

<b>Targeted Goal #1</b>	Focus on a Growth Mindset Every Day			
<b>Measurable Objectives</b>	70% of our students will meet or exceed their NWEA MAP Progress Measure by the end of the school year.			
<b>Summative Evaluation</b>	Teachers and students embrace a growth mindset and exponentially improve academic gains.			
<b>Progress Evaluation</b>	BOY NWEA MAP Scores	MOY NWEA MAP Scores	EOY NWEA Map Scores	
<b>Strategies and Action Steps</b>	<b>Roles Responsible</b>	<b>Funding Source</b>	<b>Timeline for Monitoring</b>	<b>Resources</b>
1. Implement evidence-based, tiered intervention strategies to provide additional student support.	Intervention Teachers, Instructional Assistants	ESSA, ESSER	Tri-annually	Intervention Teachers, Instructional Assistants, curriculum, education consultants.
2. Disaggregate student data to understand trends and improve instructional focus.	Director of Student Achievement	ESSA, Local Funds	Tri-annually	Data and trend analysis consulting, targeted instructional approach.
3. Reduce class size and provide extended school day to maximize instructional impact.	Principal Faculty	State Comp Ed	Tri-annually	Core classroom instructional time.
4. Identify and serve the unique needs of special education students.	SPED Teacher, SPED Para	IDEA B, State Funds	Tri-annually	SPED Para, diagnostic/evaluation service, supplies, curriculum, and specialized software.
<b>Measurable Metrics</b>	NWEA MAP Data Teacher Unit Assessments (Progress Monitoring) Classroom exit tickets Student Demographic Information			

<b>Targeted Goal #2</b>	Student Progress			
<b>Measurable Objectives</b>	The Domain 2b (Student Progress) scaled score will increase to 70 on the annual STAAR exam by the end of the school year.			
<b>Summative Evaluation</b>	STAAR results will demonstrate strong student growth and the school will meet or exceed the state's academic standards.			
<b>Progress Evaluation</b>	Benchmark Data	Benchmark Data	STAAR Results	
<b>Strategies and Action Steps</b>	<b>Person Responsible</b>	<b>Funding Source</b>	<b>Timeline for Monitoring</b>	<b>Resources</b>
1. Recruit, train, and retain effective instructional staff.	Principal	ESSA, ESSER	Tri-annually	Recruiting. Staff development & learning opportunities.
2. Provide tutorials and summer school program to offer extra remedial support.	Principal	ESSA	Tri-annually	Tutorial sessions, summer school and associated transportation and supplies.
3. Ensure curricular alignment and provide direct technical support to faculty through weekly coaching and observation cycles.	Director of Math Instruction, Director of Literacy Instruction	ESSER	Tri-annually	Director of Math Instruction, Director of Literacy Instruction, education consultants.
4. Ensure adequate technological resources are available to our 21 <sup>st</sup> century learners through a one-to-one technology program.	Principal	ESSER	Tri-annually	Technology (and related consulting), virtual learning, online curriculum access, hotspots, other devices/cases.
<b>Measurable Metrics</b>	Campus Benchmark Assessments Fall/Spring STAAR Benchmark exams Teacher Unit Assessments (Progress Monitoring) STAAR Test Results Staff Retention & Professional Development Data			

<b>Targeted Goal #3</b>	Student Attendance and Engagement			
<b>Measurable Objectives</b>	We will have an average attendance rate of at least 95% average for the year.			
<b>Summative Evaluation</b>	Students are healthy, present, and engaged in the academic program, and parents demonstrate their engagement by sending their students to school everyday.			
<b>Progress Evaluation</b>	FSP Reporting for Cycle 1 and 2	FSP Reporting for Cycles 3 and 4	FSP reporting for Cycles 5 and 6	
<b>Strategies and Action Steps</b>	<b>Role Responsible</b>	<b>Funding Source</b>	<b>Timeline for Monitoring</b>	<b>Resources</b>
1. Address the social, emotional, and mental health needs of students.	School Counselor, Dean of Students	ESSER	Tri-annually	School Counselor, Dean of Students, contracted social work, specialized curriculum.
2. Provide parent family engagement opportunities including Parent University, quarterly school events, and parent/teacher conferences.	Principal	ESSA	Tri-annually	Dean of Students, education consultants.
3. Address the physical health needs of students in the midst of the pandemic and its aftermath.	Dean of Students School Counselor	ESSER	Tri-annually	Clinic services and expanded PE/Athletics program.
4. Improve school culture and student ownership of their learning by providing enrichment activities and a professional uniform.	Principal	ESSER	Tri-annually	Band (teacher, instruments, music), chess, golf, enrichment, and school uniforms.
5. Provide McKinney-Vento and Title I related services to support the enrollment, attendance, and success of homeless children and youth.	Counselor	ESSA	Tri-annually	211 - Title 1, Part A set-aside

Measurable Metrics	Average Daily Attendance Disciplinary Data Athletics and Enrichment Participation NWEA MAP Data as well as STAAR Test Results Teacher Unit Assessments (Progress Monitoring)
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This Campus Improvement Plan was developed in conjunction with a Comprehensive Needs Assessment which included input from and consultation with the Yellowstone College Prep site-based decision-making committee or “Scholar Success Committee.”

Members of the SDMC Team / Scholar Success Committee for the 2021-22 school year include:

- Amber Wright, Teacher
- LaToya Turner, Teacher
- Tajanae Sorrell, paraprofessional
- Elena Garcia, paraprofessional
- Kewanda Thomas, Parent
- Jenny Edmund, Parent
- Sonia Champion, Parent
- Sheretta Barnes, Parent
- Charles Webb, Community Member
- Steve Cumley, Community Member
- Mesha White, Principal
- Anthony Nguyen, Director of Math Instruction (Other School Leader)
- Randi Reed, Interim Dean of Students (Other School Leader)
- Lekeisha Griffin, Special Populations Department Chair (Specialized Instructional Support Personnel)
- Kevin Anderholm, Financial & Compliance Manager (LEA Rep/District Administrator)
- Melanie Brooks, Chief Financial Officer (LEA Rep/District Administrator)
- Ryan Dolibois, Superintendent (LEA Rep/District Administrator)

This team of stakeholders meets at the beginning, middle, and end of each school year (at a minimum) to continuously review and revise this plan and evaluate progress towards efficiently utilizing the school’s resources to close achievement gaps and maximize student academic success.