



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.



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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.

Professional Development

Progress	Barriers	Next Steps
<ul style="list-style-type: none"> - Our full time LS has been supporting our staff in the development of the individualized Read by Grade 3 plans as well as home reading plans for our RBG3 tiered students. - Teachers continue to receive Benchmark training. Each grade level has work during PLCs with Benchmark trainers from the district, as well as have been subbed out for half days to work on unit planning with district Benchmark trainers. - School admin has met with a coach from Solution Tree (PLC coaching) twice so far this year to discuss the PLC process and to plan for the development of an updated mission/vision for the school and the possibility for scheduling more time for teacher PLC time. 	<ul style="list-style-type: none"> - Given the new Benchmark curriculum, teachers have been working to learn about how to best implement the curriculum while also teaching it. - AimsWeb was not ready from the district for teachers at the start of the school year for benchmarking. Now that it is up and running, staff will be trained and supported in maintaining this student data from AimsWeb+. 	<ul style="list-style-type: none"> - Plan staff Wednesday PD for AimsWeb. We will also be planning a Saturday PD for teachers for additional support and training in AimsWeb+. - Continue to offer and provide trainings and opportunities for teachers in the areas of Benchmark, AimsWeb, Technology in the Classroom and Intervention Programs - Plan for the development of a new mission statement/vision for the school with the input of the staff

Family Engagement

Progress	Barriers	Next Steps
<ul style="list-style-type: none"> - Back to School Night and Family Game Night has already taken place as well as our 1st Quarter Awards Ceremony. 	<ul style="list-style-type: none"> - Some of our students' parents work multiple jobs and are unable to get time of work to attend events at various times of the day 	<ul style="list-style-type: none"> - Continue to offer varying times for parents to participate in the events hosted at the school

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<ul style="list-style-type: none"> - PIF/FACE Liaison is conducting biligual book clubs - First conference week of the year has taken place 		
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Curriculum, Instruction and Assessment

Progress	Barriers	Next Steps
<ul style="list-style-type: none"> - Data folders have been streamlined and vertically aligned throughout the grade levels. - LLI and Phonics 1st interventions, as well as Envision interventions for math, are being provided by our ZOOM teacher assistants and intervention teachers on a daily basis. - Our full time LS has been supporting our staff in the development of the individualized Read by Grade 3 plans as well as home reading plans for our RBG3 tiered students. - Kindergarten students have taken MAPs screeners in order to acclimate them to the MAPs testing environment and platform as well as gather additional baseline data about their literacy skills to drive instruction. - Teachers have been training by Assessment Support on School City assessment system. - School admin has met with a coach from Solution Tree (PLC coaching) twice so far this year in order to plan for the development of an updated mission/vision for the school and the possibility for scheduling more time for teacher PLC time. 	<ul style="list-style-type: none"> - Given the new Benchmark curriculum, teachers have been working to learn about how to best implement the curriculum while also teaching it. - Currently, teachers only have one day per week during the school day for common planning within their grade level and PLC work as the schedule allows. 	<ul style="list-style-type: none"> - Extended School Day will be offered to targeted students to bolster literacy achievement - Teachers will be offered stipend pay and or IPIP credit for participation in Saturday PDs to include additional training and practice with Benchmark, AimsWeb, and other instruction related topics. - Introduce more grade levels to the MAP screening assessments that are available to them between testing windows to track student growth in the areas of reading and math - Start SBAC interim assessments in January - Provide additional time to teachers to work together in grade levels on the Benchmark Curriculum - Continue to research creative scheduling options that might allow teachers to have common grade level time together each day in the future

Elementary and Middle Schools report interim data here:

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Goal 1: ELA Increase student achievement by 5% (the scores included are MAP scores)	
Fall 2018 1 st Graders – 50%	Fall 2019 2 nd Graders – 34% (-16)
Fall 2018 2 nd Graders – 25%	Fall 2019 3 rd Graders – 35% (+10)
Fall 2018 3 rd Graders – 21%	Fall 2019 4 th Graders – 33% (+12)
Fall 2018 4 th Graders – 52%	Fall 2019 5 th Graders – 50% (-2)

Our 2nd grade and 5th grade MAP ELA scores show a decrease in the percentage of students falling within the 41stile and above range (a total of 18% for these two grade levels). However, 3rd and 4th grade MAP ELA scores from Fall of this school year show that these populations have increased the number of students achieving in the 41stile and above range (a total of 22%). Overall, this shows that we are slightly below are targeted growth.

Goal 2: Math Increase student achievement by 5% (the scores included are MAP scores)	
Fall 2018 1 st Graders – 32%	Fall 2019 2 nd Graders – 33% (+1)
Fall 2018 2 nd Graders – 35%	Fall 2019 3 rd Graders – 35% (+0)
Fall 2018 3 rd Graders – 30%	Fall 2019 4 th Graders – 28% (-2)
Fall 2018 4 th Graders – 54%	Fall 2019 5 th Graders – 42% (-12)

Our 4th and 5th grade MAP Math scores shows a decrease in the percentage of students falling within the 41stile and above range (a total of 14% for these two grade levels). Our 2nd and 3rd grade MAP Math scores show that, while students are not “leaving” the 41stile and above range, we are not seeing as many students as we would like grow “into” this range of achievement.

1. Based on this data, list the adjustments (if any) you will be making to your action plan?

Our school administrative team will continue to work closely with all of our grade level teams in regards to Benchmark. In addition, additional training and support will be provided to the 4th and 5th grade teams in the area of math.

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

ELA:

While we would like to see continued growth in our 3rd and 4th grade students in their MAP ELA scores, we would also like to see 55% of our 5th grade students achieve in the 40th percentile or above and 39% of our 2nd graders in the 40th percentile and above.

Math:

In math, we would like to see grades 2nd, 3rd and 4th grow by 5% and we would like for our 5th graders to grow by 8% (with 50% of student achieving in the 40th percentile and above).



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