School Performance Plan

School Name

SWAINSTON, THERON L. MS

Address (City, State, Zip Code, Telephone):

3500 WEST GILMORE AVENUE
NORTH LAS VEGAS, NV 89032, 7027994860

Superintendent/Region Superintendent:

Jesus Jara / Dustin Mancl

For Implementation During The Following Years:

2020-2021

The Following MUST Be Completed:

Title I Status:	Served

Designation:	TSI

Grade Level Served:	Middle School

Classification:	2 Star

NCCAT-S:	Not Required

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	☑ Use of Core Instructional Materials	☑ Scheduling	☑ Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Sandy Alvarez	Parent	Lori Desiderato	Principal
Latisha Black	Learning Strategist	Erika Moosbrugger	ELA Teacher
Michael Webb	Science Teacher	Ronda Richard	P.E. Teacher
Don Bradley	Fine Arts	Kim Barra	Assistant Principal
Rachelle Tetlow	Assistant Principal	Cindy Robertson	Assistant Principal
Thomasina Rose	Learning Strategist	Yeraldine Rodriguez	Learning Strategist

| Joseph Eaton | Social Studies Teacher | Ruti Gross | ELA Teacher |

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Summative Assessments	Achievement Gap Data	Achievement Gap Data
Coordination of Services for FRL, ELL, IEP students	AMAOs/ELPA Analysis	Special Education Procedures - Whole School
Formative Assessments Practice	Placement (Proficiency Levels)	Individualized Education Programs (IEP)
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

2018-2019
The Smarter Balance Assessment Consortium Data reflected an overall decrease in Reading and Mathematics achievement levels. Math SBAC state summative assessment results reflected a decrease of 0.88% in Math proficiency of 18.06% and ELA SBAC state summative assessment results showed a decrease of 2.63% in student proficiency at a rate of 36.17%. Lack of sufficient growth also impacted most achievement gap data for reading and mathematics in the area of Special Education (IEP), and other focused sub-groups. Special Education SBAC Mathematics (IEP) data reflected 2.38% students were proficient with a 1% decrease from prior results. Special Education SBAC ELA (IEP) data reflected 7.14% students were proficient with a 0.83% increase from prior results. Our English Language Learners SBAC Mathematics (LEP) reflected an overall proficiency level of 3.29% with an increase of 1.19%. Our English Language Learners SBAC ELA (LEP) reflected an overall proficiency level of 7.24% with a decrease of 2.55%. A variety of Tier I Instructional strategies need to be utilized to increase academic rigor, discourse, and vocabulary in all classrooms and consistent interventions need to be used to increase student proficiency levels. The use of 2018-2019 NCCAT-S results will be our continued focus for school wide learning and achievement expectations. The overall concern is to increase student proficiency rates across all grade levels and focused sub-groups in ELA and mathematics. Progress Monitoring of the lowest 10% -15% of students as measured by the Map Growth, providing Tier 2 and Tier 3 interventions through the use of various interventions while utilizing Classworks for the 2019-2020 school year are in place. ELL Cohort B will have a continued focus to increase purposeful planning, productive student discourse, and meaning making throughout the 2019-2020 school year.

2019-2020
The SBAC ELA achievement data reflected an overall proficiency level of XXX% for the 2019-2020 school year. ELA data in Special Education (IEP) revealed XXX% of our students were proficient. Our English Language Learners (LEP) for ELA XXX% proficient. The SBAC Math achievement data reflected an overall proficiency level of XXX% for the 2019-2020 school year. Special Education Mathematics (IEP) data reflected XXX% students were proficiency. Due to the COVID-19 School Closure we were not able to administer the SBAC Summative Assessment so we were unable to collect this achievement data. The WIDA achievement data indicated 49.67% of our ELL population is currently performing at a level 3 and 20.26% are currently performing on a level 4. A variety of Tier I instructional strategies need to be utilized to increase academic rigor in all content areas and consistent use of Tier 2 and Tier 3 interventions need to be used to address student proficiency levels. Progress Monitoring of the bottom quartile of students and providing Tier 2 and Tier 3 interventions through the use intervention labs utilizing Classworks and MAP Accelerator for the 2019-2020 school year are in place. ELL Cohort B will have a continued focus to increase purposeful planning, productive student discourse, and meaning making throughout the 2019-2020 school year.

2020-2021
Math state summative assessment results from 2018-2019 reflected a 18.06% in Math proficiency. ELA state summative assessment results from 2018-2019 reflected a 36.17% in ELA proficiency. The WIDA achievement data indicated 49.67% of our ELL population is currently performing at a level 3 and 20.26% are currently performing on a level 4. A variety of Tier I Instructional strategies need to be utilized to increase academic rigor, discourse, and vocabulary in all classrooms and consistent interventions need to be used to increase student proficiency levels. The overall concern is to increase student proficiency rates across all grade levels, and focused sub-groups in ELA and mathematics. The overall concern is to increase student proficiency rates across all grade levels and focused sub-groups in ELA and mathematics. Progress Monitoring of the lowest 10% -15% of students as measured by the Map Growth, providing Tier 2 and Tier

3 interventions through the use of various interventions while utilizing Canvas extensions , bridging documents, and MAP Accelerator for the 2020-2021 school year are in place.

HOPE 2 Intervention

Focus of Intervention:
Classes are geared to help develop social-cognitive skills strongly correlated with reducing violent and anti-social behavior grounded in raising future aspirations and developing responsibility.

Monitoring Plan:
There is a data tracking/call log to ensure the teachers establish a relationship with parent. Behavior charts are used to track weekly student behavior. Quarterly data reports are created from Infinite Campus and CCSD datatlab.

Evaluation Plan:
The behavior log of information will be used.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 1:
By the end of the 2020-21 school year, all students will increase proficiency on the ELA state summative assessment from 35.6% to 52.6% according to Nevada School Performance Framework Guidelines (2022). (Due to no summative testing during 2019/2020 because of COVID-19 school closure.)

Root Causes:
Student proficiency, growth and reductions in achievement gaps for most subgroups across all grade levels to reach proficiency are less than the district according to ELA and mathematics state summative assessment achievement data. Reading data reflected that gaps exist in grades 6, 7, and 8 compared to district achievement levels. Math data reflect that gaps exist in grades 6, 7 and 8 compared to district achievement levels. Inconsistent grade level Tier I instruction lacked academic rigor, student discourse, and use of academic vocabulary in order to close achievement gaps across subgroups and grade levels. Teacher retention and retirement played a role in inconsistent grade level Tier I instruction in core classes. The use of classroom observations, lesson plan analysis, and the analysis of student assessment data will support departments in more effective ways to strengthen the school's instructional program. School administration and teachers will increase consistency of Tier 2, 3 interventions for Reading, Math, RTI team meetings, and analysis of student assessment data will be used to close the achievement gaps within targeted subgroups.

Measurable Objective 1:
By the end of the 2020-2021 school year, 52.6 % of students will be proficient on the ELA Smarter Balanced Assessment and will increase 8% per year to meet Nevada School Performance Framework target for ELA of 60.6% (2022).

Measurable Objective 2:
MAP Growth Data: 6th grade: Mid-year 15% (39.3% target) proficient and End of the year_____ (23% target) proficient 7th grade: Mid-year 17% (38.3% target) proficient and End of the year_____ (26% target) proficient 8th grade: Mid-year 21% (40% target) proficient and End of the year_____ (29% target) proficient Due to technical difficulties with MAP testing and data analysis reliability with MAP testing in the fall 2020, data targets were set looking at mid-year assessment.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline, Benchmarks, and Position Responsible**	**Monitoring Status**
1.1 Professional Development (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators:**	

1) Strategist and other CCSD personnel will continue to offer weekly PD for the 2020-2021 school year to ensure rigorous Tier 1 instruction in Reading using NVACS, NEPF standards and indicators, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 1,2) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency	1/2) Strategist and other CCSD personnel to develop strategic initiatives designed to increase the proficiency rate of all subgroups and continue to provide weekly PD and PLC meetings.	1) classroom observations, Curriculum Engine (lesson plan analysis), work samples, students assessment data, professional development evaluations. 2) PLC notes, lesson plans, PD Agendas 3) Student achievement data 1/2/3) Regularly scheduled PLC meetings to analyze student data	1/3) Professional Development for ELA, Mathematics, Co-taught classes, will take place during PLCs. After school professional development will be provided school wide and focus on Tier I instructional strategies. 2) Weekly PLC meetings will take place in all departments with a focus on data analysis and PD implementation in the classroom to strengthen Tier I instruction. 1/2/3) The administration, strategists, professional development cadre, and school improvement committee will monitor and gather data on a monthly basis to the end of the school year.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
1) Back to School Virtual Orientation, faces and other presentations are directed to involve parents educationally, update information and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. (Examples: SBAC and MAP Growth training, student data, Infinite Campus, Community Resources, Magnet opportunities, CCSD dress code, attendance etc.) 3) One family night and several academics nights will be used to involve parents with their children using similar classroom methods and strategies.	1/2/3) Title I and SB 178 have provided funding and Swainston Middle School provides additional funds for these activities. Support personnel, faculty members, and administration will participate with family engagement endeavors.	1/2/3) Parent sign-in sheets, evaluation forms, and agendas from family engagement meetings and events will be used as evidence of these activities.	1/2/3) The administrative team, teachers, and support personnel assure compliance with having parents being educationally involved at academic family nights and at the monthly themed PAC presentations. Strategist will gather data on a monthly basis to the end of the school year.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

1) MAP Growth and common assessment data will be analyzed to drive instruction to improve academic achievement. Learning Targets for MAP growth data have been established by grade levels during PLCs. The use of prep buy-outs and the hiring of additional teachers to reduce class size to ensure a solid foundation for learning. Instructional shifts in reading will increase academic rigor within Tier I instruction and increase awareness of co-taught approaches to close achievement gaps within special education and our ELL population. 2) Implementation of advisory program during 4th period everyday to develop relationships, ensure student success (both academically and socially), and promote communication between home and school. 3) Tier 2, 3 interventions will be used to close proficiency gaps within focus areas. Tutoring will be provided after school to students.	1) prep buy-outs to reduce the number of students in each ELA and Math class (upon return to school building). 2) Funding from Title I and SB 178 will allow for class size reduction with the hiring of ELA and Math teachers (Title I and SB 178 funds).	1/2/3) Various artifacts will serve as evidence of progress: classroom observation, Curriculum Engine (lesson plan analysis), student work samples, student assessment data and PD evaluations.	1/2/3) The Administration, School Improvement Committee, Department Chairs, and the Strategists will provide focus through data analysis to drive instruction to improve student achievement.	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 2:
By the end of the 2020-2021 school year, all students will increase proficiency on the math state summative assessment from 18.06% (Data from 2018/2019, due to no summative testing during 2019/2020 because of COVID-19 school closure.) to 45.6% according to the Nevada School Performance Framework Guidelines (2022).

Root Causes:
Student proficiency, growth and reductions in achievement gaps for most subgroups across all grade levels to reach proficiency are less than the district according to ELA and mathematics state summative assessment achievement data. Reading data reflected that gaps exist in grades 6, 7, and 8 compared to district achievement levels. Math data reflect that gaps exist in grades 6, 7 and 8 compared to district achievement levels. Inconsistent grade level Tier I instruction lacked academic rigor, student discourse, and use of academic vocabulary in order to close achievement gaps across subgroups and grade levels. Teacher retention and retirement played a role in inconsistent grade level Tier I instruction in core classes. The use of classroom observations, lesson plan analysis, and the analysis of student assessment data will support departments in more effective ways to strengthen the school's instructional program. School administration and teachers will increase consistency of Tier 2, 3 interventions for Reading, Math, and analysis of student assessment data will be used to close the achievement gaps within targeted subgroups.

Measurable Objective 1:
By the end of the 2020-2021 school year, 27.54% of students will be proficient on the Mathematics Smarter Balanced Assessment and will increase 14% per year to meet Nevada School Performance Framework target for math of 45.6% (2022).

Measurable Objective 2:
MAP Growth Data: 6th grade: 10% (beginning), Mid-year 9% (21% target) proficient and End of the year_____ (15% target) proficient 7th grade: 15% (beginning), Mid-year 14% (26% target) proficient and End of the year_____ (20% target) proficient 8th grade: 11% (beginning), Mid-year 18% (16% target) proficient and End of the year_____ (18% target) proficient Algebra 1:24% (beginning), Mid-year ___% (11.24% target) proficient and End of the year_____ (21.24% Target) proficient

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount** **Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline,** **Benchmarks, and** **Position Responsible**	**Monitoring** **Status**
2.1 Professional Development (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators:**	

1) Strategist and other CCSD personnel will continue to offer weekly PD throughout the 2020-2021 school to ensure rigorous Tier 1 instruction in Mathematics using NVACS, NEPF standards and indicators, Canvas Modules, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 3) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency.	1/2) Strategist and other CCSD personnel to develop strategic initiatives designed to increase the proficiency rate of all subgroups and continue to provide weekly PD and PLC meetings.	1) classroom observations, Curriculum Engine (lesson plan analysis), weekly learning plans, work samples, students assessment data, MAP Growth Assessment data, professional development evaluations. 2) PLC notes, lesson plans, PD Agendas 1/2) Student achievement data 1/2) Regularly scheduled PLC meetings to analyze student data	1/2) Professional Development for ELA, Mathematics, Co-taught classes, will take place during PLCs. Professional development will be provided school wide and focus on Tier I instructional strategies.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement **(Required)**		Continuation From Last Year: Yes	NCCAT-S Indicators:	
1) Back to school orientation, Virtual Open House, and other presentations are directed to involve parents educationally and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. 3) Academic family nights will be used to involve parents with their children using similar classroom methods and strategies.	1/2) Title I has provided some funding and Swainston Middle School provides additional funds for these activities. Support personnel, faculty members, and administration will participate with family engagement endeavor.	1/2) Parent sign-in sheets, evaluation forms, and agendas from family engagement meetings and events will be used as evidence of these activities.	1/2) The administrative team, teachers, and support personnel assure compliance with having parents being educationally involved at family nights and at the monthly themed PAC presentations. Strategist will gather data on a monthly basis to the end of the school year.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment **(Required)**			Continuation From Last Year: Yes	NCCAT-S Indicators:	
1) MAP Growth Assessments and common student assessment data will be analyzed to drive instruction to improve academic achievement. Learning targets will be established by grade levels during PLCs for the 2020-2021 school year. The use of prep buy-outs and the hiring of additional teachers to reduce class size to ensure a solid foundation for learning. Instructional shifts in mathematics to increase academic rigor within Tier I instruction and increase awareness of co-taught approaches to close achievement gaps within focused sub-groups. 2) Implementation of advisory program during 4th period everyday to develop relationships, ensure student success (both academically and socially), and promote communication between home and school. 3) Tier 2, 3 interventions will be used to close proficiency gaps within focus areas. Tutoring will be provided after school to students.	1) Prep buy-outs - 2) Funding from Title I will allow for class size reduction with the hiring of ELA and math teachers 3) Title I tutoring funds	1/2/3) Various artifacts will serve as evidence of progress: classroom observation, Curriculum Engine (lesson plan analysis), weekly learning plans, student work samples, student assessment data and PD evaluations.	1/2/3) The Administration, School Improvement Committee, Department Chairs, and the Strategists will provide focus through data analysis to drive instruction to improve student achievement.	N/A

Comments:

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:
			N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	☐ General Education	☐ FRL	☐ ELL	☐ IEP	☐ Other

Priority Need/Goal 3:

Root Causes:

Monitoring Status

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline, Benchmarks, and Position Responsible**	**Monitoring Status**
3.1 Professional Development **(Required)**		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement **(Required)**		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving 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 funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title 1	370,595	Class size reduction teachers for ELA and Math, prep buy outs, parent involvement, and tutoring	Goals 1 and 2
Hope 2	68,000	Star-On/In-House (staffing and programs) and behavior mentoring behavior classes	Goals 1 and 2
Title III, ELL funding	11,000	ELL instructional support, and tutoring.	Goals 1 and 2
Strategic Budget	5,224,738.41	General school budget	Goals 1 and 2
SB 178	450,000	Class size reduction for ELA and Math, Learning Strategist.	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.
Teachers are chosen from a pool of applicants from the district teacher listings. Administration review the credentials before an applicant is called for an interview. There is active hiring and recruitment of "Highly Qualified" teachers by the district in major cities and at job fairs. The Principal does have the ability to utilize Title 1 and other funding in the hiring of teachers and strategists. Retaining teachers is done through a mentoring program, professional development offered to teachers and a positive school climate.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.
The administrative team, strategists, counselors, and teachers continuously discuss strategies parents can use to become more involved in the educational experience. During open house a parent representative serves as liaison to increase family involvement and to recruit parent volunteers. The PAC representative attends district meeting and relates information to the Principal. Academic family nights introduce parents to the strategies and technology components actually used in the classroom. Newsletters and other notices are sent home to inform parents of academic information, meetings, and other family activities.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).
Articulation meetings, professional development and visits take place with 5th grade feeder schools. Magnet schools visit to enroll our students in the Spring and 8th grade articulation meetings with our feeder high school take place during the school year. Identify the measures that include teachers in decisions

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
The Administrative team through classroom observations, lesson planning, strategist, PLC meetings and collaboration among grade levels and departments, justifies the efforts of these groups in the decision making process. PLC notes are analyzed and reviewed for recommendations. Data analysis, collaboration, curriculum pacing, and data walls are viable factors in controlling decisions to drive instruction and to add rigor to academic subject matter.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts
Swainston Middle School utilized several federal, state and local services to carry out our school improvement initiatives as outlined in the School Performance Plan with the intent of raising student achievement.

Plan for improving the school climate

Goal:
By the end of the 2020-21 school year, Swainston Middle School will increase the percent of parents that agree or strongly agree with Goal 4: Engagement from 65.2% to 75.2%; Goal 5: Happy with School from 64.7% to 74.7%; and Goal 5: Student Safety from 60.06% to 70.06%.

Action Plan: How will this plan improve the school climate?
Parent workshops and bootcamps will be available during the 2020-21 school year. The workshops and bootcamps will have a concentrated focus on instructional rigor designed to improve student engagement, school safety, and parent involvement. Parent training will involve how parents can support teachers and staff at home and during the instructional day. An increase in communication will be established between parents and stakeholders in regards to students needs during the instructional day.

Monitoring Plan: How will you track the implementation of this plan?
The implementation plan will be tracked using the Districtwide Survey Results: Pledge of Achievement Goals 4&5. Also, parent sign-in sheets during school events such as parent bootcamps and workshops.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?
CCSD Staff, student and parent survey data. Parent participation sign- in sheets for parent workshops and bootcamps.

APPENDIX A - Professional Development Plan

1.1
1) Strategist and other CCSD personnel will continue to offer weekly PD for the 2020-2021 school year to ensure rigorous Tier 1 instruction in Reading using NVACS, NEPF standards and indicators, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 1,2) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency

Goal 1 Additional PD Action Step **(Optional)**
Strategist and other CCSD personnel will continue to offer weekly PD for the 2020-2021 school year to ensure rigorous Tier 1 instruction in Reading using NVACS, NEPF standards and indicators, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 1,2) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency.

2.1
1) Strategist and other CCSD personnel will continue to offer weekly PD throughout the 2020-2021 school to ensure rigorous Tier 1 instruction in Mathematics using NVACS, NEPF standards and indicators, Canvas Modules, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 3) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency.

Goal 2 Additional PD Action Step **(Optional)**
Strategist and other CCSD personnel will continue to offer weekly PD throughout the 2020-2021 school to ensure rigorous Tier 1 instruction in Mathematics using NVACS, NEPF standards and indicators, Canvas Modules, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 3) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency.

3.1

Goal 3 Additional PD Action Step **(Optional)**

APPENDIX B - Family Engagement Plan

1.2
1) Back to School Virtual Orientation, faces and other presentations are directed to involve parents educationally, update information and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. (Examples: SBAC and MAP Growth training, student data, Infinite Campus, Community Resources, Magnet opportunities, CCSD dress code, attendance etc.) 3) One family night and several academics nights will be used to involve parents with their children using similar classroom methods and strategies.

Goal 1 Additional Family Engagement Action Step (Optional)
Back to School Orientation, Virtual Open House and other presentations are directed to involve parents educationally, update information and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. (Examples: SBAC and MAP Growth training, student data, Infinite Campus, Community Resources, Magnet opportunities, CCSD dress code, attendance etc.) 3) One family night and several academics nights will be used to involve parents with their children using similar classroom methods and strategies.

2.2
1) Back to school orientation, Virtual Open House, and other presentations are directed to involve parents educationally and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. 3) Academic family nights will be used to involve parents with their children using similar classroom methods and strategies.

Goal 2 Additional Family Engagement Action Step (Optional)
Back to school Orientation, Virtual Open House, and other presentations are directed to involve parents educationally and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. 3) Academic family nights will be used to involve parents with their children using similar classroom methods and strategies.

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation
Priority Need/Goal 1

Priority Need/Goal 1:
By the end of the 2020-21 school year, all students will increase proficiency on the ELA state summative assessment from 35.6% to 52.6% according to Nevada School Performance Framework Guidelines (2022). (Due to no summative testing during 2019/2020 because of COVID-19 school closure.)

Measurable Objective(s):
- By the end of the 2020-2021 school year, 52.6 % of students will be proficient on the ELA Smarter Balanced Assessment and will increase 8% per year to meet Nevada School Performance Framework target for ELA of 60.6% (2022).
- MAP Growth Data: 6th grade: Mid-year 15% (39.3% target) proficient and End of the year_____ (23% target) proficient 7th grade: Mid-year 17% (38.3% target) proficient and End of the year_____ (26% target) proficient 8th grade: Mid-year 21% (40% target) proficient and End of the year_____ (29% target) proficient Due to technical difficulties with MAP testing and data analysis reliability with MAP testing in the fall 2020, data targets were set looking at mid-year assessment.

Status
N/A

Comments:

1.1 Professional Development:
1.2 Family Engagement:
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year		End-of-Year
1.1	1) Strategist and other CCSD personnel will continue to offer weekly PD for the 2020-2021 school year to ensure rigorous Tier 1 instruction in Reading using NVACS, NEPF standards and indicators, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 1,2) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency		N/A
Progress	Strategists and other CCSD personnel continued to offer weekly PD to the staff to ensure rigorous instruction in Reading in the distance learning environment. Teachers meet engage in weekly PLCs to implement knowledge, skills, and strategies learned in weekly PD sessions. Training is offered in the areas of data analysis and data-driven decision making and implemented during weekly PLC and grade level instructional planning meetings.		
Barriers	The multitude of changes within teaching practices and expectations coupled with staff technology-based challenges have created barriers for teachers as they work to keep up with the varying student instructional needs and family technology challenges.		

Next Steps	Staff will continue to participate in weekly PD and PLCs to enhance their instruction in the area of ELA.	
1.2	1) Back to School Virtual Orientation, faces and other presentations are directed to involve parents educationally, update information and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. (Examples: SBAC and MAP Growth training, student data, Infinite Campus, Community Resources, Magnet opportunities, CCSD dress code, attendance etc.) 3) One family night and several academics nights will be used to involve parents with their children using similar classroom methods and strategies.	N/A
Progress	Virtual parent meetings, SOT meetings, and PAC meetings are held routinely to address parent needs, provide timely information, and support parent questions and concerns.	
Barriers	Sustained distance learning throughout the year has proved to be a barrier to implementing family night and academic nights.	
Next Steps	Virtual meetings will continue to occur for SOT, PAC, and other parent-related events. A Family Game Night is scheduled in March, 2021	
1.3	1) MAP Growth and common assessment data will be analyzed to drive instruction to improve academic achievement. Learning Targets for MAP growth data have been established by grade levels during PLCs. The use of prep buy-outs and the hiring of additional teachers to reduce class size to ensure a solid foundation for learning. Instructional shifts in reading will increase academic rigor within Tier I instruction and increase awareness of co-taught approaches to close achievement gaps within special education and our ELL population. 2) Implementation of advisory program during 4th period everyday to develop relationships, ensure student success (both academically and socially), and promote communication between home and school. 3) Tier 2, 3 interventions will be used to close proficiency gaps within focus areas. Tutoring will be provided after school to students.	N/A
Progress	PD has been provided to assist teachers in the analysis of MAP data with a focus on student growth and achievement.	
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		

Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
By the end of the 2020-2021 school year, all students will increase proficiency on the math state summative assessment from 18.06% (Data from 2018/2019, due to no summative testing during 2019/2020 because of COVID-19 school closure.) to 45.6% according to the Nevada School Performance Framework Guidelines (2022).

Measurable Objective(s):
- By the end of the 2020-2021 school year, 27.54% of students will be proficient on the Mathematics Smarter Balanced Assessment and will increase 14% per year to meet Nevada School Performance Framework target for math of 45.6% (2022).
- MAP Growth Data: 6th grade: 10% (beginning), Mid-year 9% (21% target) proficient and End of the year_____ (15% target) proficient 7th grade: 15% (beginning), Mid-year 14% (26% target) proficient and End of the year_____ (20% target) proficient 8th grade: 11% (beginning), Mid-year 18% (16% target) proficient and End of the year_____ (18% target) proficient Algebra 1:24% (beginning), Mid-year ___% (11.24% target) proficient and End of the year_____ (21.24% Target) proficient

Status
N/A

Comments:

2.1 Professional Development:
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	1) Strategist and other CCSD personnel will continue to offer weekly PD throughout the 2020-2021 school to ensure rigorous Tier 1 instruction in Mathematics using NVACS, NEPF standards and indicators, Canvas Modules, various teaching strategies, scaffolding instruction, student engagement, various co-teaching approaches, strategies for English Learners, data analysis and differentiation. 2) Teachers will meet for weekly PLCs to ensure implementation of PD and the analysis of student data to strengthen instruction in the classroom and close achievement gaps. 3) Training and collaboration time will be held on how to analyze student achievement, provide timely and meaningful feedback to students, and modify instruction to ensure that all students meet or exceed proficiency.	
Progress		
Barriers		
Next Steps		

2.2	1) Back to school orientation, Virtual Open House, and other presentations are directed to involve parents educationally and to recruit parents to Parent Advisory Committee meetings. 2) PAC presentations will be themed according to parent needs. 3) Academic family nights will be used to involve parents with their children using similar classroom methods and strategies.	
Progress		
Barriers		
Next Steps		
2.3	1) MAP Growth Assessments and common student assessment data will be analyzed to drive instruction to improve academic achievement. Learning targets will be established by grade levels during PLCs for the 2020-2021 school year. The use of prep buy-outs and the hiring of additional teachers to reduce class size to ensure a solid foundation for learning. Instructional shifts in mathematics to increase academic rigor within Tier I instruction and increase awareness of co-taught approaches to close achievement gaps within focused sub-groups. 2) Implementation of advisory program during 4th period everyday to develop relationships, ensure student success (both academically and socially), and promote communication between home and school. 3) Tier 2, 3 interventions will be used to close proficiency gaps within focus areas. Tutoring will be provided after school to students.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status

Comments:

3.1 Professional Development:
3.2 Family Engagement:
3.3 Curriculum/Instruction/Assessment:
3.4 Other:

	Mid-Year		End-of-Year	
3.1				
Progress				
Barriers				
Next Steps				
3.2				
Progress				
Barriers				

Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		