technology.</p> <p>Assessment is made through MAP, A+ testing, teacher developed testing and ACT testing and analysis.</p> <p>Instructional practices are enhanced through professional development received through the services of NNRPDP and Learning Sciences International.</p>	SB 504 funding, NNRPDP, and district funding .	NNRPDP and testing resources are continued from last year.	<p>Measures of student performance on a weekly basis through A+ online program. Monitored by SVHS teaching staff. Monthly review by SVHS principal.</p> <p>Assessment measures of student performance ongoing throughout the school year. ACT administration in March. MAP administration in October, January, and April. End of Course assessments in May. Administered by SVHS teaching staff. Results monitored by SVHS principal.</p>	
Comments:				
3.4 Other (Optional)		Continuation From Last Year	NCCAT-S Indicators:	
Comments:				

COMPONENT II: Inquiry Process & Action Plan Design - Interventions

Required for all Focus and 1 Star Schools

Based on the CNA, select one of the four interventions:

Interventions 3. Strengthening the school's instructional program

Root Cause(s)
)

Due to the nature of the alternative/distance education program, the curriculum is limited to the web-based A+ program and K-12 Academy. Students are lacking opportunities in the career and technical education fields. There is a lack of application of content learning to work study experiences.

Monitoring Status

Measurable Objective(s):

At least 90% of the student population will participate in GTE courses offered by the K-12 Passport Academy.

On Task

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
4.1		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Students will enroll in GTE courses through the K-12 Passport Academy in order to experience a GTE pathway.	Planning with K-12 Academy staff to determine scope and sequence of courses that will be offered to Steptoe Valley High School students.	Student enrollment data Student achievement data Student attendance data	Implement by October 2016. Ongoing monitoring Principal, SVHS teaching staff	On Task

Comments

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
4.2		_ Continuation From Last Year	NCCAT-S Indicators:	
Comments:				
4.3		Continuation From Last Year	NCCAT-S Indicators:	
Comments:				
4.4		Continuation From Last Year	NCCAT-S Indicators:	

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)
District	\$171,764.00	School to Careers personnel will assist students with career exploration and the post-secondary application process. One teaching staff, one half aide, and one half teacher. Operations of school.	Goal 2
District Budget	SVHS receives \$63,544.80 for alternative education programming,	Funds provide a facility with two aides and one teacher to offer alternative programming for at-risk grade 9-12 students. The goal is to increase graduation rates and increase post-secondary education opportunities for at-risk students. Professional development and technology for computer assisted instruction is district funded.	Goals 1,2,3
IDEA funding	WPHS special education staff and district administration provide direct services to special education students attending SVHS. \$36,011.47	The goal is to provide services to special education students as outlined in student Individualized Education Plans (IEP) to improve student performance, increase graduation rates, and increase post-secondary education/career opportunities.	Goals 1,2,3
Title 1	\$23,896.06	A skilled trades position will help all SVHS students master the concepts of their A+ classes and will help students revise writing assignments within those classes. She will also supervise students in the CACH program so they can perform community service.	Goals 1,2,3

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.

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.

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.).

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

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

APPENDIX A- Professional Development Plan

Teacher: _____
2017/2018 school year _____

1.1

Ongoing NNRPDP training in mathematics instructional practices for SVHS staff.
Staff will attend A+ training in October of 2017 and training will be ongoing during the 2017-18 school year.

Goal 1
Additional
PD Action
Step
(Optional)

Teacher: _____

~~Professional Development Plan~~

Communication. Training will focus on best practices to use with the A+ program, the K-12 Academy program and ACT preparation.

2.1

Goal 2
Additional
PD Action
Step
(Optional)

Teacher will attend professional development on improving instructional strategies in all content areas during the 2016-2017 school year.
Ongoing NNRPDP, Pearson and NISL training in writing/language arts instructional practices for SVHS staff.
Staff will attend A+ training beginning in August an of 2017 and training will be ongoing during the 2017 - 18 school year.

3.1

Goal 3
Additional
PD Action
Step
(Optional)

APPENDIX B- Family Engagement Plan

Parents and students develop education plan upon enrollment at start of school year. Ongoing follow-up is made on weekly basis with additional home visits to ensure attendance and student progress.

1.2 Parents and students have access to the Infinite Campus accountability system.

Parent conferences will take place in October, 2017 and will be ongoing throughout school year.

Goal 1 Additional Family Engagement Action Step (Optional)	
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Parents of all students will attend a minimum of one parent teacher conference. Parent conferences will be used to discuss student graduation progress and post-secondary goals. Home visits scheduled as need for students that are in jeopardy of not meeting graduation progress due to credit deficiency.

2.2 Parents will be invited to senior presentations to formalize student post-secondary goals.

IEP transition planning will address student post-secondary goals beginning at age fourteen a minimum of one time per year.

Goal 2 Additional Family Engagement Action Step (Optional)	
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Parents and students develop education plan upon enrollment at start of school year. Ongoing follow-up is made on weekly basis with additional home visits to ensure attendance and student progress.

3.2 Parents and students have access to the Infinite Campus accountability system.

Parent conferences will take place in October, 2017 and will be ongoing throughout school year.

Goal 3 Additional Family Engagement Action Step (Optional)	
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APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

**Priority Need/
Goal 1:**

Increase student achievement in mathematics with a particular emphasis on Free/Reduced Lunch (F/RL) sub population group.

Status

Students will increase their RIT scores in mathematics by 9 points from Fall 2017 to Winter 2018 as measured by NWEA's MAP assessment. The Fall assessment will be completed by October 1, 2017 in order to create a beginning of the year baseline. The Winter assessment will be completed by January 31, 2018. Comparative data will be reviewed for mid-year adjustments to this goal for the Spring assessment in mathematics.

**Measurable
Objective(s):**

Students will achieve a minimum daily attendance rate of 95% as measured by monthly Infinite Campus attendance reports and monitored on a monthly basis by SVHS administration.

On Task

Comments:

	Mid-Year	End-of-Year
1.1	<p>Teacher and support staff will receive professional development training in mathematics and writing. Teacher professional development will be focused on strengthening content knowledge and instructional strategies. Support staff training will focus on intervention/remediation strategies for students that struggle in mathematics and writing. Training will be provided by Pearson, NISL and NNRDPD starting in August and continue through the year.</p> <p>Teacher will participate in A+ and Pearson training in August of 2017. Training will include ACT preparation and best practices for student success in the A+ program_____</p>	On Task
Progress		
Barriers		
Next Steps		

1.2	<p>Parents and students develop education plan upon enrollment at start of school year. Ongoing follow-up is made on weekly basis with additional home visits to ensure attendance and student progress.</p> <p>Parents and students have access to the Infinite Campus accountability system.</p>	On Task
Progress		
Barriers		
Next Steps		
1.3	<p>Curriculum is based on the Common Core and enhanced with state approved A+ computer assisted educational technology. Assessment is made through MAP, A+ testing and K-12 testing, teacher developed testing and ACT testing and analysis.</p> <p>Instructional practices are enhanced through professional development received through the services of NNRPDP, Pearson and Learning Sciences International</p>	On Task
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

**Priority Need/
Goal 2:**

Reduce credit deficiency for all students in order that they will be on pace to graduate high school in the typical four-year time frame.

**Measurable
Objective(s):**

Students will complete 2 courses per 6-week period in the school year. Students must complete 17% of modules per week in order to complete courses in the six-week time frame. Modules will be completed with a minimum of 75% in order to achieve course credit. Students that complete 80% of a course in the 6 week course period will be given a two-week extension to complete courses for credit.

The percentage of students that are credit deficient will be reduced from 21% at the beginning of the school year to 10% by the end of the school year as measured by the number of credits completed in the A+ online education program.

Students will achieve a minimum daily attendance rate of 95% as measured by monthly Infinite Campus attendance reports and monitored on a monthly basis by SVHS administration.

Status

On Task

Comments:

	Mid-Year	End-of-Year
2.1		On Task
Progress		
Barriers		
Next Steps		

2.2	<p>Parents of all students will attend a minimum of one parent teacher conference. Parent conferences will be used to discuss student graduation progress and post-secondary goals. Home visits scheduled as need for students that are in jeopardy of not meeting graduation progress due to credit deficiency.</p> <p>Parents will be invited to senior presentations to formalize student post-secondary goals.</p>	On Task
Progress		
Barriers		
Next Steps		
2.3		On Task
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

**Priority Need/
Goal 3:**

Increase student achievement in writing/language arts with a particular emphasis on Free/Reduced Lunch (F/RL) sub population group.

**Measurable
Objective(s):**

Fall assessment will be completed by October 1, 2017 in order to create a beginning of the year baseline. The Winter assessment will be completed by January 31, 2018. Comparative data will be reviewed for mid-year adjustments to this goal for the Spring assessment in language arts.

Students will achieve a minimum daily attendance rate of 95% as measured by monthly Infinite Campus attendance reports and monitored on a monthly basis by SVHS administration.

Status

On Task

Comments:

	Mid-Year	End-of-Year
3.1	<p>Teacher and support staff will receive professional development training in writing/language arts. Teacher professional development will be focused on the writing process. Support staff training will focus on intervention/remediation strategies for students that struggle in writing/language arts. Training will be provided by NNRPDP starting in October and continue through the year.</p> <p style="text-align: center;">Teacher will participate in A+ and K-12 training in August of 2017. Training will include ACT preparation and best practices for student success in the A+.</p>	On Task
Progress		
Barriers		
Next Steps		

3.2	<p>Parents and students develop education plan upon enrollment at start of school year. Ongoing follow-up is made on weekly basis with additional home visits to ensure attendance and student progress.</p> <p>Parents and students have access to the Infinite Campus accountability system.</p>	On Task
Progress		
Barriers		
Next Steps		
3.3	<p>Curriculum is based on the Common Core and enhanced with state approved A+ and K-12 computer assisted educational technology.</p> <p>Assessment is made through MAP, A+ testing and K-12 testing, teacher developed testing and ACT testing and analysis.</p> <p>Instructional ractices are enhanced throuh rofessional develoment received throuh the services of NNRPDP and LearninSciences International</p>	On Task
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		

APPENDIX C- Monitoring/Evaluation Interventions (4)

Intervention 3. Strengthening the school's instructional program.

Measurable Objective(s):

Comments:

Status

At least 90% of the student population will participate in CTE courses offered by the K-12 Passport Academy.

On Task

	Mid-Year	End-of-Year
4.1	On Task	
Progress		

Barriers		
Next Steps		

4.2		
Progress		
Barriers		
Next Steps		
4.3		
Progress		
Barriers		
Next Steps		
4.4		
Progress		
Barriers		
Next Steps		

