



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 target



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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: * Monthly principal PD * Sharing of Reading and Math MAP data with all staff and discussion of significance of data * Principal delivery of PD related to CTE * 1 day PD, various trainings on MAP testing	Barriers: * Trying to fit all the training in has been very difficult, especially since we don't have late start or early release days for PD * Too many PD sessions and trainings leave staff feeling overwhelmed.	Next Steps: * Much of the PD is done * Build up the positivity in the school. * Follow up on the training (is it being implemented)
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Family Engagement

Progress: * We've had our first publishing event * Use of technology to keep parents and school in frequent communication regarding grades, events, etc. * Planning for college and career week and events * Career field trips * College visits	Barriers: * Many parents work 2-3 jobs * Many parents just want their child to behave in school (cultural) * Getting parent attendance at secondary level * Lots of families live fairly far away and don't come for many events	Next Steps: * Continue to have parent nights * Use social media efforts to increase parent participation * Continue to communicate and build trust * Future planned post-secondary events
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Curriculum, Instruction, Assessment

Progress: * Fidelity with Study Sync and My Perspectives * More emphasis in EL and literacy push-in instruction * Creation of EL plan * Using data to guide intervention * Aligned instruction to help narrow the instructional gap	Barriers: * There is always so much happening that it gets discouraging for staff * Communication and organization are a HUGE focus to push other things to the background.	Next Steps: * Breathe!! And keep plugging along. * Scheduling for MAP testing in January and February * PD day in January * Pre-ACT and ACT administrations
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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?
After looking at the EL data and where the students need more attention, we adjusted the time for interventions and what is being taught. We are looking more at the MAP quadrants, 50th percentile and are becoming more intent on instruction.
2. What targets will you set for the Winter benchmark based on this initial data?
We are continuing to try to reach our RIT score of 75% in both ELA and Math. We are more intent in teaching correct vocabulary and data driven instruction.

High Schools data here:

% of 9th grade student credit sufficient/deficient – 100% sufficient

% of students (by grade level) on track to graduate – 100% on track to graduate

1. Based on this data, list the adjustments (if any) you will be making to your action plan?
We are still going to continue to press forward in an effort to increase success in completer courses and CTE certification passing rates. We also are doubling our efforts in providing access and information to our students regarding a wide-variety of post-secondary options.
2. What targets will you set for the next progress update based on this initial data?
MAP growth targets will be our primary focus for guiding decision-making on intervention schedules, strategies, and efforts leading to SBAC testing.

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

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.



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Professional Development

Progress	Barriers	Next Steps
<ul style="list-style-type: none"> * Monthly staff meetings * Twice monthly literacy PD at Elementary * Sharing of Reading and Math MAP data with all staff and discussion of significance of data * 1 full day PD on literacy and restorative practices 	<ul style="list-style-type: none"> * Trying to have meaningful trainings continues to be difficult since we don't have late start or early release days for PD * Staff feeling like specific content area information doesn't apply to them and what they do in their different content areas 	<ul style="list-style-type: none"> * Make meetings more about meaningful discussions and less about getting through an agenda of items * Build up the positivity in the school. * Follow up on the training (is it being implemented)

Family Engagement

Progress	Barriers	Next Steps
<ul style="list-style-type: none"> * Hosted multiple ELL parent events * Use of technology to keep parents and school in frequent communication regarding grades, events, etc. * Planning and execution of college and career trips, presenters, etc. * Retention conferences and collaborations * FAFSA night 	<ul style="list-style-type: none"> * Many parents work 2-3 jobs * Many parents just want their child to behave in school (cultural) * Getting parent attendance at secondary level * Lots of families live fairly far away and don't come for many events 	<ul style="list-style-type: none"> * Additional parent engagement events * Use social media efforts to increase parent participation * Continue to communicate and build trust * Future planned post-secondary events

Curriculum, Instruction, Assessment

Progress	Barriers	Next Steps
<ul style="list-style-type: none"> * Fidelity with Wonders, Study Sync, and My Perspectives * More emphasis in EL and literacy push-in instruction * Continuation of EL plan and progress monitoring * Using data to guide intervention * Aligned instruction to help narrow the instructional gap 	<ul style="list-style-type: none"> * In a small school like ours, most everyone is already wearing so many hats and people begin to get worn thin * Communicate and organize information effectively so teachers can maintain focus on instruction and helping individual students * ACT Prep course for Juniors did not work as we had hoped 	<ul style="list-style-type: none"> * Keep making adjustments and working with the targeted groups and students that are showing more need. * Scheduling for MAP/SBAC/EOC testing in April and May * Wrap up ACT/Pre-ACT administration and look at data * Shift some focus to CTE completer courses and testing

Elementary and Middle Schools report interim data here:

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>What if any adjustments will you make to your 2020-2021 School Performance Plan?</p>	<p>What adjustments will you make to your 2020-2021 School Performance Plan?</p> <p>We don't think our goals are too lofty; we have amazing students who are very capable. There are some things we will do to try to shift the mentality and approach of our students toward the various</p>



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<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<p>benchmark tests that we use. We're looking at some incentive options for the upcoming year to gain more student buy-in.</p> <p>We are also going to revamp our Master Schedule for next school year so our Elementary classes will have adequate chunks of time for Literacy and Math</p>

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

We will keep our growth target goals for grades 2,4,5,6 of 75%. K,1,3 are lagging behind and those goals should be adjusted to 60%. 7-8 both are also behind schedule and will be adjusted to 60%.

High Schools data here:

% of 9th grade student credit sufficient/deficient – 100% sufficient

% of students (by grade level) on track to graduate – 100% on track to graduate

1. Did you meet the targets you established in the last progress update submitted October 31, 2019? We are still short of meeting these goals, but making progress.
2. Based on this data, list the adjustments (if any) you will be making to your action plan? Campus approach to purpose and significance of MAP testing. Some target goals will change.
3. What targets will you set for the next progress update based on this initial data? The HS grade level goals will be adjusted to 60%.

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
- % 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?