

SY 2021-2022 School Performance Plan

044, **School Number**
44-Montebello Elementary/Middle School, **School Name**
Troy K. Mitchell, **Principal**
Lindsay Krey Vollentine, **ILED**
www.montebelloems.com, **Website**
SER Visit in SY 2019-20: No
Title I (Schoolwide) or Targeted Assistance

This document captures the SY 2021-2022 School Performance Plan Goals and Strategies for [school name]. The School Performance Plan (SPP) is a blueprint designed to support principals and school leadership teams in improving overall school performance, with an emphasis on instruction and student achievement. It serves as a year-round anchor in conversations between the district office, schools, and communities.

These goals and strategies were drafted by the school with community and stakeholder feedback and are currently in draft form.

Literacy Plan	
SMART Goal #1	<p>At BOY SY22, 12% of our 6-8 Grade students performed At or Above benchmark on i-Ready Literacy. We will increase this to 20% at EOY SY22</p> <p>At BOY, 10% of 6th Grade students performed On Grade Level on i-Ready Literacy. We will increase this percent to 15% at EOY.</p> <p>At BOY, 10% of 7th Grade students performed On Grade Level on i-Ready Literacy. We will increase this percent to 20% at EOY.</p> <p>At BOY, 16% of 8th Grade students performed On Grade Level on i-Ready Literacy. We will increase this percent to 25% at EOY.</p>
Evidence-Based Strategy 1:	
Tier 2 Strategy: Implementation and Just Words interention program for students lacking basic reading and comprehension skills. Students will access i-Ready individualized intervention at least twice weekly on targeted skills. Special Educators will be co-teaching in classrooms to support identified students	
Evidence-Based Strategy 2:	
Tier 3 Strategy: i-Ready will be used to identify students who require intensive supports. Tier 3 students will also receive small group instruction at least 3 times per week. Students will also receive support using Just Words.	
Evidence-Based Strategy 3:	

Literacy Plan	
SMART Goal #1	At BOY SY22, ____% of Kindergarten students performed At or Above benchmark on Amplify. We will increase this to ____% at EOY SY22.
Evidence-Based Strategy 1:	
Evidence-Based Strategy 2:	
Evidence-Based Strategy 3:	

Math Plan

SMART Goal

Overall, at BOY 2% of students performed on or above grade level on i-Ready Math. We will increase this goal to 21% at EOY

At BOY, 5% of Kindergarten (K) students performed on grade level on i-Ready Math we will increase this percent to 10% at EOY.

At BOY, 4% of First Grade (1st) students performed on grade level on i-Ready Math we will increase this percent to 6% at EOY.

At BOY, 2% of Second Grade (2nd) students performed on grade level on i-Ready Math we will increase this percent to 14% at EOY.

At BOY, 2% of Third Grade (3rd) students performed on grade level on i-Ready Math we will increase this percent to 10% at EOY.

At BOY, 2% of Fourth Grade (4th) students performed on grade level on i-Ready Math we will increase this percent to 9% at EOY.

At BOY, 0% of Fifth Grade (5th) students performed on grade level on i-Ready Math we will increase this percent to 8% at EOY.

At BOY, 2% of Sixth Grade (6th) students performed on grade level on i-Ready Math we will increase this percent to 12% at EOY.

At BOY, 2% of Seventh Grade (7th) students performed on grade level on i-Ready Math we will increase this percent to 9% at EOY.

At BOY, 3% of Eighth Grade (8th) students performed on grade level on i-Ready Math we will increase this percent to 11% at EOY.

Evidence-Based Strategy 1:

Tier 2 Strategy for K-8: The dedicated Math Coach will augment her daily schedule with small group instruction for identified students to include acceleration and to address the needs of higher functioning students to grow on grade level students to above grade level.

Evidence-Based Strategy 2:

Tier 3 Strategy for K-8: Use of graphic organizers for students who have difficulty with concept attainment, multiple opportunities to assess and demonstrate their knowledge not limited to standard algorithms

Evidence-Based Strategy 3:

Student Wholeness Plan

SMART Goal

The average attendance rate for SY 2021-2022 will be 91% or higher at EOY

Evidence-Based Strategy 1:**Evidence-Based Strategy 2:**

Printing of and purchase of Morning Meeting materials as well as PBIS training

Evidence-Based Strategy 3:

4th Goal Selection: Core Course Failures (3-8 School)

SMART Goal

At BOY SY22, 29% of our K-5 students performed At or Above benchmark on Amplify. We will increase this to 55 % at EOY SY22

At BOY 12% of students in Kindergarten (K) performed at or above benchmark on DIBBELS. We will increase this percent to 55% at EOY

At BOY 23% of students in First Grade (1st) performed at or above benchmark on DIBBELS. We will increase this percent to 60% at EOY

At BOY 33% of students in Second Grade (2nd) performed at or above benchmark on DIBBELS. We will increase this percent to 50% at EOY

At BOY 38% of students in Third Grade (3rd) performed at or above benchmark on DIBBELS. We will increase this percent to 50% at EOY

At BOY 43% of students in Fourth Grade (4th) performed at or above benchmark on DIBBELS. We will increase this percent to 60% at EOY

At BOY 27% of students in Fifth Grade (5th) performed at or above benchmark on DIBBELS. We will increase this percent to 55% at EOY

Evidence-Based Strategy 1:

Tier 2: Identified students will benefit from access to Literacy Paraprofessionals and additional small group time to increase literacy and decoding (K-2)

Tier 2: Students will have access to Orton-Gillingham training through Morgan State University (Grade 3)

Tier 2: The school purchased Just Words as a supplement for students in grades 4-5

Evidence-Based Strategy 2:

Tier 3: Teachers will intentionally group students identified in Tier 3 and provide interventions during personalized learning time. Students will have an additional Special Educator in the classroom to assist.

Evidence-Based Strategy 3:

Fifth Goal Selection:

SMART Goal

The percentage of students in grades 3 to 8 with EOY core course failures will not exceed 50% a decrease from 63% form SY 20-21

Evidence-Based Strategy 1:

Students will have access to Re-Teach and Re-Assessment to demonstrate new learning after initial assessment. Students will not be limited to one time access to learning.

Evidence-Based Strategy 2:

Students will benefit from acceleration as opposed to remediation. Students will learn requisite skills for current learning to ensure that grade-level learning is not missed

Evidence-Based Strategy 3: