The Nevada Department of Education (NDE), Office of Student and School Supports (OSSS), aims to deepen its partnerships with Local Education Agencies (LEAs) to more effectively support the implementation of our state’s key reforms that will lead to improved outcomes for all students. More specifically, the OSSS School Improvement team strives to support LEAs in determining the quality of implementation of CSI School Performance Plans (SPPs) in their districts. This requires not only adhering to areas of compliance, but also being deliberate in ways we streamline our collaboration efforts. Quarterly progress checks is one way to help ensure CSI schools are making progress toward increasing student achievement and improving the quality of instruction for all students.

**Progress Update #1**

**Due Wednesday, September 30, 2020**

Submit/Post to School Website

1. Upload the sign-in sheet, parent letter, and agenda from the Stakeholder Meeting.
2. Upload the PowerPoint presentation from the Stakeholder/Title I Meeting. The following must be captured in your presentation:
   * + Share the data from the NSPF for the prior school year (2019-2020) and discuss whether or not you met the goals in your SPP for that school year;
     + Share any other relevant data (i.e., results from formative testing data, needs assessment results, perception survey data, etc.);
     + Discuss your CSI designation and what it means for your school;
     + Share your SPP goals and planned action steps for the current school year (2020-2021) in the areas of:
       1. Professional Development
       2. Family Engagement
       3. Curriculum/Instruction/Assessment
3. This information can be included in your required Title I presentation, if desired.

Review Progress Update #2 in order to plan ahead and start working on identifying targets.

**Progress Update #2**

**Due Thursday, October 29, 2020**

Submit/Post to School Website

School Performance Plan Implementation: Using data from your fall interim assessment(s) please provide a short narrative to capture your progress in the implementation of your School Performance Plan thus far.

**Professional Development**

**Progress - We continue to meet in PLC’s weekly and discuss student data from grade level common assessments to inform the weekly lesson plan. These weekly meetings also allow time for grade level planning, collaboration around student SES needs and meeting the academic needs of individual students.**

**Barriers – Virtual meetings are hindering collaboration during PLC.**

**Next Steps – Continue to meet weekly for grade level meetings and PLCs with socially distant in person meetings for Thursday PLC’s using the library as our meeting room.**

**Family Engagement**

**Progress – We met with families during conferences. Phone calls and virtual meetings went well according to staff. The Educational Involvement was discussed with parents as well as student engagement, participation and quarter grades. The school website is continually being updated with new information and resources for students and families.**

**Barriers – Few parents were unavailable for conferences during the scheduled morning or afternoon times. Teachers worked to contact parents outside of school hours and outside conference week to meet the needs of individual families. School website is under-utilized.**

**Next Steps – Continue with weekly contact with families using Class Dojo, email, or phone calls. Advertise website on the school reader board.**

**Curriculum, Instruction, Assessment**

**Progress – Grade levels are on pace using the district pacing guide as well as grade level designed progress guides in both ELA and math. Collaboration around best practice and student achievement is discussed in PLC. Grade level common assessments using teacher designed assessments are used to identify student proficiency on NACS. All grade levels gave the base-line essential standards assessment created by each grade level. Second, thirds, fourth and fifth grades have completed the District Math Common Assessment #1.**

**Barriers- Not all Distance Learners are engaging in the curriculum and assessments. Distance Learning teachers are continually working to ensure students turn in assignments and complete assessments.**

**Next Steps – Continue planning and instruction based on the pacing guides and essential standards. Continue to monitor and connect with families of DL students to encourage engagement in Distance Learning. Complete District Common Assessments and use data to inform intervention placements.**

**Elementary and Middle Schools report interim data here:**

1. Based on this data, list the adjustments (if any) you will be making to your action plan?
   1. No adjustments at this time.
2. What targets will you set for the Winter benchmark based on this initial data?
   1. 100% of 2-5 distance learners will complete District Math Common Assessment.

**High Schools data here:**

* of 9th grade student credit sufficient/deficient
* of students (by grade level) on track to graduate

1. Based on this data, list the adjustments (if any) you will be making to your action plan?
2. What targets will you set for the next progress update based on this initial data?

**Progress Update #3**

**Due Friday, February 26, 2021**

Submit/Post to School Website

School Performance Plan Implementation: Using data from your winter interim assessment(s) please provide a short narrative to capture your progress in the implementation of your School Performance Plan thus far.

**Professional Development**

**Progress Grade-level teams continue to meet in PLCs weekly to discuss student data and common assessments to inform weekly lesson planning and reteaching opportunities. PLCs are focused on meeting individual student needs and adjusting intervention groups. Staff has been able to meet in person recently, while still following social distance protocols. That in turn has added to the collaboration time.**

**Barriers Distance Learning continues to be a barrier. Some of our classrooms have had to move to either a Blended Learning model or a Virtual, Combination grade classroom in order to meet student needs. Attendance and participation for Distance Learning students remains a challenge. Not all Distance Learning students were able to take the Winter Interim assessments.**

**Next Steps Continue to meet in person for weekly PLCs and grade-level meetings.**

**Family Engagement**

**Progress Spring conferences were held with families during the week of February 22nd-26th. Conference participation was over 90% in grades K-5. Educational Involvement was discussed with families, as well as assessments, student progress, participation, quarter grades, and student goals.**

**Barriers The school website maintains underutilized. The school lost our Dean of Students due to a move out of the district. The Dean of Students was the lead and liaison for Family Engagement between the school and the families/community. The Dean position remains unfilled.**

**Next Steps Continue communication with families using Class DoJo, email, phone calls, and notes sent home. Make sure Connect Ed messages get sent out and the school reader board gets updated regularly.**

**Curriculum, Instruction, Assessment**

**Progress Grade-levels are on track with district pacing guides in ELA and Math. Common assessments are being given and student data is being discussed and used to inform next steps regarding instruction and/or reteaching. Collaboration around best practices and student achievement is being discussed weekly in PLCs. New intervention groups were formed and remain fluid based on student need and appropriate instruction/intervention. Teachers and assistants have started ongoing work with the El department and the C&I department, receiving support from district TOSAs and following the “Plan Do Study Act” cycle to build teacher capacity. The focus has been on student intervention, but will eventually move to a focus on Tier 1 instruction.**

**Barriers Some students that are on Distance Learning still struggle with attendance, participation and engagement with the curriculum. Teachers and staff members continue to communicate with parents to ensure students are in attendance, participating, turning in assignments, and completing assessments.**

**Next Steps Grade-level planning will continue with a focus on pacing guides, essential standards, progress monitoring, and student achievement. Staff will continue to communicate with families in order to increase the participation of students on Distance Learning.**

**Elementary and Middle Schools report interim data here:**

1. Did you meet the targets established after the Fall interim assessment?

| □ Yes | □ No |
| --- | --- |
| What if any adjustments will you make to your 2021-2022 School Performance Plan? | What adjustments will you make to your 2021-2022 School Performance Plan?  Currently the SPP goals focus on achievement on end-of-year assessments. An adjustment to track ongoing progress throughout the year will be to track and set goals using other assessments, such as MAP or district School City benchmark assessments.  Students did not take the Fall MAP assessment, so we did not have Fall 2020 scores to compare with Winter 2020 scores. |

2. What targets will you set for the spring benchmark based on this initial data?

We will be focusing on the student achievement goals discussed with families at Spring conferences. The goal for MAP scores for Spring 2021 (compared to Winter 2020) focuses on students showing growth through percentile increases, not just RIT increases. For end-of-year assessments (SPP priority goals 1 and 2 focusing on essential standards) we will be focusing on students scoring 80% or above in Reading and Math.

**High Schools data here:**

* of 9th grade student credit sufficient/deficient
* of students (by grade level) on track to graduate

1. Did you meet the targets you established in the last progress update submitted October 29, 2020?
2. Based on this data, list the adjustments (if any) you will be making to your action plan?
3. What targets will you set for the next progress update based on this initial data?

**Progress Update #4**

**Due Wednesday, May 26, 2021**

Submit/Post to School Website

School Performance Plan Implementation: Using data from your spring interim assessment(s) please provide a short narrative to capture your progress in the implementation of your School Performance Plan thus far.

**Professional Development**

**Progress Grade-level teams continue to meet in PLCs weekly to discuss student data and common assessments to inform weekly lesson planning and reteaching opportunities. PLCs are focused on meeting individual student needs and adjusting intervention groups. Intervention groups were more purposeful, and progress was shown in groups. Staff has been able to meet in person recently, while still following social distance protocols. That in turn has added to the collaboration time and vertical alignment between grade levels.**

**Barriers Distance Learning continues to be a barrier. Attendance and participation for Distance Learning students remains a challenge. Not all Distance Learning students were able to take the Spring Interim assessments.**

**Next Steps Continue to meet in person for weekly PLCs and grade-level meetings until the end of the school year. Start planning for the 2021-2022 school year.**

**Family Engagement**

**Progress No end-of-year conferences were held. Teachers continue to communicate with families about individual students as needed. Promotion ceremonies for Kindergarten and Fifth grade students were conducted and families were able to attend in person.**

**Barriers The school website continues to be underutilized. The school was not able to hire a new Dean of Students for the remainder of this school year. The Dean of Students was the lead and liaison for Family Engagement between the school and the families/community. The Dean position remains unfilled for the remainder of this school year, but a new Dean was hired for the 2021-2022 school year.**

**Next Steps Continue communication with families using Class DoJo, email, phone calls, and notes sent home. Make sure Connect Ed messages get sent out and the school reader board gets updated regularly. Start the 2021-2022 school year fresh with new engagement ideas with our new Dean.**

**Curriculum, Instruction, Assessment**

**Progress Grade-levels remained on track with district pacing guides in ELA and Math, despite some COVID-19 challenges with exclusions. Common assessments were given, and student data was discussed and used to inform next steps regarding instruction and/or reteaching. Teachers focused MAP assessment data on percentile growth rather than just RIT growth when setting student goals. Collaboration around best practices and student achievement was discussed weekly in PLCs. New intervention groups were formed and remained fluid based on student need and appropriate instruction/intervention. Teachers and assistants continued work with the EL department and the C&I department, receiving support from district TOSAs and following the “Plan Do Study Act” cycle to build teacher capacity. The focus was on student intervention but will eventually move to a focus on Tier 1 instruction for the 2021-2022 school year.**

**Barriers Some students on Distance Learning still struggled with attendance, participation, and engagement with the curriculum. Teachers and staff members continue to communicate with parents to ensure students are in attendance, participating, turning in assignments, and completing assessments. Distance Learning will not be a choice at the school-level for next year. Kindergarten students were unable to take the Spring MAP Math assessment due to a change in the district NWEA contract, so we cannot compare student data from Winter to Spring.**

**Next Steps Grade-level planning will continue with a focus on pacing guides, essential standards, progress monitoring, and student achievement. Staff will continue to communicate with families in order to increase the participation of students on Distance Learning through the remainder of the year.**

**Elementary and Middle Schools report interim data here:**

1. Did you meet the targets established after the Winter interim assessment?

| □ Yes | □ No |
| --- | --- |
| What if any adjustments will you make to your 2021-2022 School Performance Plan?  We focused on the student achievement goals discussed with families at Spring conferences. The goal for MAP scores for Spring 2021 (compared to Winter 2020) focused on students showing growth through percentile increases, not just RIT increases. Students in grades 3 and 5 grew significantly within percentiles.  We will use grade-level common assessments throughout the school year (SPP priority goals focusing on essential standards) and focus on students scoring 80% or above in Reading and Math on common, district assessments (School City). | What adjustments will you make to your 2021-2022 School Performance Plan? |

**High Schools data here:**

% of 9th grade student credit sufficient/deficient

% of students (by grade level) on track to graduate

* 1. Did you meet the targets established in the progress update submitted on February 26, 2021?

1. Based on this data, list the adjustments (if any) you will be making to your 2021-20222 School Performance Plan?