



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.

Cold Springs Middle school data has shown slight increases in performance in ELA and Math in 6th and 7th grade scores, continued work in our scheduled support classes (Math and Reading) have been integral for targeting tier 2 instructional needs. We have hired an MTSS intervention specialist who will be restricting our MTSS process and helping identify students in need of tier 2 and tier 3 interventions. The intervention specialist will also work with the SPED lead and EL coach to identify students in need of intervention. She will schedule interventions and monitor data for the school after testing. Our school wide reading incentive has helped motivate students to read on their own with the use of a reward system provided by a local company. These incentives motivated 400 students to reach their reading goals by the end of the first quarter.

Professional Development

<p>Progress Staff PD around SEL at opening day. Engagement strategies used with SEL strategies to build relationships with the staff. PD offered with Microsoft Teams, and also with formative assessment techniques. Co-teaching strategies with SPED department and associated teachers. Goal setting and management for SPED teachers</p>	<p>Barriers none</p>	<p>Next Steps Focus on EL strategies in the classroom with EL coach</p>
--	--	---

Family Engagement

<p>Progress Weekly communication to families via ConnectEd (phone message, email, and text messages) Team emails communicating dates and projects for students with due dates and upcoming events</p>	<p>Barriers Parents don't have correct information in IC, and don't get information</p>	<p>Next Steps Office staff checking with individuals to make sure their IC info is up to date.</p>
--	---	--

Curriculum, Instruction, Assessment



CSI, TSI, ATSI Progress Update Tool

<p>Progress Hired MTSS Intervention specialist Establishing MTSS system with biweekly meetings. Use of Springboard in all ELA classrooms. Assignment of students to support classes for ELA (Read 180) and Math (Dreambox) Purchase Lexia Power up to use for Reading intervention</p>	<p>Barriers Read 180 and Lexia have been hung up in WCSD purchasing and IT for review. Read 180 issues have been resolved after a month of no use, Lexia is still on hold.</p>	<p>Next Steps MTSS intervention specialist working with students individually and in groups to improve their proficiency in ELA and Math.</p>
--	--	---

Elementary and Middle Schools report interim data here:

6th grade showed a decrease in ELA MAP Performance On CCR Pathway from 46.6% to 40.4% from Spring to Fall
 6th grade showed an increase in Math MAP Performance On CCR Pathway from 28.9% to 30.7% from Spring to Fall
 7th Grade showed an increase in Math MAP Performance On CCR Pathway from 26.6% to 36.1% from Spring to Fall
 7th grade showed an increase in ELA MAP Performance On CCR Pathway from 36.4% to 45.6% from Spring to Fall

1. Based on this data, list the adjustments (if any) you will be making to your action plan?
 Setting reading goals for all students in the school. Participation in schoolwide awards for completion of reading goals. Improve data monitoring with MTSS specialist and target interventions for EL and FRL students.
2. What targets will you set for the Winter benchmark based on this initial data?
 Increasing IEP and FRL Performance in MAP ELA/Math by 2.5% to help reach 5% MIP targets by the end of the year.

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.



CSI, TSI, ATSI Progress Update Tool

Progress Update #3

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

<p>Progress Equity and Diversity walks and feedback. PLC structure and implementation</p>	<p>Barriers Time for Staff PLC limits amount of time for Equity and Diversity and PLC structure meetings. Use of meeting times for Testing training</p>	<p>Next Steps PLC plan developed at end of year for the following year. Fewer initiatives and more focus on pure PLC collaboration in Teams or Department</p>
--	--	--

Family Engagement

<p>Progress Fall festival promoted school activities to parents</p>	<p>Barriers Working parents can't attend.</p>	<p>Next Steps Pre scheduling events to include data events to celebrate successes and increase knowledge of resources</p>
--	--	--

Curriculum, Instruction, Assessment

<p>Progress Implemented Dreambox, Springboard, and Powerup and Read 180</p>	<p>Barriers Waiting for purchasing approval delayed start of Power up for a period of time. Resource classes included in schedule.</p>	<p>Next Steps Creative scheduling to include intervention time. Address deficiencies in MTSS and provide interventions</p>
--	---	---

Elementary and Middle Schools report interim data here:

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

X Yes	X No
<p>Met Goal #1 increased by 1% over target. What if any adjustments will you make to your 2020-2021 School Performance Plan? Adjust the target and focus on another similar SEL goal to increase GRIT in students at CSMS</p>	<p>Did not meet Goal #2. Down by 10% over goal. Did not meet Goal #3 5th and 6th did not meet goal for Math, but 7th and 8th did make the goal. None met the Goal for #4 What adjustments will you make to your 2020-2021 School Performance Plan? Analyze data and systems to see why there was a</p>



CSI, TSI, ATSI Progress Update Tool

X Yes	X No
	decrease in certain areas. Adjust goals and target learning in deficient areas.

2. What targets will you set for the spring benchmark based on this initial data? Spring Benchmark will be determined by SBAC. Which is given in March/April.

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 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
----------	----------	------------

Family Engagement

Progress	Barriers	Next Steps
----------	----------	------------

Curriculum, Instruction, Assessment

Progress	Barriers	Next Steps
----------	----------	------------

Elementary and Middle Schools report interim data here:



CSI, TSI, ATSI Progress Update Tool

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
% 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?