



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. - Teachers receive Math support from District TOSA's to support multiple strategies and teaching math for understanding. Teachers receive planning and coaching support. - 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. - Changed Master Schedule to accommodate grade level PLC's and Grade level common planning time. - Teachers in grades 3-5 use district Benchmark tests at regular planned intervals. Teacher use PLC's to analyze student data and plan future instruction to address gaps in understanding. - Teachers in grades K-2 implement grade level Reading common assessment 	<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 - New MTSS tab from the school district does not allow teachers to access tab for updating student information until they have been trained. This caused difficulty when planning for interventions and documentation of RBG3 info. - Many teachers new to the profession at SVES this year who require support with classroom management and reading/math pedagogy support. 	<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 - Plan for MTSS support for all grade levels - Admin and LS to attend every grade level PLC to build teacher understanding around purpose of PLC, team norms and essential questions/understandings - Novice teacher meetings on site to support new teachers with pedagogy and instructional strategies.

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and use in PLC'. This supports teachers planning together and supports analysis of common data for next instructional steps.		
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Family Engagement

Progress	Barriers	Next Steps
<ul style="list-style-type: none"> - Back to School Night and Monthly Family Engagement Nights are scheduled and occurring. - FACE Liaison is conducting bilingual book clubs - PIF and Peace Grant worker meet regularly with Kindergarten parents to develop relationships with families new to SVES and invite families to school events. - Clear communication with families in multiple setting of our school academic data and goals. - Opened family resource center dedicated to supporting families. Food bank resources and Good Shepherd Clothes closet support. - Fall Festival Family resource area set in the cafeteria. Families received a ticket for a raffle when they visited all resource booths. - Monthly morning family events for Kindergarten families to become involved in classroom. - Implementation of Family Engagement center with multiple resources available to families to support educational and basic needs. 	<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 - Transportation to and from school - New FACE liaison is learning the role of her new position while scheduling events. - -New school counselor and Administrative secretary who do not yet know our families by face/name. - Belief of families that schools are responsible for all related to education. - -Lack of parent understanding of student/child academic proficiency and growth data and ways that they can support their child. 	<ul style="list-style-type: none"> - Continue to offer varying times for parents to participate in the events hosted at the school - Family Engagement center workshops supporting parent understanding of MAP SBAC and BIG reports - Family engagement support for parents to have access to IC and DOJO - Family engagement support for families to learn ways they can support in classroom (share strengths, help from home, training for volunteers)

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<ul style="list-style-type: none"> - RBG3 information session for parents hosted by LS and FACE liaison - First conference week of the year has taken place 		

Curriculum, Instruction and Assessment

Progress	Barriers	Next Steps
<ul style="list-style-type: none"> - 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. - TOSA support from Math Department to align instruction to NVACs and use Math practices. Teachers have all received coaching support and specific feedback regarding math instruction. - .Teacher follow common pacing guide for Math - Teachers in grades 3-5 have been trained on School City assessment system for common math assessments. - 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 to support teachers with the working knowledge of the purpose of a PLC. 	<ul style="list-style-type: none"> - Lack of Teacher experience with new Benchmark Curriculum - Many new staff, and staff who have changed grades/positions at SVES and do not have experience in current area of instruction. - 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. - Lack of understanding of teaching Math for understanding rather than just teaching memorization and standard algorithms. - Many staff are not trained on LLI or Phonics first interventions. - Lack of teacher common knowledge of formative assessment strategies to inform instruction. - Students are not consistently speaking and writing about learning to assist with processing of new information 	<ul style="list-style-type: none"> - Extended School Day will be offered to targeted students to bolster literacy achievement. - Introduce more grade levels to the MAP/Khan academy resources to allow student to practice skills at their own level when out of school. - Start SBAC sample items for daily warm ups to get student and staff ready for rigor of questioning - Provide stipend pay for teachers to be trained in LLI and phonics first intervention. - Plan for kindergarten students to be exposed to MAP 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 - Provide feedback to teachers regarding formative assessment. Plan for LS to support teachers in this area. - Plan for grade level cross observations to observe for formative assessment and speaking/writing about learning. - Expectation for all teacher to have a language objective posted and delivered. - Continue to work with Math TOSA's to support formative assessment knowledge during math instruction.

Elementary and Middle Schools report interim data here:

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Goal 1: ELA	
35% Proficiency in each grade level for ELA (the scores included are MAP scores)	
Fall 2018 1 st Graders – 38%	Fall 2019 2 nd Graders – 26% (-12)
Fall 2018 2 nd Graders – 23%	Fall 2019 3 rd Graders – 33% (+10)
Fall 2018 3 rd Graders – 29%	Fall 2019 4 th Graders – 35% (+6)
Fall 2018 4 th Graders – 36%	Fall 2019 5 th Graders – 30% (-6)

Our 2nd grade and 5th grade MAP ELA scores show a decrease in the percentage of students falling within the proficient range. . 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 proficient range%. While students in thiese grades are showing growth, it must be considered that many of our teachers at SVES are new this year and will require additional support to continue these gains.

Goal 2: Math	
35% Proficiency of all grade levels in Math(the scores included are MAP scores)	
Fall 2018 1 st Graders – 32%	Fall 2019 2 nd Graders – 20% (+12)
Fall 2018 2 nd Graders – 19%	Fall 2019 3 rd Graders – 29% (+10)
Fall 2018 3 rd Graders – 25%	Fall 2019 4 th Graders – 23% (-2)
Fall 2018 4 th Graders – 27%	Fall 2019 5 th Graders – 35% (+8)

Our 2nd and 4th h grade MAP Math scores shows a decrease in the percentage of students falling within the 50% and above range. . Our 3rd grade MAP Math scores show that, while students are showing growth, they are still not at our goal of 35% proficiency that we would like to see in every grade.

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

ELA:

- LS to train all teachers in Leveled Literacy Interventions (LLI) and Phonics First
- LS to train all teacher on AIMSweb progress monitoring
- LS and admin to train all teachers to use the new MTSS tab and support MTSS meetings to ensure that all students not proficient are receiving just in time supports.
- ELL teacher will support teachers with ideas to increase listening, speaking and writing skills in ELA.
- ELL teachers will support teachers with anchor charts to support student learning in each class.

Grades K-2 will conduct common ELA assessments every four weeks and apply 3 PLC questions to support student learning during their weekly PLC time. PLC's will be attended by admin, LS and ELL teachers to support learning/conversations.

Math:

Our school administrative team will continue to work closely with all of our grade level teams to support rigorous math instruction including math practices and writing and



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speaking skills with math to increase mathematical understanding and processing by all students. All grade levels will continue to work with District math TOSA's to support lesson planning.

Grades 3-5 are administering district grade level math common assessments. These teams will use this information to discuss and plan in PLC's using the 3 questions: What do I want my students to know? How will I know they know it? What will I do as an instructor when students do not know it?

The Administration will conduct walk throughs to support formative assessment strategies during math instruction.

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

We will keep the same benchmark targets to achieve 35% proficiency of students in ELA and Math. Although some grades did achieve 35% on our fall data, I am concerned about maintaining the growth with the number of new teachers and teachers new to grade levels we have on staff. I believe we will need to support teachers to maintain growth in areas that currently are meeting targets.