District Name

**School Name**

2021-2022 School Performance Plan:

A Roadmap to Success

*{Insert school name} has established their school improvement roadmap for the 2021-22 school year.  This school performance plan includes the campus’s goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to {insert name of school continuous improvement school lead} for more information.*

**Principal:**

**School Website:**

**Email:**

**Phone:**

**Directions (delete prior to posting to school website):** The School Performance Plan (SPP) is intentionally designed to be filled out as Continuous Improvement (CI) Teams complete Events 1-5. The directions in each section note at what point the CI Team should fill in the table. After being submitted, schools will continue to use this document throughout the year to inform resources, strategies, and other school efforts through progress monitoring and assessment of goals outlined in this SPP.

# School Information

**Directions (delete prior to posting to school website):** Update the tables below with information from the [Nevada Accountability Portal.](http://nevadareportcard.nv.gov/di/) This can be done after Event 1.

*This section provides an at-a-glance view of the school’s enrollment and student performance data. For information about Nevada’s Consolidated State Plan, see*[*Every Student Succeeds Act (ESSA)*](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/ESSA_Adv_Group/NevadaSubmittedConsolidatedPlanFinal.pdf)*, and for detailed information about the School and District rating system, see the*[*School Rating Overview*](http://nevadareportcard.nv.gov/DI/MoreDownload?filename=Nevadas%20School%20Rating%20System.pdf)*.*

|  |  |  |  |  |  |  |  |  |  |  |  |
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| **Enrollment Data** | | | | | | | | | | | |
|  | **Total** | **Am In/**  **AK Native** | **Asian** | **Hispanic** | **Black** | **White** | **Pacific Islander** | **Two or More Races** | **IEP** | **EL** | **FRL** |
| **School** | # | % | % | % | % | % | % | % | % | % | % |
| **District** | # | % | % | % | % | % | % | % | % | % | % |
| **State** | # | % | % | % | % | % | % | % | % | % | % |

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|  | **Student Performance Data** | | | | | | | | | |
|  |  | **Math** | | | **ELA** | | | **Science** | **ELPA** | |
| **Academic Year** | **School/ District** | **Proficiency** | **Growth**  **(MGP)** | **Growth**  **(AGP)** | **Proficiency** | **Growth**  **(MGP)** | **Growth**  **(AGP)** | **Proficiency** | **Proficiency** | **Growth**  **(AGP)** |
| **2018** | **School** |  |  |  |  |  |  |  |  |  |
| **District** |  |  |  |  |  |  |  |  |  |
| **2019** | **School** |  |  |  |  |  |  |  |  |  |
| **District** |  |  |  |  |  |  |  |  |  |
| **2020** | **School** |  |  |  |  |  |  |  |  |  |
| **District** |  |  |  |  |  |  |  |  |  |

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| |  |  |  |  | | --- | --- | --- | --- | | **4 Year ACGR** | | | | |  | **Grad Rate 2017-2018** | **Grad Rate 2018-2019** | **Grad Rate 2019-2020** | | **School** |  |  |  | | **District** |  |  |  | | |  |  |  |  | | --- | --- | --- | --- | | **School Climate Data** | | | | |  | **Cultural & Linguistic Competence** | **Relationships** | **Emotional Safety** | | **School** |  |  |  | | **District** |  |  |  | |

# School Continuous Improvement (CI) Team

**Directions (delete prior to posting to school website):**  Complete the table below by listing the names and roles of the members of your school’s CI team. A CI team is most effective when it includes members with a range of perspectives and backgrounds that represent the diversity of the school. Update prior to Event 1.

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school’s teaching and learning needs.*

|  |  |
| --- | --- |
| **Name** | **Role** |
|  | **Principal(s)** *(required)* |
|  | **Other School Leader(s)/Administrator(s)** *(required)* |
|  | **Teacher(s)** *(required)* |
|  | **Paraprofessional(s)** *(required)* |
|  | **Parent(s)** *(required)* |
|  | **Student(s)** *(required for secondary schools)* |
|  | **Tribes/Tribal Orgs** *(if present in community)* |
|  | **Specialized Instructional Support Personnel** *(if appropriate)* |
| *\*Add rows as needed* |  |

# School Community Outreach

**Directions (delete prior to posting to school website):** Complete the table below by listing events held where you engaged the school community (e.g., parents, students, local non-profits). Key takeaways may include themes heard during event 2 and/or community reactions to data presented. Each school is required to host at least one outreach session. Update after Event 2 and as your CI Team continues to engage with the community about your progress.

*This section highlights outreach events facilitated by the school to engage students, regarding school partner.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Outreach Event** | **Date and Time** | **Number in Attendance** | **Key Takeaways** |
| Event 2 |  |  |  |
|  |  |  |  |
| *\*Add rows as needed* |  |  |  |

# School Goals

*The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.*

**Directions (delete prior to posting to school website):** The tables on the following pages are designed to be filled out as teams complete Events 3 and 4. The remaining work should be completed during Event 5 with your school’s CI Team. A review of this table will allow for an outsider to understand your team’s journey to establishing your school goals. See below for additional guidance.

Data Reviewed - Copy and paste data that was used during Event 3’s Data Analysis & Needs Assessment Dialogue.

Problem Statement - Copy and paste your Problem Statement(s) from Event 3’s Data Analysis & Needs Assessment Handout.

Critical Root Causes - Copy and paste your Critical Root Causes from Event 4’s Root Cause Analysis Handout.

Goal - Copy and paste your goals from Event 3’s Data Analysis & Needs Assessment Handout that the school will focus on to drive improvement efforts.

STIP Connection - Identify how the school goal is aligned to Nevada’s STIP Goals. Simply insert Goal 1, 2, 3, 4, 5, or 6. Definitions and more information about STIP Goals can be found [here](https://doe.nv.gov/STIP/Nevada/#:~:text=Goal%201%3A%20All%20children%2C%20birth,postsecondary%20success%20and%20civic%20life.).

Improvement Strategies - Copy and paste your Potential Solutions (Improvement Strategies) from Event 4’s Root Cause Analysis Handout. If needed, use time during Event 5 to develop additional Improvement Strategies that are aligned to the goal and critical root causes.

Evidence Levels - Identify the effectiveness of the Improvement Strategies. To do this, the school will list the level of evidence that the Improvement Strategy meets, in alignment with Every Student Succeeds Act (ESSA) definitions of evidence-based interventions (see Appendix 5 in Continuous Improvement Guidance document for additional information and resources).

Intended Outcomes - Identify the expected outcomes for each of the identified Improvement Strategies when implemented.

Action Steps **-** Identify the actions that need to be taken for each improvement strategy to achieve the Intended Outcome(s).

Resources Needed - Identify the resources needed to implement the Improvement Strategies and Equity Supports to achieve the Intended Outcomes.

Challenges to Tackle - Identify any obstacles that may exist and need to be addressed to achieve the Intended Outcomes.

Equity Supports - Identify the supplemental strategies your school will implement to support learning and growth for all students as it pertains to the specific School Goal.

## Inquiry Area 1 - Student Success

### Part A

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Success** | | | |
|  | **Student Performance** | **Social and Emotional Learning** | **Access to Rigorous Texts and Tasks** |
| **Data Reviewed** | *Insert after Event 3* | *Insert after Event 3* | *Insert after Event 3* |
| **Problem Statement** | *Insert after Event 3* | | |
| **Critical Root Causes** | *Insert after Event 4* | | |

### Part B

|  |  |
| --- | --- |
| **Student Success** | |
| **School Goal:** *Insert after Event 3*  *Ex.* *By the next state math exam, reduce the performance gap between IEP and non-IEP students by 7 pts.* | **Aligned to Nevada’s STIP Goal:** *Insert after Event 3*  *Ex. Goal 3* |
| **Improvement Strategy:** *Insert after Event 4*  *Ex. Hire a resource teacher to support with push-in instruction during math class for grades 5 and 6.*  **Evidence Level**(1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Ex. 4- Demonstrates a Rationale (What Works Clearinghouse puts it as level 3, but our school needs to determine this specific teacher’s effectiveness).* | |
| **Intended Outcomes:** *Insert after Event 4*  *Ex. Students working with the resource teacher will receive an extra hour of support on grade-level assignments every week. These students will show larger than avg. growth on progress monitoring measures.* | |
| **Action Steps:** *Insert during Event 5*  *Ex.*   * *Determine what financial resources are available.* * *Identify timeline for hiring resource teacher in time for new teacher orientation.* * *Connect with district HR department for recruitment and hiring support.* * *Identify specific students needing support.* * *Work with teachers of record to set up weekly push in schedule/tracker.* * *Have teachers identify what success looks like for students working with resource teacher* | |
| **Resources Needed:** *Insert during Event 5*  *Ex.*   * *Budget for teacher* * *Recruitment and hiring plan* * *Differentiated math curriculum materials, pacing guide* | |
| **Challenges to Tackle:** *Insert during Event 5*  *Ex.*   * *Finding financial resources given limited budget* * *Hiring a quality candidate on a short timeline* * *Onboarding new staff member* * *Teacher working relationship* | |
| **Improvement Strategy:** *Insert after Event 4*  **Evidence Level**(1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* | |
| **Intended Outcomes:** *Insert after Event 4* | |
| **Action Steps:**   * *Insert during Event 5* | |
| **Resources Needed:**   * *Insert during Event 5* | |
| **Challenges to Tackle:**   * *Insert during Event 5* | |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** | |
| English Learners: *Ex. Use of home language in curriculum documents and instruction*  Foster/Homeless:  Free and Reduced Lunch:  Migrant:  Racial/Ethnic Minorities: *Ex. Track formative data across racial groups to measure if any disparities exist during intervention.*  Students with IEPs: | |

## Inquiry Area 2 - Adult Learning Culture

### Part A

|  |  |  |  |
| --- | --- | --- | --- |
| **Adult Learning Culture** | | | |
|  | **Instructional Practice** | **Instructional Leadership** | **Systems and Structures that Support Continuous Improvement** |
| **Data Reviewed** | *Insert after Event 3* | *Insert after Event 3* | *Insert after Event 3* |
| **Problem Statement** | *Insert after Event 3* | | |
| **Critical Root Causes** | *Insert after Event 4* | | |

### Part B

|  |  |
| --- | --- |
| **Adult Learning Culture** | |
| **School Goal:** *Insert after Event 3* | **STIP Connection:** *Insert after Event 3* |
| **Improvement Strategy:** *Insert after Event 4*  **Evidence Level**(1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* | |
| **Intended Outcomes:** *Insert after Event 4* | |
| **Action Steps:**   * *Insert during Event 5* | |
| **Resources Needed:**   * *Insert during Event 5* | |
| **Challenges to Tackle:**   * *Insert during Event 5* | |
| **Improvement Strategy:** *Insert after Event 4*  **Evidence Level**(1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* | |
| **Intended Outcomes:** *Insert after Event 4* | |
| **Action Steps:**   * *Insert during Event 5* | |
| **Resources Needed:**   * *Insert during Event 5* | |
| **Challenges to Tackle:**   * *Insert during Event 5* | |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** | |
| English Learners:  Foster/Homeless:  Free and Reduced Lunch:  Migrant:  Racial/Ethnic Minorities:  Students with IEPs: | |

## Inquiry Area 3 - Connectedness

### Part A

|  |  |  |  |
| --- | --- | --- | --- |
| **Connectedness** | | | |
|  | **Student** | **Staff** | **Family & Community Engagement** |
| **Data Reviewed** | *Insert after Event 3* | *Insert after Event 3* | *Insert after Event 3* |
| **Problem Statement** | *Insert after Event 3* | | |
| **Critical Root Causes** | *Insert after Event 4* | | |

### Part B

|  |  |
| --- | --- |
| **Connectedness** | |
| **School Goal:** *Insert after Event 3* | **STIP Connection:** *Insert after Event 3* |
| **Improvement Strategy:** *Insert after Event 4*  **Evidence Level**(1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* | |
| **Intended Outcomes:** *Insert after Event 4* | |
| **Action Steps:**   * *Insert during Event 5* | |
| **Resources Needed:**   * *Insert during Event 5* | |
| **Challenges to Tackle:**   * *Insert during Event 5* | |
| **Improvement Strategy:** *Insert after Event 4*  **Evidence Level**(1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* | |
| **Intended Outcomes:** *Insert after Event 4* | |
| **Action Steps:**   * *Insert during Event 5* | |
| **Resources Needed:**   * *Insert during Event 5* | |
| **Challenges to Tackle:**   * *Insert during Event 5* | |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** | |
| English Learners:  Foster/Homeless:  Free and Reduced Lunch:  Migrant:  Racial/Ethnic Minorities:  Students with IEPs: | |

## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

**Directions (delete prior to posting to school website):** List the funding sources your school currently receives and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal/district funds.

|  |  |  |  |
| --- | --- | --- | --- |
| **Funding Source** | **Amount Received for Current School Year** | **Purpose(s) for which funds are used** | **Applicable Goal(s)** |
| *Insert during Event 5* | *Insert during Event 5* | *Insert during Event 5* | *Insert during Event 5* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |