



## CSI, TSI, ATSI Progress Update Tool

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 September 30, 2019**

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 (2018-2019) 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 (2019-2020) 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.



## CSI, TSI, ATSI Progress Update Tool

### Progress Update #2

**Due October 31, 2019**

Submit/Post to School Website

School Performance Plan Implementation: Using data from your fall interim assessment(s) please provide a short narrative (100 words or less) to capture your progress in the implementation of your School Performance Plan thus far.

First through sixth grade students participated in the Fall MAP Assessment. According to our 5<sup>th</sup> grade Math MAP data, 53% of our students fall below the 40<sup>th</sup> percentile. Our Reading Data demonstrates that 42% of our third grade students fall below the 40<sup>th</sup> percentile. This information helps identify students identified under NVKR. This data indicates that our School Performance Plan is accurate in recognizing that students need to increase their overall math and reading skills.

#### **Professional Development**

Each grade level team in grades 3-5 have completed the math interim assessment and participated in a half day data analysis with a representative from the district assessment office. Teachers are working to identify each student's need based on classroom observation and formative assessments during PLC.	<b>Barriers</b> Data analysis at this depth is a new process for all. We are continuing to ensure all grade levels are using data to determine instructional practices	<b>Next Step</b> Re-examine Essential Standards in math and vertically aligning. Carve out time in grade level meetings for data analysis and instructional decisions.
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#### **Family Engagement**

Monthly meetings on various topics are offered to parents. A planned math Bingo Night is taking place in November in addition to a math family night in January.	<b>Barriers</b> Limited participation in monthly meetings and evening events	<b>Next Step</b> Advertising and providing food to increase turn out.
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#### **Curriculum, Instruction, Assessment**



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<p>Each grade level team in grades 3-5 have completed the math interim assessment and participated in a half day data analysis with a representative from the district assessment office.</p> <p>All grade levels continue to work to assure alignment with district pacing guide.</p>	<p><b>Barriers</b></p> <p>Managing time for grade level collaboration due to more focus on reading adoption.</p>	<p><b>Next Step</b></p> <p>Readjustment to our PD staff planning and professional development calendar.</p>
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### 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?  
No adjustments at this time will be made.
2. What targets will you set for the Winter benchmark based on this initial data?  
We will decrease the number of students who are below benchmark. Students will show growth in their overall RIT score.

### 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?

Review Progress Update #3 in order to plan ahead and start working on identifying targets.

### Progress Update #3



## CSI, TSI, ATSI Progress Update Tool

**Due February 28, 2020**

Submit/Post to School Website

School Performance Plan Implementation: Using data from your winter interim assessment(s) please provide a short narrative (100 words or less) to capture your progress in the implementation of your School Performance Plan thus far.

### Professional Development

Progress	Barriers	Next Steps
<p>This year with our professional development, we made necessary adjustments to allow for support and guidance around our district adopted ELA curriculum in K-5, Benchmark. We had written into our plan that we would provide monthly PD aligned to CAP outcomes with follow up classroom support. As we saw the need for far more intensive support in implementing our new curriculum, we set forth to have our Learning Strategist differentiate support for each grade level team and teacher needs. Additional district support was brought in to support our implementation both directly for Benchmark and assessments. All 3<sup>rd</sup> – 5<sup>th</sup> grade staff were trained by end of September in using the required math interim assessment. They also received additional guidance and support on analyzing the data gained from these assessment. This support has allowed further use and understanding during weekly data analysis and planning for student learning.</p>	<p>Barriers for our PD goals were the need to support our implementation of Benchmark.</p>	<p>I am excited to say that we are in a good place with our Benchmark implementation and ready to get back to focusing on other areas of learning. We are going to go back into looking at lesson planning and pushing further thinking about student questioning prior to instruction.</p>

### Family Engagement

Progress	Barriers	Next Steps
<p>K-6 students who have been identified as struggling readers according to Read By Grade Three criteria received a Reading Plan from their teacher during fall conferences. Our FACE liaison working with Team Up have held several family activities events so far this year. We have had our Open house BBQ, Math night, Craft night, and Bingo Math Night. Our Family Literacy night was cancelled however we are looking forward to our: STEM Night, family field trip to library, Transition for 5<sup>th</sup> and 6<sup>th</sup> to Middle</p>	<p>We typically have had less attendance at academic nights than we have at our less structured nights.</p>	<p>Continue to work to combine academics with family fun events.</p>



## CSI, TSI, ATSI Progress Update Tool

School and Night on the Playground and Art Show.		
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### Curriculum, Instruction, Assessment

Progress	Barriers	Next Steps
<p>The expectation for grades 4-6 is that they will exceed last years SBAC proficiency (60th percentile) by 5%. SBAC testing will take place in April of 2020. The expectation for grades K-3 is that they will exceed last year's Reading MAP proficiency (41st-100th percentile) by 10-12%. This will be applicable to grade 1-3 as we will follow the cohorts that have already tested. At midyear when comparing the number of student at and above 40<sup>th</sup> percentile in Reading from 2018-2019 Winter, we see the following growth: Kinder to 1<sup>st</sup> went from 26% to 14%, 1<sup>st</sup> to 2<sup>nd</sup> went from 16% to 28%, 2<sup>nd</sup> to 3<sup>rd</sup> went from 21% to 26%. We did not meet our overall goal of 10-12%.</p>	<p>With the introduction of a new curriculum tool, we often see variations in results. This may have been true in our transition from kinder to first. The other noted grade levels saw growth and I anticipate we will continue to see movement forward as we end the year.</p>	<p>We have begun an intense focus weekly to review our student learning data and make plans for ensuring students master the necessary concepts. We have also re-designed our intervention work to focus more deeply on individual skills, progress monitoring and working together to make adjustments when necessary. This is already starting to show great results in supporting our students.</p>

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

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

We will decrease the number of students who are below benchmark. Students will show growth in their overall RIT score.

Every grade level (1<sup>st</sup> – 6<sup>th</sup>) showed improvement on their RIT scores based on grade level mean RIT.

X Yes	<input type="checkbox"/> No
<p>What if any adjustments will you make to your 2020-2021 School Performance Plan?</p> <p>As we move into a district focus on PLC, I expect to have more alignment with common assessment to be used for measuring our schoolwide performance growth on our SPP.</p>	<p>What adjustments will you make to your 2020-2021 School Performance Plan?</p>

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

Spring is our season of high stakes testing. We will expect to continue to show growth in our over RIT scores in each grade level, however some grade levels will have just participated in both SBAC and then district interim within weeks of doing MAP.

### High Schools data here:

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



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1. Did you meet the targets you established in the last progress update submitted October 31, 2019?
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?

Review Progress Update #4 in order to plan ahead and start working on identifying targets.

### Progress Update #4

**Due June 12, 2020**

Submit/Post to School Website

School Performance Plan Implementation: Using data from your spring interim assessment(s) please provide a short narrative (100 words or less) to capture your progress in the implementation of your School Performance Plan thus far.

#### **Professional Development**

Progress	Barriers	Next Steps
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#### **Family Engagement**

Progress	Barriers	Next Steps
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#### **Curriculum, Instruction, Assessment**

Progress	Barriers	Next Steps
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**Elementary and Middle Schools report interim data here:**

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No
What if any adjustments will you make to your 2020-2021 School Performance Plan?	What adjustments will you make to your 2020-2021 School Performance Plan?

**High Schools data here:**

% of 9th grade student credit sufficient/deficient



## CSI, TSI, ATSI Progress Update Tool

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

1. Did you meet the targets established in the progress update submitted on January 31, 2020?
2. Based on this data, list the adjustments (if any) you will be making to your 2020-2021 School Performance Plan?