



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

<p>Progress Monthly PD with Cathy Smales Engagement, High Expectations, RACES writing strategy, Student Climate Feedback</p> <p>I-ready Math training x 2</p> <p>STEM Training K-12 Tracy Gaffney</p>	<ul style="list-style-type: none"> • Barriers • Time • Resistance to new programs and ideas • Staff turnover 	<ul style="list-style-type: none"> • Next Steps • Continue monthly PD relevant to challenges we face and STEM initiative
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Family Engagement

<p>Progress Kickboard Implementation</p> <p>Literacy Night parent training and book distribution</p> <p>PTSO start up</p>	<ul style="list-style-type: none"> • Barriers • Parent Participation • Staff/Parent Relationships 	<ul style="list-style-type: none"> • Next Steps • STEM Fest February 13 • Another Literacy Night • PTSO 2x per month • Kickboard Parent Training
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Curriculum, Instruction, Assessment

<p>Progress</p>	<ul style="list-style-type: none"> • Barriers • Teacher Adaptability 	<ul style="list-style-type: none"> • Next Steps • Implementation of RACES writing strategy
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<p>RACES K-12</p> <p>I-ready grade level and small group instruction</p> <p>Nevada Kids Read K-6 twice a month</p> <p>RTI 3 & 5 day Dibels coaching</p> <p>Homework Club through Kickboard</p>	<ul style="list-style-type: none"> • Improving PLC and collaboration • Student Motivation • Behavior • Staff Training 	<ul style="list-style-type: none"> • Adjustments to Homework Club issues that arise
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Elementary and Middle Schools report interim data here:

Proficiency F 19 MAF

1. Based on this data, list the adjustments (if any) you will be making to your action plan? We will continue to use Kickboard to improve attendance and homework completion in the Junior High. Improved attendance will lead to improved MAP data.
2. What targets will you set for the Winter benchmark based on this initial data? By the end of the 2019-20 school year, 66% of our economically disadvantaged K-8 students will be on or above grade level according to Diagnostic 3. By the end of the 2019-20 school year, we will reduce chronic absenteeism rates by 5%, reduce OSS referrals from previous school year, and improve school culture based on SCEL surveys. By the end of 2019-20 school year, we will implement ELA reading and writing strategies in grades 3-12 through learning strategist Cathy Smales. 66% of economically disadvantaged students will improve on SBAC ELA 3-8th grade.

High Schools data here:

% of 9th grade student credit sufficient/deficient

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

10th 15/21 71%

11th 11/15 73%

12th 13/15 87%

1. Based on this data, list the adjustments (if any) you will be making to your action plan? Homework Club and Kickboard Incentives
2. What targets will you set for the next progress update based on this initial data? Kickboard data will promote attendance and behaviors that lead to success for all stakeholders.



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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.

Secondary MAP data for Winter 2020 was very promising with remediation numbers cut in half. Elementary shows growth but too many students still are not at the 40th percentile. Focus on SBAC preparation & ACT through quality tier 1 instruction.

Professional Development

<p>Progress Cathy Smales RACES writing strategy/ Conferencing & Goal setting I-ready Training 2/12 Nevada Kids Read 2x monthly</p>	<p>Barriers Time Money</p>	<p>Next Steps Continue monthly PD that meets the needs of staff and students. SBAC preparation</p>
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Family Engagement

<p>Progress STEM Fest 1st Grade Family Instruction Kickboard Rewards</p>	<p>Barriers • Parent Participation • Staff/Parent Relationships</p>	<p>Next Steps Continue to implement programs that engage parents and create communication that supports everyone's mission.</p>
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Curriculum, Instruction, Assessment

Progress Changes to Advisory format and training staff to set goals with students. SBAC preparation through high quality instruction, tasks, weekly writing samples, & rigor. Meeting the 45 minutes of engaged online instruction and passing 70% of I-ready assessments	Barriers Student Buy in Staff Preparedness Time	Next Steps Administration follow up PLC focus
Homework Club K-12	Student Opt out	Admin follow up

Elementary and Middle Schools report interim data here:

Middle School MAP data was very strong with many students meeting the 40th percentile and numbers in remediation cut drastically. Elementary data showed positive growth but many students are still below the 40th percentile.

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

X <input type="checkbox"/> Yes	<input type="checkbox"/> No
What if any adjustments will you make to your 2020-2021 School Performance Plan? Continue to lower the number of students that are not on grade level and improve student performance on testing.	What adjustments will you make to your 2020-2021 School Performance Plan?

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

High Schools data here:

% of 9th grade student credit sufficient/deficient
 21/23 91%

% of students (by grade level) on track to graduate
 10th 17/20 85%
 11th 10/12 83%
 12th 12/12 100%

1. Did you meet the targets you established in the last progress update submitted October 31, 2019?
 We will continue to use Kickboard to improve attendance and homework completion in all schools the remainder of the year. Improved attendance will lead to improved MAP data & SBAC performance.
2. Based on this data, list the adjustments (if any) you will be making to your action plan?
 We will focus on RACES writing strategy with weekly prompts and submission of student work while incorporating SBAC rigor. We will also discuss getting 45 engaged minutes in I-ready through reports weekly with elementary teachers.
3. What targets will you set for the next progress update based on this initial data?
 By the end of the 2019-20 school year, 66% of our economically disadvantaged K-8 students will be on or above grade level according to Diagnostic 3 in Math.



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By the end of the 2019-20 school year, we will reduce chronic absenteeism rates by 5% and improve school culture based on SCEL surveys.

By the end of 2019-20 school year, we will implement ELA reading and writing strategies in grades K-12 through learning strategist Cathy Smales. 50% of economically disadvantaged students will improve on SBAC by one point in ELA 3rd-8th grade.

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:

- 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



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22/25 sufficient 88%

% 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?