

School Performance Plan

School Name
Rainbow Dreams Academy Secondary

Address (City, State, Zip Code, Telephone):
950 W Lake Mead Blvd
Las Vegas, NV 89106, 7026380222

Superintendent/Assistant Chief: / Dan Tafoya

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: 2 Star

NCCAT-S: Initial

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

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

Name of Member	Position	Name of Member	Position
Stephanie Woods	Parent	King Duncan	Chancellor
Amber Foy	Principal	Hayle McClellan	Communications Director

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
NA	NA	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

NWEA MAP Growth Reports from 2018-2019:

English Language Arts:

Fall 2018-2019 Mean RIT by Grade Level from Initial NWEA Assessment:

Grade 6: 204.3

Grade 7: 206.4

Grade 8: 218

Mathematics:

Fall 2018-2019 Mean RIT by Grade Level from Initial NWEA Assessment:

Grade 6: 203.4

Grade 7: 209.1

Grade 8: 217.1

17-18 Smarter Balanced Assessment Results:

ENGLISH LANGUAGE ARTS: Overall, 35.1% of 6th-8th grade students were proficient in ELA (% - 6th grade; % - 7th grade). This is a 5.1 point increase from the 16-17 results. The District overall average is 45.7% proficient.

The percent of proficient students by subgroup is as follows:

Asian/Pacific Islander (N/A)

Black/African American (35.1%)

Caucasian (N/A)

Hispanic (N/A)

Multiracial (N.A)

Students with an IEP (N/A)

English Learners (N/A)

Economically Disadvantaged (31.4%)

MATH:

Overall, 11.1% of 6th-8th grade students were proficient in math (% - 6th grade; % - 7th grade). This is a 1.1 point increase from the 16-17 results. The District overall average is 30.1% proficient.

The percent of proficient students by subgroup is as follows:

Asian/Pacific Islander (N/A)

Black/African American (11.1%)

Caucasian (N/A)

Hispanic (N/A)

Multiracial (N/A)

Students with an IEP (N/A)

English Learners (N/A)

Economically Disadvantaged (11.4%)

NWEA MAP Growth Reports from 2017-2018:

English Language Arts:

Fall 2017-2018 Mean RIT by Grade Level from Initial NWEA Assessment:

Grade 6: 205.4

Grade 7: 208.4

Grade 8: 207.8

Mathematics:

Fall 2017-2018 Mean RIT by Grade Level from Initial NWEA Assessment:

Grade 6: 204.7

Grade 7: 210.9

Grade 8: 212.9

16-17 Smarter Balanced Assessment Results:

ENGLISH LANGUAGE ARTS:

Overall, 30% of 6th-7th grade students were proficient in ELA (34.21% - 6th grade; 22.73% - 7th grade). This is a 9 point increase from the 15-16 results. The District overall average is 45.1% proficient.

The percent of proficient students by subgroup is as follows:

Asian/Pacific Islander (0%)

Black/African American (26% - 13 students)

Caucasian (0%)

Hispanic (75% - 3 students)

Multiracial (50% - 2 students)

Students with an IEP (0%)

English Learners (no students tested)

Female (26.67% - 8 students)

Male (33.33% - 10 students)

MATH:

Overall, 10% of 6th-7th grade students were proficient in math (13.16% - 6th grade; 18.19% - 7th grade). This is a 6 point increase from the 15-16 results. The District overall average is 24.3% proficient.

The percent of proficient students by subgroup is as follows:

Asian/Pacific Islander (0%)

Black/African American (40% - 20 students)

Caucasian (0%)

Hispanic (50% - 2 students)

Multiracial (50% - 2 students)

Students with an IEP (0%)

English Learners (no students tested)

Female (30% - 9 students)

Male (16.69% - 5 students)

15-16 Baseline Data - Smarter Balanced Assessment:

24 6th grade students participated in the Smarter Balanced Assessment. The middle school expansion to 7th grade is new this year, therefore there are no results for 7th or 8th grade students.

ENGLISH LANGUAGE ARTS:

Overall, 21% of 6th grade students were proficient in ELA. The District overall average is 48% proficient.

The highest performing ethnic subgroup was Black (24% proficient). The lowest performing ethnic subgroups were Multiracial (0% proficient) and Hispanic (0%). These subgroups consist of a total of 3 students.

No students who have an Individualized Education Plan (IEP) were proficient while 26% of students without an IEP were proficient. Female students (31% proficient) out-performed male students (9%).

MATH:

Overall, 4% of 6th grade students were proficient in math. The District overall average is 31% proficient.

The highest performing ethnic subgroup was Multiracial (50% proficient - 2 students). The lowest performing ethnic subgroups were Black (0% proficient) and Hispanic (0%).

No students who have an Individualized Education Plan (IEP) were proficient while 5% of students without an IEP were proficient. Male students (9% proficient) out-performed female students (0%).

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

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

Increase the percentage of students proficient in Reading.

Root Causes:

Progress monitoring of student data was inconsistent. Data was not used to monitor and identify specific causes of low performance due to high staff turnover. An inconsistency in teachers did not allow for deficit skills to be determined and targeted instruction to be developed for individual students.

Measurable Objective 1:

Increase the percent of 6th, 7th, and 8th grade students who are proficient in ELA from 35.1% in 2017-2018 to 41.4% 2018-2019 by 2019 as measured by the Smarter Balanced 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: Yes	NCCAT-S Indicators:	
Once a week teachers will participate in Professional Development in one of the following areas: CCSS, Differentiated instruction, Depth of Knowledge, Vocabulary Development, Constructed Response Questions and Informative Text. Success for All Consultants will provide Professional Development for all staff to increase	Personnel: Principal, Chancellor DSA Funds: Success for All, McGraw-Hill Readers, Renaissance Learning Title I Funds: Middle School Teachers Aid	Sign-Ins, Agendas, Collaboration Logs, Lesson Plans	Weekly PD on Early Release Days (Chancellor, SFA Consultant, Principal, ALCA-M Session Presenter(s)) 6 Professional Development Days Scheduled Throughout the Year (Chancellor, SFA Consultant, Principal, McGraw-Hill, STRIDE and Renaissance Learning Representatives) 8 days of Professional Development Prior to the Start of the School Year (Chancellor, SFA Consultant, Principal, McGraw-Hill, STRIDE and Renaissance Learning Representatives)	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:	
Two family literacy trainings will be held. APTT(Academic Parent Teacher Teams) will hold meetings three times per year for teachers to discuss academic growth with parents.	Literacy Materials, Attendance Incentives Personnel: Classroom Teachers Instructional Materials (Folders, paper, ect.) Title I Funds: Instructional Materials and refreshments for Parent Events (\$308.00)	Calendar of Events, Sign-Ins, Agendas, Evaluations, Emails, School Newsletter	Two Family Literacy Trainings (September and March - Teachers) APTT Meetings (Three times per year - teachers and administrators)	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
		Year:		
Teachers will use Success for All, STRIDE, Renaissance Learning, Developmental Reading Assessment, and Northwest Educational Assessment (MAP Assessments) to monitor students and identify specific causes of low performance. Students will use STRIDE Academy Computer Adapted Assessments and SBAC Interim Assessments during class time and tutoring.	Personnel: Chancellor, Principal, Teachers DSA Funds: McGraw Hill Readers, Success For All, Laptops, STRIDE, Renaissance Learning Title I Funds: Middle School Teachers Aid	Classroom Observations, Lesson Plans, Assessment Results, Data Analysis and Student Work Samples.	SFA and McGraw Hill used daily for Classroom Instruction by Teachers. STRIDE Academy used daily by students and accessed 2 times per year (Teachers and 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:

Increase the percentage of students proficient in Math.

Root Causes:

Progress monitoring of student data was inconsistent. Data was not used to monitor and identify specific causes of low performance due to high staff turnover. An inconsistency in teachers did not allow for deficit skills to be determined and targeted instruction to be developed for individual students.

Measurable Objective 1:

Increase the percent of students in 6th, 7th and 8th grade who are proficient in math from 11.1% to 19.5% as determined by the Smarter Balanced 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: Yes	NCCAT-S Indicators:	
Once a week teachers will participate in professional development to include the My Math Curriculum. A McGraw Hill Consultant will provide PD on science and math readers as well as the My Math Online Portal. Teacher will use the Connect Ed Portal to access differentiated materials, Powerpoints, videos and manipulatives.	Personnel: Principal, Chancellor, Teachers DSA Funds: McGraw-Hill science and math readers, STRIDE, McGraw-Hill Consultant Title I Funds: Middle School Teachers Aid	Sign-Ins, Agenda, Collaboration Logs, Lesson Plans, Classroom Observations	Weekly PD on early release days (Chancellor, Principals, ALCA-M Presenters) 5 Professional Development Days scheduled throughout the year (Chancellor, Principal, ALCA-M Presenters) 8 days of PD Prior to the start of the school year (Chancellor, Principal, McGraw-Hill Consultant)	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:	
Two family math training's will be provided by Principal, Chancellor, and teachers. APTT (Academic Parent Teacher Teams) Meetings are held three times this year for teachers to discuss academic growth within parents.	Personnel: Principal, Teachers DSA Funds: McGraw-Hill Science and Math Readers, McGraw-Hill Consultant Title I Funds: Middle School Teachers Aid, instructional materials and refreshments for parent engagement activities	Calendar of events, sign-ins, agendas and evaluations	Two Family Math Training's (October and January - Teachers) APTT Meetings (Three times per year - teachers and administration)	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will continue to use Northwest Education Assessment (MAP Assessments) and STRIDE PMA's to monitor students and identify specific causes of low performance. Students will use the STRIDE Academy computer adapted assessments and instructional program during class time and tutoring. Students will be enrolled in integrated math courses. Teachers will use math manipulatives, materials, and student books within the integrated math courses.	Personnel: Principal, Teachers DSA Funds: McGrawHill Science and Math Readers, McGraw-Hill Consultant Title I Funds: Middle School Teachers Aid	Classroom Observations, Lesson Plans, Assessment Results, Data Analysis, and Student Work	My Math used daily for classroom instruction (Teachers) STRIDE Academy used daily by students and assessed 2 times per year (Teachers and 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:
Not Required

Root Causes:

Monitoring Status
N/A

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

Comments:

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

				N/A
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Comments:

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

Comments:

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

Comments:

COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
DSA		Staffing, Instructional Materials, Technology,	Goals 1 and 2
Title I & Parent Involvement Set-Aside	\$31,108.00	Middle School Teachers Aid to conduct small group instruction across academics. Instructional materials and refreshments for parent engagement activities.	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

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

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

Rainbow Dreams Academy has created a working environment that promotes the retention of highly qualified teachers. Teachers are valued for their efforts and professionalism. They are encouraged to seek professional growth by completing course work toward license renewal and pay increase. Every effort is made to provide teachers with the resources to be successful. Teachers are supported by providing professional development.

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.

Title I funds will be utilized to provide parents with materials and training on literacy and math strategies at each grade level. School-wide events will be published in the school newsletter. Parents are able to access information regarding student grades and attendance through the Infinite Campus Parent Portal. Parents receive monthly emails and teachers communicate with parents daily through Class Dojo.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

Fifth grade students will become familiar with classroom routines in preparation for middle school. The fifth grade teachers will collaborate to establish transitional activities to prepare students for middle school. Create a school wide program i.e. promotion ceremony, policy and procedures, 6th grade expectations during required parent orientation. Plans will be to develop a high school transition plan once the school has an 8th grade.

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

Staff will analyze in-school data to determine the areas of need in all core subjects, Reading, Math, Language Arts and Science. Teachers use STRIDE and NWEA assessment data to plan for instruction and create flexible reading groups.

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

Various school community partnerships are established and are coordinated with state and federal funds and integrated into the school improvement efforts and school performance plan.

APPENDIX A - Professional Development Plan

1.1

Once a week teachers will participate in Professional Development in one of the following areas: CCSS, Differentiated instruction, Depth of Knowledge, Vocabulary Development, Constructed Response Questions and Informative Text. Success for All Consultants will provide Professional Development for all staff to increase

Goal 1 Additional PD Action Step (Optional)

2.1

Once a week teachers will participate in professional development to include the My Math Curriculum. A McGraw Hill Consultant will provide PD on science and math readers as well as the My Math Online Portal. Teacher will use the Connect Ed Portal to access differentiated materials, Powerpoints, videos and manipulatives.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Two family literacy trainings will be held. APTT(Academic Parent Teacher Teams) will hold meetings three times per year for teachers to discuss academic growth with parents.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Two family math training's will be provided by Principal, Chancellor, and teachers. APTT (Academic Parent Teacher Teams) Meetings are held three times this year for teachers to discuss academic growth within parents.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percentage of students proficient in Reading.

Measurable Objective(s):

- Increase the percent of 6th, 7th, and 8th grade students who are proficient in ELA from 35.1% in 2017-2018 to 41.4% 2018-2019 by 2019 as measured by the Smarter Balanced 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	Once a week teachers will participate in Professional Development in one of the following areas: CCSS, Differentiated instruction, Depth of Knowledge, Vocabulary Development, Constructed Response Questions and Informative Text. Success for All Consultants will provide Professional Development for all staff to increase	
Progress		N/A
Barriers		
Next Steps		
1.2	Two family literacy trainings will be held. APTT(Academic Parent Teacher Teams) will hold meetings three times per year for teachers to discuss academic growth with parents.	
Progress		N/A

Barriers		
Next Steps		
1.3	Teachers will use Success for All, STRIDE, Renaissance Learning, Developmental Reading Assessment, and Northwest Educational Assessment (MAP Assessments) to monitor students and identify specific causes of low performance. Students will use STRIDE Academy Computer Adapted Assessments and SBAC Interim Assessments during class time and tutoring.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percentage of students proficient in Math.

Measurable Objective(s):

- Increase the percent of students in 6th, 7th and 8th grade who are proficient in math from 11.1% to 19.5% as determined by the Smarter Balanced 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	Once a week teachers will participate in professional development to include the My Math Curriculum. A McGraw Hill Consultant will provide PD on science and math readers as well as the My Math Online Portal. Teacher will use the Connect Ed Portal to access differentiated materials, Powerpoints, videos and manipulatives.	N/A
Progress		
Barriers		
Next Steps		
2.2	Two family math training's will be provided by Principal, Chancellor, and teachers. APTT (Academic Parent Teacher Teams) Meetings are held three times this year for teachers to discuss academic growth within parents.	N/A
Progress		

Barriers		
Next Steps		
2.3	Teachers will continue to use Northwest Education Assessment (MAP Assessments) and STRIDE PMA's to monitor students and identify specific causes of low performance. Students will use the STRIDE Academy computer adapted assessments and instructional program during class time and tutoring. Students will be enrolled in integrated math courses. Teachers will use math manipulatives, materials, and student books within the integrated math courses.	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:

Not Required

Measurable Objective(s):

Status
N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

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

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