

# School Performance Plan User Guide

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# Introduction

The purpose of this user guide is to help schools navigate the online School Performance Plan (SPP), formerly known as the School Improvement Plan.

In collaboration with the Nevada Department of Education, components for the online School Performance Plan have been developed to document the school's journey for growth and achievement for all students.

The School Performance Plan consists of a cover page, four planning components, and three appendices.

The School Performance Plan template is located online at [ccsdapps.net](https://ccsdapps.net).

This document includes:

- a navigation guide to support the use of the online SPP template with definitions and examples to help you develop and document an effective SPP ([Navigation Guide](#)),
- goal-setting guidance aligned to the NSPF and Focus: 2024 ([Resource A](#)), and
- a facilitator's guide ([Resource B](#)) with instructions and materials to help school staff facilitate the school improvement planning process with a team.

## Resources

For additional information and resources for school improvement planning, please visit [teachingandlearning.ccsd.net](https://teachingandlearning.ccsd.net) or the School Performance Plans Google Shared Drive.

# SPP Online Template Navigation Guides

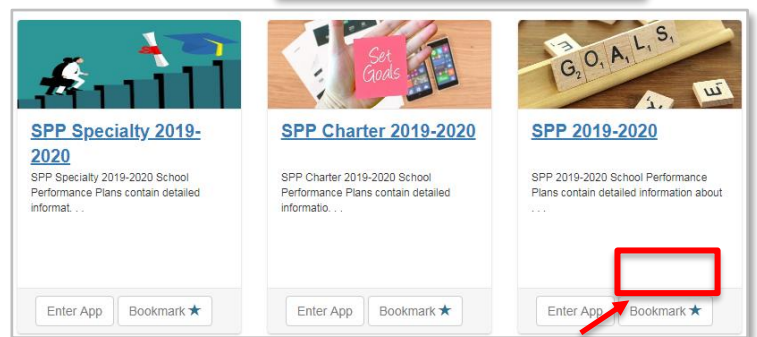
## Online School Performance Plan Navigation Guide for School Users

### Access and Navigation

To access and log in to the School Performance Plan website, enter [ccsdapps.net](http://ccsdapps.net) in your internet browser (Chrome or Firefox) and use your **Active Directory (AD)** credentials to log in.

Scroll through the alphabetical list of applications and click **Enter App** under:

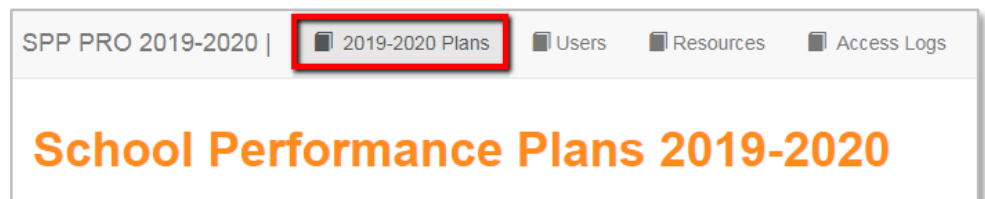
- > **SPP 2019-2020**,
- > **SPP Charter 2019-2020**, or
- > **SPP Specialty 2019-2020**.



**Note:** If you bookmark this app, it will appear at the top of your list instead of in alphabetical order.

### SPP Home

Click **2019-2020 Plans** from any page to return to the home page.



### Adding Users

The purpose of adding a user is to give rights to a person to log in and edit the online SPP template.

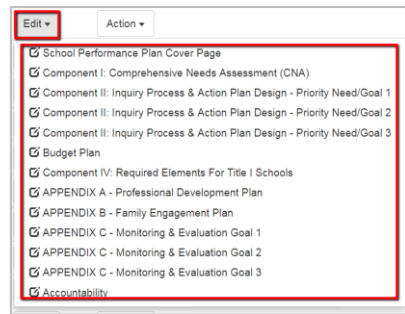
Adding users to the online application is a manual process. Every effort is made to ensure principals are added to the SPP application in January of each year. If movement occurs after that time or to give rights to an additional user at your school, please call the School Improvement Department at (702) 799-1041, option 5.

**Note:** Exercise caution when requesting to add users as each user will have full access to edit the template. It is recommended to only add one other staff member.

## Editing the Plan

The **Edit** button is used to complete each page of the **School Performance Plan**.

Use the drop-down arrow on the **Edit** button and click a page to edit.



## SPP Cover Page

### School Related Information

The School Improvement Department has worked to populate as much information related to your school as possible. Please check to ensure your **School Name**, **Address**, and **Website** are correct on the PDF of the plan. You can verify that the **Region Superintendent's name** and **school information** are correct. This is a one-year plan.

### Title I Information

Select the **Title I status** of either **Served** or **Not Served** for your school from the drop-down menu. The **Served** option means that your school receives Title I funds and the **Not Served** option means your school does not receive Title I funds. The Title I page will only populate for schools that are identified as **Served** with Title I funds.

### Designation

Select if your school has been designated as **Comprehensive Support and Improvement (CSI)**, **Targeted Support and Improvement (TSI)**, or **Additional Targeted Support and Improvement (TSI/ATSI)**. If your school has not been given one of these state designations, select **N/A**. Your school's designation can be found on the School Rating Report which is available at [nevadareportcard.com](http://nevadareportcard.com).

### Grade Level Served

Select the grade level(s) your school serves. The drop-down menu includes **Elementary**, **Middle School**, **High School**, and **Combined**.

### Classification

There are six school classification options: **5-Star**, **4-Star**, **3-Star**, **2-Star**, **1-Star School**, or **N/A**. This classification is determined based on the previous year's Nevada School Performance Framework (NSPF). For questions about your star status, please contact the Accountability Department at (702) 799-1041, option 3. The star status of all Nevada's schools can be found at [nevadareportcard.com](http://nevadareportcard.com).

## SPP Cover Page - Adding Members

Enter the names of each member of the School Organizational Team (SOT) and other planning team members. This team is responsible for developing, implementing, monitoring, and evaluating the plan. Selection of team membership should be distributed among building administrators, a variety of staff members, counselors, specialists, parents, and all who are recognized as instructional leaders throughout the school. The principal should lead the school improvement planning process by modeling inquiry, team building, and routinely revisiting the status of the plan with the focus on progress toward achieving goals and objectives.

Complete this section by first including the names of parents involved in the process. Then, continue with the names of the school improvement team members along with their positions. Team membership should include the school principal and the principal's name should be added first. School improvement team members will appear in the order they were added.

Title I schools are required to have a parent on their planning team that is not a district employee.

Click the **Add Parent** button. Enter the parent name and click **Save**.

Click the **Add Member** button. Enter name and position of planning team member and click **Save**.

To remove a member, click **Delete** next to the member's name/position.

**Note:** Adding a member to the cover page will only add a person's name to the cover page. This does not give them any editing rights ([See Adding Users](#)).

The screenshot shows two sections: 'Parents on Planning Team' and 'Members on Planning Team'. Each section has a table with columns for Name, Position, and Action. The 'Parents on Planning Team' section includes a note: 'All Title I schools must have a parent on their planning team that is not a district employee.' and an 'Add Parent +' button. The 'Members on Planning Team' section includes an 'Add Member +' button. Below these sections is an 'Uploads:' section with a 'Choose File' button and the text 'No file chosen'. At the bottom are 'Save', 'Save & Complete', and 'Cancel' buttons.

## Documentation of Meetings - Title I Schools

As you are working through the development of your School Performance Plan (SPP), please remember that Title I schools are required to collect documentation of planning with their school community. Upload these documents directly to the SPP application and keep copies in your Title I binder. Remember that at least one parent is required to be included in the planning process.

Title I schools must upload **agenda(s)** and **sign-in sheet(s)** that show evidence of sharing the SPP with **school staff** and **school community**.

Click **Choose File** and navigate to the file on your computer.

Click **Save** or **Save & Complete**.

To upload more than one document, you must click **Save**, then repeat the process above to upload the next file.

The screenshot shows the 'Uploads:' section with a 'Choose File' button and the text 'No file chosen'.

The screenshot shows the 'Uploads:' section with a 'Choose File' button and the text 'Parent Sign-in 9-17.pdf'. A red box highlights the file name, and a red arrow points to the 'Save' button.

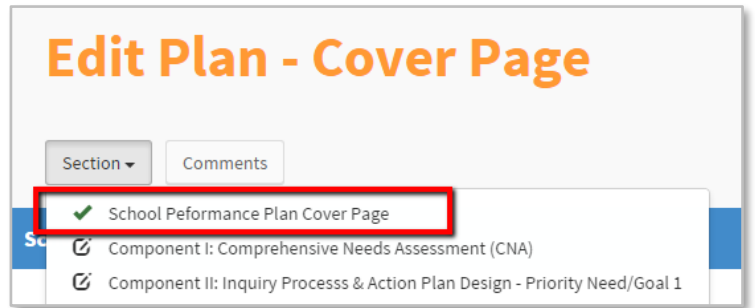
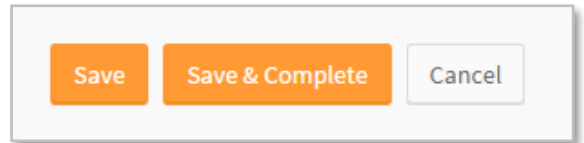
## Save or Save & Complete

By selecting **Save**, your work will be saved for additional editing.

By selecting **Save & Complete**, the page is marked as ready for submission.

Once the **Save & Complete** button is selected, a green **check mark** will appear in front of the page name.

**Note:** A page that has previously been checked as completed can still be edited.



## Component I - Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) is the beginning of the School Performance Plan (SPP) process, which determines the needs of the school and the direction the school should pursue in order to improve student achievement.

Use the drop-down menus to identify data sources that were analyzed for:

- general education, including Free or Reduced Lunch (FRL),
- English Language Learners (ELL), and
- Special Education

Multiple formative and summative data sources should be used to identify the needs of each group. Several data sources, such as statewide assessment, formative assessment, fiscal resources, English Language Learner (ELL) achievement gap data, Special Education data, and family engagement are included in the drop-down menus. Schools may choose to indicate additional data sources in the boxes designated as **Other**. Using multiple sources of data will provide context, strengthen the analysis, and explain the performance trends.

Use the **drop-down menus** to select multiple formative and summative data sources that were used to identify the needs of each student group. Only select and list data that will be addressed in your summary statement.

A screenshot of the 'Component I: Comprehensive Needs Assessment (CNA)' form. The form is titled 'Data Reviewed & Analyzed' and includes a sub-header: 'Based on your school's NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.' The form is organized into three columns: 'School Data For General Education Including FRL', 'English Language Learner (ELL) Data', and 'Special Education Data'. Each column has a 'Select...' dropdown menu. Below these columns are three 'Other:' text input fields. The first dropdown menu in the first column and the first 'Other:' field are highlighted with red boxes.

## Component I - Summary Statement

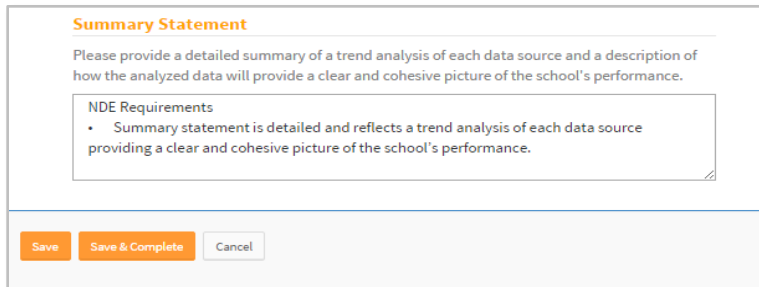
The purpose of the **Summary Statement** is to explain how the analyzed data will impact the Inquiry and Action Planning Process. The Summary Statement should be detailed and reflect a trend analysis of data sources providing a clear and cohesive picture of the school's performance, positive trends, and areas of concern.

### Positive Trends:

Identify a minimum of **two** specific areas where positive trends occurred. Provide a brief description of successes and how your school will use these strategies to move forward.

### Areas of Concern:

Identify a minimum of **two** specific areas where negative trends occurred and provide **two or three** years of trend data based on your identified data sources.



Include a statement summarizing data trends and explaining how the analyzed data impact the **Inquiry and Action Planning** process.

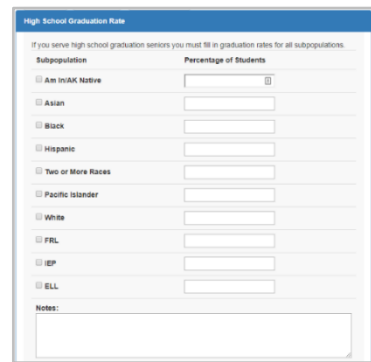
**CSI Schools** - The Every Student Succeeds Act (ESSA - 1111(d)(1)(B)) requires plans for schools designated as Comprehensive Support and Improvement (CSI) to be developed in partnership with stakeholders, to be informed by all indicators of the Nevada School Performance Framework (NSPF), to include evidence-based interventions, and be based on a school-level needs assessment. The summary statement should include an overview of school trends, an analysis of the school's data, at least two positive and two negative trends, prioritized needs, and the evidence-based interventions that will support your plan.

Once the **Summary Statement** is complete, click **Save** or **Save & Complete**.

## High School Graduation Rates - High Schools Only

For all schools who serve graduating seniors, enter the most current graduation rate for each reported subgroup. This information can be found at [nevadareportcard.com](http://nevadareportcard.com).

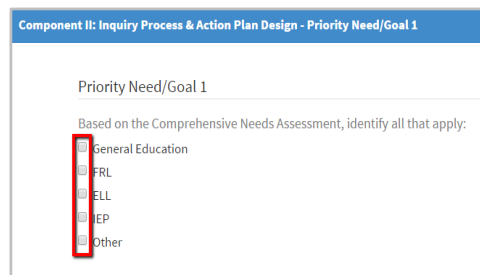
A text box is provided for optional notes relating to information on graduation rates that may contribute to the **Comprehensive Needs Assessment**.



## Component II - Inquiry Process and Action Plan Design

The purpose of the inquiry process is to identify priority needs/goals, the root causes of these needs, and potential solutions/action steps. The inquiry process provides a framework for the Action Plan Design. Performance data as well as district- and school-level data should be aligned. Priority needs should be addressed in the action steps.

Check any of the subgroups that are impacted by the **Priority Need/Goal**: General Education, FRL, ELL, IEP, and/or Other.

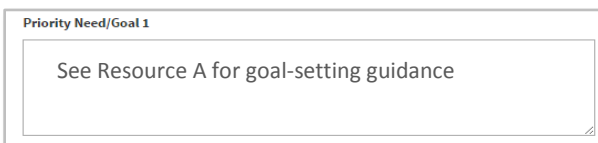




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## Component II - Priority Need/Goals 1, 2, and 3

**Priority Needs/Goals** are the broad statements about what is to be achieved. Goals are clear, attainable, and explain expected performance. Measurable objectives will dig deeper in support of the goals by outlining the specific targets that are to be met in the coming year. CCSD has aligned School Goals and Measurable Objectives to Nevada's Long-Term Goals and Measures of Interim Progress as well as the Nevada School Performance Framework (NSPF). Refer to [Resource A](#) for additional guidance on writing goals and measurable objectives.



Priority Need/Goal 1

See Resource A for goal-setting guidance

Type your **Priority Need/Goal** in the blank field. Two goals are required for all CCSD schools. The third goal is optional at this time.

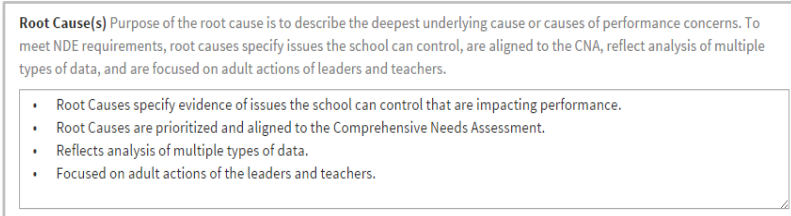
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## Component II - Root Cause

**Root causes** are statements describing the deepest underlying cause(s) of priority needs that if resolved, would result in elimination or substantial reduction of the priority need. Root causes describe evidence of issues the school can control which are impacting performance. Root causes are prioritized and aligned to the Comprehensive Needs Assessment, reflect analysis of multiple types of data, and are focused on actions of the school leaders and teachers.

Root cause descriptions should:

- identify at least one root cause for each priority need/goal
- specify causes the school can control
- reflect analysis of multiple types of data



**Root Cause(s)** Purpose of the root cause is to describe the deepest underlying cause or causes of performance concerns. To meet NDE requirements, root causes specify issues the school can control, are aligned to the CNA, reflect analysis of multiple types of data, and are focused on adult actions of leaders and teachers.

- Root Causes specify evidence of issues the school can control that are impacting performance.
- Root Causes are prioritized and aligned to the Comprehensive Needs Assessment.
- Reflects analysis of multiple types of data.
- Focused on adult actions of the leaders and teachers.

Type your **Root Cause** in the blank text field.

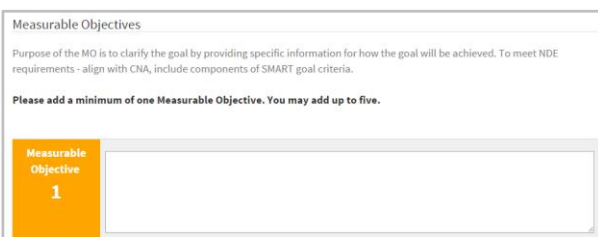
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## Component II - Measurable Objectives

**Measurable objectives** clarify the goals by providing specific information to determine how the goal can be achieved. Measurable objectives are the foundation for action planning as they define who, what, when, and how much.

Measurable objectives must include all components of SMART criteria:

- S**pecific,
- M**easurable,
- A**ttainable,
- R**elevant, and
- T**imely.



Measurable Objectives

Purpose of the MO is to clarify the goal by providing specific information for how the goal will be achieved. To meet NDE requirements - align with CNA, include components of SMART goal criteria.

Please add a minimum of one Measurable Objective. You may add up to five.

Measurable Objective 1

The online School Performance Plan template provides space for up to five measurable objectives per goal, however, only one is required. CCSD has aligned school goals and measurable objectives to Nevada's Long-Term Goals and Measures of Interim Progress as well as the Nevada School Performance Framework (NSPF). Refer to [Resource A](#) for additional guidance on writing goals and measurable objectives.

Type one to five **Measurable Objectives** in the blank fields.

## Component II - Action Steps and Monitoring Plan

The **Action Plan** includes action steps and resources. Action steps are a description of the actions that will be taken at the school to meet the priority need/goal and address the root cause(s). Action steps should be focused, and aligned to the priority needs/goals and measurable objectives. Action steps should be interrelated and will lead to a clear impact in performance. Resources needed to implement the action steps, including personnel, time, and materials, with identified funding sources and timelines should be detailed and comprehensive.

The **Monitoring Plan** includes artifacts and evidence of progress, timelines, and people responsible for ensuring action steps are implemented as intended. The purpose of the monitoring plan is to determine the degree of implementation of the action steps and the impact they are having on student achievement. The artifacts/evidence specifies the data (quantitative and/or qualitative) that will be analyzed to determine the action step has occurred and is effective. The timeline specifies when evidence will be collected and describes who will be involved in collecting and analyzing the evidence. Benchmarks for formative assessments could also be included in the Monitoring Plan. All timelines should be sequential with outlined benchmarks and identify positions responsible.

Action Plan	Monitoring Plan
<b>Action Step: Align Action Steps to Summary Statement and Root Cause.</b>	<b>Artifacts/Evidence of Progress: Information (Data) that will verify the action step has occurred.</b>
NDE Requirements: Action steps are focused, detailed, and aligned to the Goals and Measurable Objectives.	NDE Requirements: The Monitoring Plan specifies what data and evidence will be analyzed to determine the effectiveness of the action step.
Action steps are interrelated and will clearly impact performance.	
<b>Resources and Amount Needed for Implementation (people, time, materials, funding sources).</b>	<b>Timeline &amp; Person or Position Responsible (Who in your district will ensure these action steps happen?).</b>
NDE Requirements: Resources with identified funding sources and timelines are included and comprehensive.	NDE Requirements: All timelines are sequential with outlined benchmarks and identifies positions responsible.

**Note:** Click, hold, and drag the two diagonal lines at the bottom-right corner of each text box to enlarge the typing area on your screen.

For each Priority Need/Goal, describe the action plan and monitoring plan for:

- 1.1 Professional Development
- 1.2 Family Engagement
- 1.3 Curriculum/ Instruction/ Assessment
- 1.4 Other (Optional)

Complete the following for each action step:

- Continuation from Last Year (Yes or No)
- NCCAT-S Indicators that are addressed in this action step (e.g. 1.2)

<b>Continuation From Last Year:</b>	Select Continuation... ▼	<b>NCCAT-S Indicators</b>	
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## Action Step Resources

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### Professional Development Resources

#### CCSD Curriculum and Professional Development Division (CPD)

Go to [teachingandlearning.ccsd.net](http://teachingandlearning.ccsd.net) to request professional development for specific content areas, leadership, District initiatives, and Professional Growth Plans.

#### Smarter Balanced Assessment Consortium Digital Library

Go to <http://www.smarterbalanced.org/educators/the-digital-library/> for professional learning resources that focus on educator professional development, mentoring, and coaching.

#### Southern Nevada Regional Professional Development Program (RPDP)

Go to <http://rpd.net/> or call (702) 799-3835 to request professional development focused on curriculum, instructional strategies, and student performance.

#### National Education Association (NEA)

Go to <http://www.nea.org/home/30998.htm> to access webinars, micro-credential offerings, and other resources to support educators' professional development.

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### Family Engagement Resources

#### CCSD Family and Community Engagement Services Department (FACES)

Go to <http://faces.ccsd.net/> or call (702) 799-0303 for resources and trainings for families and school staff, including University of Family Learning (UFL) courses.

#### Parent Teacher Association (PTA)

Go to <https://www.pta.org/> or <https://www.nevadapta.org/> for resources including guidance for implementing the National Standards for Family-School Partnerships at your school.

#### Southern Nevada Regional Professional Development Program (RPDP)

Go to <http://rpd.net/> and click on Family Engagement for State and US Department of Education policies and resources to promote effective family engagement.

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### Curriculum, Instruction, and Assessment Resources

#### CCSD Curriculum and Professional Development Division (CPD)

Go to [teachingandlearning.ccsd.net](http://teachingandlearning.ccsd.net) for curriculum resources and to request direct support from content-area experts.

#### CCSD Assessment Department

Go to [teachingandlearning.ccsd.net](http://teachingandlearning.ccsd.net) for resources to support assessment literacy and effective use of summative and formative assessments.

#### Nevada Department of Education (NDE) Instructional Materials Resource Center

Go to [http://www.doe.nv.gov/Standards\\_Instructional\\_Support/Materials\\_Resource\\_Center/](http://www.doe.nv.gov/Standards_Instructional_Support/Materials_Resource_Center/) for instructional resources that support deep understanding of the Nevada Academic Content Standards (NVACS).

#### Smarter Balanced Assessment Consortium Digital Library

Go to <http://www.smarterbalanced.org/educators/the-digital-library/> for instructional resources that include ideas, activities, tools, and lessons designed to enhance instruction and supplement curriculum.

#### Southern Nevada Regional Professional Development Program (RPDP)

Go to <http://rpd.net/> and click on Math, ELA, Science, or Struggling Math Students for instructional resources. Click on NEPF for teacher and administrator resources for NEPF standards and Student Learning Goals (SLGs).

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## Component II - Comments and Status

**Comments** for each action step may be included if additional clarification or information is needed.

Use the drop-down menu to choose N/A, Met, On Task, or Not Met to indicate the **status** of the action plan implementation. This can be completed during mid-year and end-of-year monitoring or during other reviews of plan implementation.



Comments:

Status: N/A

Click **Save** or **Save & Complete**.

**Note:** Each Priority Need/Goal, Root Cause, Measurable Objective, Action Step, and Status, will be automatically populated in the SPP template anywhere they are repeated.

## Component III - Budget Plan

The purpose of the **Budget Plan** is to identify funding sources to support the implementation of the priority needs/goals. Funding source and purpose for which funds are to be used need to be comprehensive, detailed, and tied to priority needs/goals.

- **Source of funds applicable to priority need/goal:** Identify applicable funding sources to support the implementation of the priority needs/goals and action steps.
- **Amount received for this school year:** Enter the amount of funds the school is receiving.
- **Purposes for which funds are used:** Identify purposes for how specific funds are used.
- **Applicable goal(s):** Select the goal(s) from the drop-down menu that are tied to the purposes for which funding sources are used. Ensure that items in the budget page are reflected in the action steps of goals 1, 2, and/or 3.

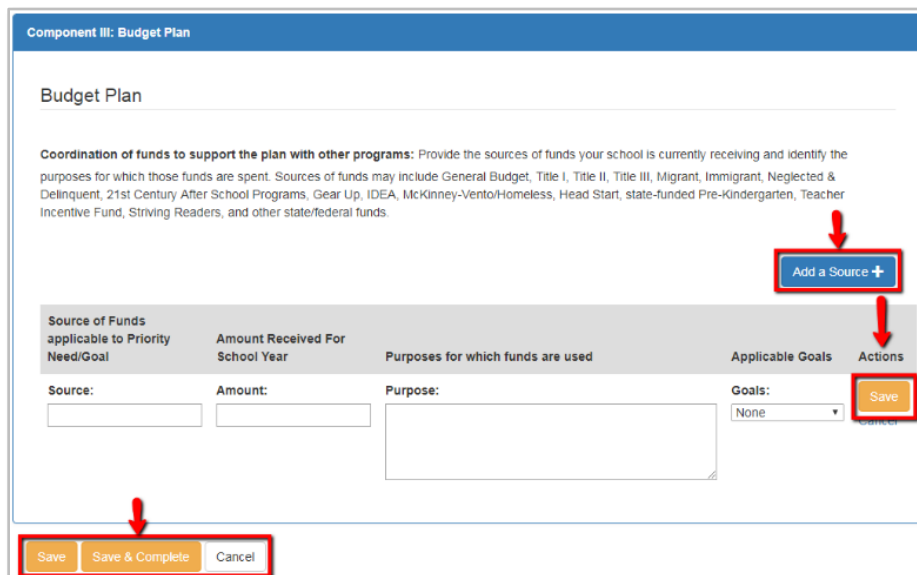
Click on the **Add a Source** button.

Complete the **Source of Funds**, **Amount**, and **Purpose** fields.

Use drop-down menus to select **Applicable Goal(s)**.

You must click the **Save** button at the right of the screen after completing each budget line entry.

After entering all budgets, click **Save** or **Save & Complete**.



Component III: Budget Plan

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 School Year	Purposes for which funds are used	Applicable Goals	Actions
Source:	Amount:	Purpose:	Goals: None	Save

Save Save & Complete Cancel

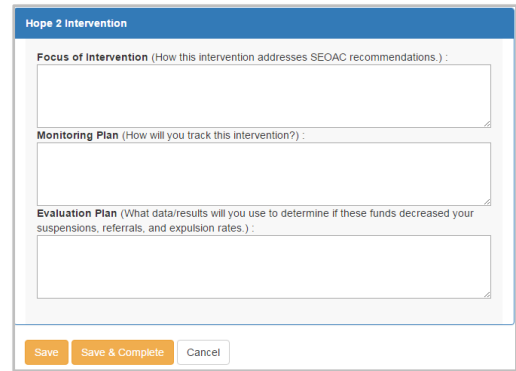
**Note:** To edit a budget entry, first add a new source. Copy and paste the entry with the error into the new source. Make the necessary changes and save the budget source. Then, delete the original entry.

## Hope<sup>2</sup> Intervention - Middle and High Schools

If your school has been awarded Hope<sup>2</sup> funds, include a narrative of the **intervention, monitoring plan, and evaluation plan.**

Be sure to include your Hope<sup>2</sup> funds in the budget page.

Click **Save** or **Save & Complete.**



## Component IV - Required Elements For Title I Schools

Five questions in this section must be completed by all Title I schools. Descriptions should be detailed and all required designations and assurances should be included. For example: federal, state, and local services are coordinated and integrated into the SPP.

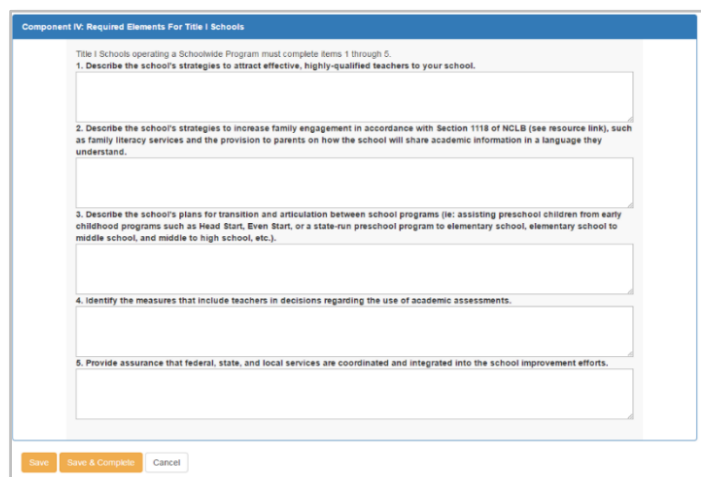
1. Describe the school's strategies to attract effective, highly-qualified teachers to your school. **Describe your site-specific process for hiring teachers (i.e., Do you have an interview committee? Do you conduct site visits?)**
2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of the Every Student Succeeds Act (ESSA), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand. **Include how you share current levels of performance with parents along with family engagement activities.**
3. Describe the school's plans for transition and articulation between school programs. **Describe your transition events, such as Round-Ups; 5<sup>th</sup> to 6<sup>th</sup> grade and 8<sup>th</sup> to 9<sup>th</sup> grade transition process (school assemblies, site visits, counselor visits, etc.); and Ready by Exit activities to highlight college/career readiness.**
4. Identify the measures which include teachers in decisions regarding the use of academic assessments. **Describe the process your teachers employ to use academic assessments to drive instruction/differentiate, etc. (e.g., STPT, PLC, Grade Level meetings, RTI). Specify data sources (e.g. state summative assessments, formative assessments, MAP Growth Assessments, etc.).**
5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts. **Identify funding sources and how they are used together to support your School Performance Plan.**

This page will only populate if **Title I - Served** is selected on the cover page.

Complete each question.

Click **Save** or **Save & Complete.**

If you need further guidance on completing this page, please contact your Title I representative at (702)799-3850.



## Climate Improvement Plan **NEW!**

Section 3 of Senate Bill 89, which amends NRS 385A.650, requires schools to include “methods for evaluating and improving the school climate in the school” in the annual plan. A page has been included in the SPP for this plan. **All schools** must complete this page.

**Analyze** the results of the Districtwide or State Climate Survey, along with other relevant data, to determine and prioritize the needs of the school. Districtwide survey data can be found at [datalab.ccsd.net](http://datalab.ccsd.net).

SB89 School Climate Improvement Plan

Goal:

Action Plan: How will this plan improve the school climate?

Monitoring Plan: How will you track the implementation of this plan?

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

Write a **SMART Goal** that measures what you want to achieve by implementing this plan.

Write an **Action Plan** that describes the actions that will be taken at the school to meet the goal and how this plan will improve the climate/culture.

Write a **Monitoring Plan** that includes artifacts and evidence of progress, timelines, and people responsible for ensuring action steps are implemented as intended.

Write an **Evaluation Plan** that includes data that will be used to determine if the climate of the school has been improved through the implementation of this plan. Describe how you will know when the goal has been reached.

Click **Save** or **Save & Complete**.

## Appendix A - Professional Development

## Appendix B - Family Engagement

The purpose of these **Appendices** is to provide a quick snapshot of the action steps for professional development and family engagement.

No action is required on this page. You may choose to include additional strategies that will be implemented or provide additional details about your plans for professional development and family engagement.

Action steps for professional development (1.1; 2.1; and 3.1) will appear in Appendix A.

Action steps for family engagement (1.2; 2.2; and 3.2) will appear in Appendix B.

Type additional information into the text boxes.

Click **Save & Complete**.

APPENDIX A - Professional Development Plan

1.1

This section will be populated with PD action steps from Component II.

Goal 1 Additional Professional Development Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Literacy Family Night, Multicultural Family Night

Goal 1 Additional Family Engagement Action Step (Optional)

This section will be populated with Family Engagement action steps from Component II.

## Appendix C - Monitoring and Evaluation Goals 1, 2, and 3

**Appendix C** provides an opportunity for the school to document implementation of the SPP based on the evaluation outcomes and to implement revised strategies as needed. The Priority Need/Goal, Measurable Objective(s), and Action Steps will be pre-populated from the Action Plan section.

**Progress:** Describe the progress that has been made in implementing the action step.

**Barriers:** Identify barriers that delayed or prevented the implementation of the action step.

**Next Steps:** Identify actions or strategies that will be implemented next.

**Monitoring Status:** Selecting the drop-down menu will prompt three options: **Met**, **On Task**, and **Not Met**. Click on the appropriate phrase.

The Goal, Measurable Objective, and Comments text boxes auto-populate into Appendix C from Component II.

Each action step will auto-populate from the Action Plan sections.

Update the **Progress**, **Barriers**, and **Next Steps**. Mid-year updates will be in the first column; End-of-Year updates will be in the second column.

Use the drop-down to select the **Status** of the action step: "Met", "On Task", or "Not Met."

Click **Save** or **Save & Complete**.

	Mid-Year	End-of-Year
1.1		Status: N/A
Progress		
Barriers		
Next Steps		

## Online SPP Submission Process

When all components of the plan are complete, submit your plan. Changing the status of your SPP will send a notification to your Region and/or School Associate Superintendent to indicate that the plan is ready for review.

From SPP Home go to the **Actions** drop-down menu and select **Change Status**. Choose **Reviewing** from the drop-down menu and click **Change Status**. If you have changed the status by mistake you can select Change Status again and choose Editing.

After the Region and/or School Associate Superintendent reviews the plan, the status will reflect **Editing** (revisions needed) or **Approved**. If revisions are needed schools will revise and resubmit the plan.

Schools that submit an Accreditation Plan in lieu of the SPP should complete the **Climate Improvement Plan** page and choose **Accreditation Plan** for the status. Title I schools that submit Accreditation Plans must complete the **SPP Cover Page**, **Budget Page**, **Title I page**, and **Climate Improvement Plan**.

Action

- Change Status
- Comments
- School Data
- Logs
- Archived Plans
- PDF Download

School Plan Status

I would like to change this School Performance Plan to Status: Reviewing

Change Status Cancel

Editing Reviewing Approved Accreditation Plan

---

## View or Add Comments

Region and/or School Associate Superintendents, Title I Coordinators, and School Improvement Project Facilitators may provide comments on the plan. Plan editors are encouraged to leave comments when revisions to the plan have been made.

The **Comments** button will appear next to the **Sections** menu at the top of each page.

Click **Comments** to read comments. Click **Comments** then **Add Comment** to write a comment. Click **Submit** to save your comment.

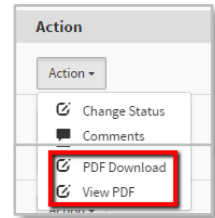


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## Download and Print

To print or view the SPP, go to the **Actions** drop-down menu and select **PDF Download** or **View PDF**. You can also click **Download PDF** at the top of each page.

You can save or print the PDF. It is recommended to keep a PDF copy of your plan.



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## School Performance Planning Resources and Support

For School Performance Planning training materials and support:

- see the [Facilitator's Guide](#) section of this document,
- visit <https://aarsi.ccsd.net/school-improvement/resources/spp/>,
- go to the School Performance Plans Shared Drive in Google, or
- contact the School Improvement Department at (702)799-1041, option 5.

For guidance and timelines to support CCSD principals and School Organizational Teams as they engage in the work of developing, implementing, and monitoring the School Plan of Operation, visit [guide.ccsd.net](http://guide.ccsd.net) or [reorg.ccsd.net](http://reorg.ccsd.net).

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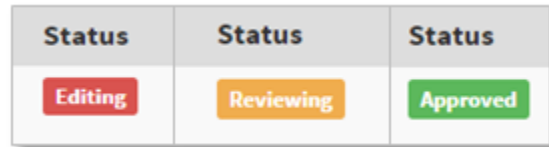
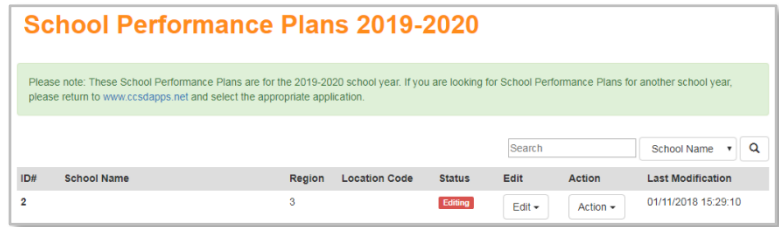


# Online School Performance Plan Navigation Guide for Region and School Associate Superintendents

## View Plan Status

During development of the plan, the Region and School Associate Superintendent will see **Editing** for the school plan status.

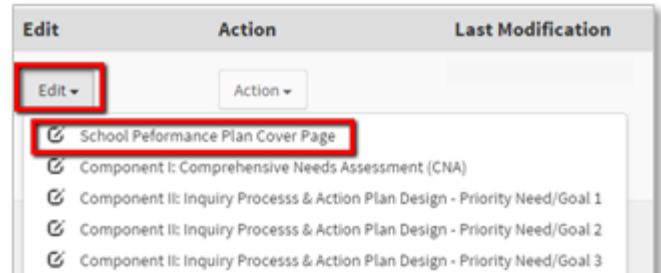
Once a school plan has been submitted by the school principal, the status will be changed to **Reviewing**, indicating the plan is ready for Region and School Associate Superintendent review.



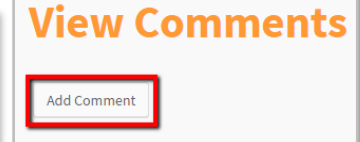
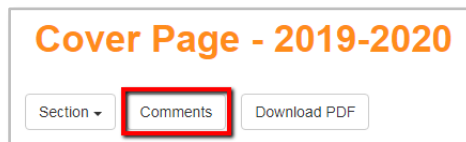
## Add Plan Notes

There is an *optional* **Comment** section for the Region and School Associate Superintendent to write comments and/or revision notes for the school.

Click the **Edit** button and select any page. Click **Comments**. Click **Add Comment**. When complete, select **Submit**.



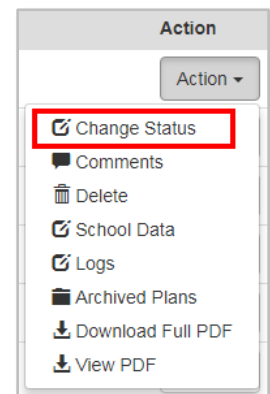
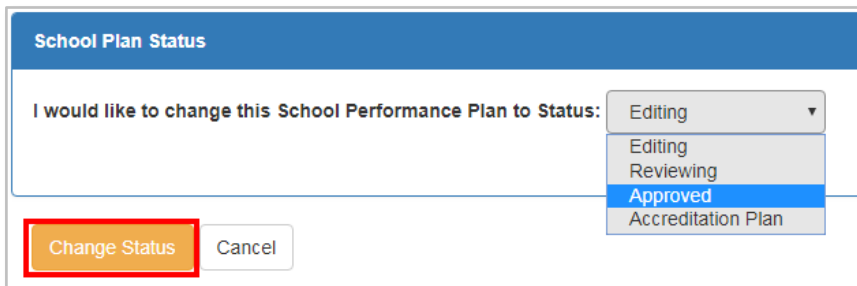
These notes will then be visible in the **Comments** section to all users with access to edit the plan.



## Review and Approve Plans

Click the **Actions** button and select **Change Status**. Choose **Approved** in the drop-down menu. Or, if the plan needs revisions, choose **Editing**.

Click **Change Status**.



An e-mail will notify the school principal of status changes. If revisions are needed, the school will need to resubmit the plan to the Region and School Associate Superintendent for approval.

# NDE School Performance Plan Rubric

<b>Nevada Department of Education - Rubric for School Performance Plans</b>		
<i>The purpose of this document is to determine if the School Performance Plan needs revisions or meets requirements.</i>		
<b>COMPONENTS OF SCHOOL PERFORMANCE PLAN</b>	<b>Needs Revision</b>	<b>Meets Requirements</b>
<b>COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT</b>		
Comprehensive Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMPONENT II: INQUIRY PROCESS &amp; ACTION PLAN DESIGN</b>		
<b>Priority Need/Goal 1</b>		
Priority Need/Goal	<input type="checkbox"/>	<input type="checkbox"/>
Root Causes	<input type="checkbox"/>	<input type="checkbox"/>
Measurable Objectives	<input type="checkbox"/>	<input type="checkbox"/>
Action Plan, Resources, and Amount Needed for Implementation	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring Plan	<input type="checkbox"/>	<input type="checkbox"/>
<b>Priority Need/Goal 2</b>		
Priority Need/ Goal	<input type="checkbox"/>	<input type="checkbox"/>
Root Causes	<input type="checkbox"/>	<input type="checkbox"/>
Measurable Objectives	<input type="checkbox"/>	<input type="checkbox"/>
Action Plan, Resources, and Amount Needed for Implementation	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring Plan	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMPONENT III: BUDGET PLAN</b>		
Budget Plan	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I</b>		
Required Elements for Title I	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## Nevada Department of Education - Rubric for School Performance Plans

Component	Needs Revision	Meets Requirements
<b>COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT</b>		
<p><b>Summary Statement</b> The purpose of this summary statement is to present a comprehensive analysis of trend data.</p>	<ul style="list-style-type: none"> <li>Summary statement does not reflect a trend of each data source.</li> </ul>	<ul style="list-style-type: none"> <li>Summary statement is detailed and reflects a trend analysis of each data source providing a clear and cohesive picture of the school's performance.</li> </ul>
<b>COMPONENT II: INQUIRY PROCESS &amp; ACTION PLAN DESIGN</b>		
<p><b>Priority Need/ Goal</b> The purpose of the PN/Goal is to provide a broad statement as to what will be achieved.</p>	<ul style="list-style-type: none"> <li>Goals are general and do not explain expected performance.</li> <li>Goals reflect minimal alignment to the Comprehensive Needs Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are clear, detailed, and attainable explaining expected performance.</li> <li>Goals are aligned to the Comprehensive Needs Assessment.</li> </ul>
<p><b>Root Cause</b> Purpose of the root cause is to describe the deepest underlying cause or causes of performance concerns.</p>	<ul style="list-style-type: none"> <li>Root Causes reflect minimal data analysis and are outside of the school's control.</li> <li>Not focused on adult actions of the leaders and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Specify evidence of issues the school can control that are impacting performance.</li> <li>Prioritized and aligned to the Comprehensive Needs Assessment.</li> <li>Reflects analysis of multiple types of data.</li> <li>Focused on adult actions of the leaders and teachers.</li> </ul>
<p><b>Measurable Objectives</b> The purpose of the measurable objective is to clarify the goal by providing specific information for how the goal will be achieved.</p>	<ul style="list-style-type: none"> <li>Measurable Objectives are general and do not include all components of the SMART criteria.</li> <li>Expected performance outcomes are unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Measurable Objectives include all components of the SMART criteria and clarify goal statements created in response to the Comprehensive Needs Assessment.</li> </ul>
<p><b>Action Plan, Resources &amp; Amount Needed for Implementation</b> The purpose of the Action Plan is to determine the solutions, strategies, and actions that will be taken to implement the goal.</p>	<ul style="list-style-type: none"> <li>Action steps not aligned with the Goals and Objectives</li> <li>Action steps are general and vague.</li> <li>Resources with identified funding sources and timelines not included or there are some missing parts.</li> </ul>	<ul style="list-style-type: none"> <li>Action steps are focused, detailed, and aligned to the Goals and Objectives.</li> <li>Action steps are interrelated and will clearly impact performance.</li> <li>Resources with identified funding sources and timelines are included and comprehensive.</li> </ul>
<p><b>Monitoring Plan</b> The purpose of the Monitoring Plan is to determine the degree of implementation of the action steps.</p>	<ul style="list-style-type: none"> <li>Data sources are not provided as evidence of implementation.</li> <li>Timelines and positions responsible are vague or not provided.</li> </ul>	<ul style="list-style-type: none"> <li>The Monitoring Plan specifies what data and evidence will be analyzed to determine the effectiveness of the action step. (Quantitative and/or Qualitative)</li> <li>All timelines are sequential with outlined benchmarks and identifies positions responsible.</li> </ul>
<b>COMPONENT III: BUDGET PLAN</b>		
<p><b>Budget Plan</b> The purpose of the Budget Plan is to identify funding sources to support implementation of Goals.</p>	<ul style="list-style-type: none"> <li>Source of funds and purpose for which funds are used are not tied to Goals.</li> <li>Source of funds are incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>Source of funds and purpose for which funds are used are comprehensive, detailed and tied to Priority Needs/Goals.</li> </ul>
<b>COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I</b>		
<p><b>Required Elements for Title I</b></p>	<ul style="list-style-type: none"> <li>Some information may be missing and/or incomplete for questions 1-5</li> </ul>	<ul style="list-style-type: none"> <li>Descriptions are detailed for the questions 1-5</li> <li>All required designations and assurances are included. (e.g., federal, state, and local services are coordinated and integrated into the school plan.)</li> </ul>

# Resource A - SPP Goal Setting Guidance

## School Performance Planning: Setting Goals and Measurable Objectives Elementary Schools



Each September, school team members write goals tied to prioritized challenges individual to each school as identified through the Comprehensive Needs Assessment Audit. School team members also write measurable objectives to monitor progress toward goals. These goals are aligned to identified needs, and look at both summative and formative data.

Goals and measurable objectives are written following the Specific, Measurable, Attainable, Relevant, and Time Based (SMART) model. Goals are often broad, aligned to state and/or district mandates, and address achievement for all students. Measurable objectives are more often written to address subgroups of students and they clarify the goal statements by providing specific information to determine how the goal can be achieved. Additionally, they are the foundation for action planning as they define who, what, when, and how much.

A Menu of Goals for School Improvement Planning is provided as a resource for schools. These items may be selected and used as written, or may provide guidance to schools for writing goals unique to their needs. Each goal links to a data table with state or Clark County School District (CCSD) suggested measure of interim progress.

Please visit [teachingandlearning.ccsd.net](https://teachingandlearning.ccsd.net) for more detailed information and resources for School Improvement Planning.

### Menu of Goals for School Improvement Planning

Click on each underlined word to jump to a corresponding data table for guidance in selecting a measure of interim progress.

Goals aligned with the Nevada School Performance Framework (NSPF) and CCSD's Five-Year Strategic Plan, *Focus: 2024*.

- Increase the percent of all students proficient in [English language arts \(ELA\)/mathematics/science](#) from X percent to Y percent by (year), as measured by state summative assessments.
- Increase the percent of [subgroup] students proficient in ELA/mathematics/science from X percent to Y percent by (year), as measured by state summative assessments.
- Increase the percent of [Grade 3](#) students proficient in ELA from X percent to Y percent by (year,) as measured by state summative assessments.
- Increase the percent of all students proficient in [science](#) from X percent to Y percent by (year), as measured by the science state summative assessment.
- Reduce the percent of students [chronically absent](#) from X percent to Y percent by (year), as measured by CCSD Datalab, and reported on the NSPF.

## Goals Aligned with CCSD's Five-Year Strategic Plan, Focus: 2024

- Decrease student [proficiency gap in ELA](#) between the highest and lowest performing subgroups from X percentage points to Y percentage points by (year), as measured by state summative assessments.
- Decrease student proficiency gap in Grade 3 ELA between the highest and lowest performing subgroups from X percentage points to Y percentage points by (year), as measured by state summative assessments.
- Decrease student proficiency gap in mathematics between the highest and lowest performing subgroups from X percentage points to Y percentage points by (year), as measured by state summative assessments.
- Decrease student proficiency gap in science between the highest and lowest performing subgroups from X percentage points to Y percentage points by (year), as measured by the state summative assessment.
- Increase the percent of students who feel safe at school from X percent to Y percent by (year), as measured by the Districtwide Survey.
- Reduce the [chronic absenteeism](#) gap between highest and lowest performing subgroups from X percentage points to Y percentage points, as measured by CCSD's Chronic Absenteeism Visualization.
- Decrease the number of student suspensions from X to Y by (year), as measured by Infinite Campus.
- Reduce the student suspension rate gap between highest and lowest rated subgroups from X to Y by (year), as measured by Infinite Campus.
- Decrease the number of student discretionary expulsion referrals from X to Y by (year), as measured by Infinite Campus.
- Decrease the disproportionality in the percent of student discretionary expulsion referrals between the subgroups with the highest and lowest discretionary expulsion referrals from X percentage points to Y percentage points by (year), as measured by Infinite Campus.

## Goals Aligned with the NSPF

- Increase the Median Growth Percentile (MGP) in ELA/mathematics from X to Y by (year), as measured by state summative assessments, and reported on the NSPF.
- Increase the percent of students meeting Adequate Growth Percentile (AGP) in ELA/mathematics from X to Y by (year), as measured by state summative assessments, and reported on the NSPF.
- Increase the percent of English learners achieving AGP toward English Language Proficiency from X percent to Y percent by (year), as measured by English Language Proficiency Assessment.
- Increase the percent of non-proficient students meeting AGP in ELA/mathematics from X percent to Y percent by (year), as measured by state summative assessments, and reported on the NSPF.

## Goal Requirements for Designated Schools

Per the Nevada Department of Education requirements, specific goals and measurable objectives must be included in Victory, Zoom, and Senate Bill (SB) 178 school plans, as indicated below:

- **Victory Schools** must include the economically disadvantaged (Free and Reduced Lunch) subgroup in their goals and measurable objectives.
- **Zoom Schools** must include the English learner subgroup in their goals and measurable objectives.
- **SB178 Schools** must include both the economically disadvantaged and English learner subgroups in their goals and measurable objectives.

## Targets for Goals: English Language Arts Proficiency

The following tables reflect CCSD and/or state achievement targets as published in *Nevada Accountability Portal: Point Attribution Tables for School Rating*; *2018 Nevada School Performance Framework Procedures Manual*; and CCSD's Five-Year Strategic Plan, Focus: 2024. These references serve as guidelines to help schools set goals and measurable objectives meeting agreed measures of interim progress.

### Smarter Balanced Assessment ELA Proficiency, Grades 3-5

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022	Year 5 2022- 2023
SBAC ELA Proficiency Grades 3–5						
District	49.0%	57.0%	59.2%	61.2%	63.1%	64.9%
American Indian/Alaska Native	41.1%	42.5%	45.4%	48.1%	50.7%	53.2%
Asian	70.0%	75.4%	76.7%	77.8%	78.9%	80.0%
Black/African American	30.2%	42.6%	45.4%	48.2%	50.8%	53.3%
Hispanic/Latino	41.0%	48.2%	50.8%	53.2%	55.6%	57.8%
Multiracial	55.4%	64.4%	66.2%	67.9%	69.5%	71.0%
Pacific Islander	51.5%	57.9%	60.0%	62.0%	63.9%	65.7%
White/Caucasian	64.3%	67.4%	69.0%	70.6%	72.1%	73.5%
Free and Reduced Lunch	41.1%	46.8%	49.4%	51.9%	54.4%	56.7%
Limited English Proficient	21.3%	41.4%	44.4%	47.2%	49.8%	52.3%
Individualized Education Program	13.9%	30.0%	33.5%	36.8%	39.9%	42.9%

### Smarter Balanced Assessment ELA Proficiency, Grade 3

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022	Year 5 2022- 2023
SBAC ELA proficiency in grade 3						
District	46.6%	49.3%	51.8%	54.2%	56.5%	58.7%
American Indian/Alaska Native	42.7%	45.5%	48.2%	50.8%	53.3%	55.6%
Asian	67.9%	69.5%	71.0%	72.4%	73.8%	75.1%
Black/African American	31.7%	35.2%	38.4%	41.5%	44.4%	47.2%
Hispanic/Latino	40.1%	43.0%	45.9%	48.6%	51.2%	53.6%
Multiracial	55.1%	57.4%	59.5%	61.5%	63.4%	65.3%
Pacific Islander	49.9%	52.4%	54.7%	57.0%	59.2%	61.2%
White/Caucasian	64.7%	66.4%	68.1%	69.7%	71.2%	72.6%

### Targets for Goals: Mathematics Proficiency

### Smarter Balanced Assessment Mathematics Proficiency, Grades 3-5

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022	Year 5 2022- 2023
SBAC Mathematics Proficiency Grades 3–5						
District	41.6%	48.5%	51.1%	53.5%	55.8%	58.0%
American Indian/Alaska Native	35.7%	34.3%	37.6%	40.7%	43.7%	46.5%
Asian	66.3%	68.8%	70.4%	71.9%	73.3%	74.6%
Black/African American	22.2%	32.3%	35.7%	38.9%	42.0%	44.9%
Hispanic/Latino	33.8%	39.6%	42.7%	45.5%	48.2%	50.8%
Multiracial	46.7%	55.3%	57.5%	59.6%	61.6%	63.5%
Pacific Islander	44.0%	48.3%	50.9%	53.4%	55.7%	57.9%
White/Caucasian	57.2%	59.3%	61.3%	63.3%	65.1%	66.8%
Free and Reduced Lunch	33.9%	39.0%	42.0%	44.9%	47.7%	50.3%
Limited English Proficient	21.7%	35.8%	39.0%	42.0%	44.9%	47.7%
Individualized Education Program	13.1%	28.6%	32.1%	35.5%	38.8%	41.9%

Targets for Goals: English Language Proficiency

**Elementary School English Language WIDA Average Growth Percentile**

Rate	Points
≥57	10
<57 and ≥54	9
<54 and ≥51	8
<51 and ≥48	7
<48 and ≥45	6
<45 and ≥42	5
<42 and ≥39	4
<39 and ≥36	3
<36 and ≥33	2
<33	1

Targets for Goals: School Median Growth Indicators

**Elementary School Mathematics Median Growth Percentile**

Rate	Points
≥65	10
<65 and ≥61	9
<61 and ≥58	8
<58 and ≥54	7
<54 and ≥51	6
<51 and ≥48	5
<48 and ≥44	4
<44 and ≥40	3
<40 and ≥35	2
<35	1

**Elementary School ELA Median Growth Percentile**

Rate	Points
≥65	10
<65 and ≥61	9
<61 and ≥58	8
<58 and ≥54	7
<54 and ≥51	6
<51 and ≥48	5
<48 and ≥44	4
<44 and ≥40	3
<40 and ≥35	2
<35	1

Targets for Goals: Opportunity Gap Adequate Growth Indicators

**Elementary School Prior non-proficient students meeting Mathematics Adequate Growth Percentile**

Rate	Points
≥42	10
<42 and ≥39	9
<39 and ≥36	8
<36 and ≥33	7
<33 and ≥30	6
<30 and ≥27	5
<27 and ≥24	4
<24 and ≥20	3
<20 and ≥16	2
<16	1

**Elementary School Prior non-proficient students meeting ELA Adequate Growth Percentile**

Rate	Points
≥52	10
<52 and ≥49	9
<49 and ≥46	8
<46 and ≥43	7
<43 and ≥40	6
<40 and ≥37	5
<37 and ≥34	4
<34 and ≥31	3
<31 and ≥27	2
<27	1

Targets for Goals: School Adequate Growth Indicators

**Elementary School Mathematics Adequate Growth Percentile**

Rate	Points
≥52	7.5
<52 and ≥50	7.0
<50 and ≥47	6.5
<47 and ≥44	6
<44 and ≥41	5.5
<41 and ≥39	5
<39 and ≥37	4.5
<37 and ≥35	4
<35 and ≥33	3.5
<33 and ≥31	3
<31 and ≥29	2.5
<29 and ≥27	2
<27 and ≥25	1.5
<25 and ≥23	1
< 23	0.5



## Elementary School ELA Adequate Growth Percentile

Rate	Points
≥63	7.5
<63 and ≥61	7.0
<61 and ≥59	6.5
<59 and ≥57	6
<57 and ≥55	5.5
<55 and ≥53	5
<53 and ≥51	4.5
<51 and ≥49	4
<49 and ≥47	3.5
<47 and ≥45	3
<45 and ≥43	2.5
<43 and ≥41	2
<41 and ≥38	1.5
<38 and ≥35	1
< 35	0.5

## Targets for Goals: Science Proficiency

### Criterion-Referenced Test (CRT) Science Proficiency, Grade 5

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022	Year 5 2022- 2023
CRT Science Proficiency Grade 5						
District	21.8%	25.7%	29.4%	33.0%	36.3%	39.5%
American Indian/Alaska Native	18.2%	22.3%	26.2%	29.9%	33.4%	36.7%
Asian	41.7%	44.6%	47.3%	50.0%	52.5%	54.9%
Black/African American	8.7%	13.2%	17.6%	21.7%	25.6%	29.3%
Hispanic/Latino	15.0%	19.0%	23.0%	26.9%	30.5%	34.0%
Multiracial	28.5%	32.1%	35.5%	38.7%	41.8%	44.7%
Pacific Islander	19.2%	23.3%	27.1%	30.7%	34.2%	37.5%
White/Caucasian	37.4%	40.6%	43.5%	46.4%	49.0%	51.6%
Free and Reduced Lunch	16.2%	20.3%	24.3%	28.1%	31.7%	35.1%
Limited English Proficient	1.7%	6.6%	11.3%	15.7%	19.9%	23.9%
Individualized Education Program	4.9%	9.7%	14.2%	18.5%	22.5%	26.4%

## Targets for Goals: School Safety

### Districtwide Survey Indicating Percent of Students Reporting Feeling Safe at School

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Districtwide Survey Cumulative Responses on 4 Items on Student Safety						
Grades 4–5	89.1%	89.6%	90.2%	90.7%	91.1%	91.6%
Grades 6–8	79.1%	80.1%	81.1%	82.1%	83.0%	83.8%
Grades 9–12	77.2%	78.3%	79.4%	80.5%	81.4%	82.4%

**Chronic Absenteeism Rate and Gap**

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022	Year 5 2022- 2023
<b>Chronic Absenteeism Rate</b>						
District	20.7%	19.7%	18.7%	17.7%	16.9%	16.0%
American Indian/Alaska Native	31.4%	25.1%	20.1%	16.1%	12.9%	10.3%
Asian	8.3%	7.5%	6.8%	6.1%	5.5%	5.0%
Black/African American	31.3%	25%	20%	16%	14.8%	11.8%
Hispanic/Latino	20.7%	18.6%	16.7%	15.1%	13.6%	12.2%
Multiracial	20.7%	18.6%	16.7%	15.1%	13.6%	12.2%
Pacific Islander	23.5%	21.2%	19.1%	17.2%	15.5%	14.0%
White/Caucasian	16.7%	15%	13.5%	12.2%	11%	10.0%
Free and Reduced Lunch	23.8%	21.4%	19.3%	17.4%	15.7%	14.1%
Limited English Proficient	19.4%	17.5%	15.8%	14.2%	12.8%	11.5%
Individualized Education Program	28.6%	22.9%	18.3%	14.6%	11.7%	9.4%

**Chronic Absenteeism**

Note: A school demonstrating improvement of at least 10 percent over the prior year's performance for Chronic Absenteeism will earn additional points up to the maximum number of possible points (1 bonus point possible for elementary).

**Elementary School Chronic Absenteeism**

Rate	Points
<5	10
≥5 and <6	9.5
≥6 and <7	9
≥7 and <8	8.5
≥8 and <9	8
≥9 and <10	7.5
≥10 and <11	7
≥11 and <12	6.5
≥12 and <13	6
≥13 and <14	5.5
≥14 and <15	5
≥15 and <16	4.5
≥16 and <17	4
≥17 and <18	3.5
≥18 and <19	3
≥19 and <20	2.5
≥20 and <21	2
≥21 and <22	1.5
≥22 and <23	1
≥23 and <24	0.5
≥24	0

## School Performance Planning: Setting Goals and Measurable Objectives Middle Schools



Each September, school team members write goals tied to prioritized challenges individual to each school as identified through the Comprehensive Needs Assessment Audit. School team members also write measurable objectives to monitor progress toward goals. These goals are aligned to identified needs, and look at both summative and formative data.

Goals and measurable objectives are written following the Specific, Measurable, Attainable, Relevant, and Time Based (SMART) model. Goals are often broad, aligned to state and/or district mandates, and address achievement for all students. Measurable objectives are more often written to address subgroups of students and they clarify the goal statements by providing specific information to determine how the goal can be achieved. Additionally, they are the foundation for action planning as they define who, what, when, and how much.

A Menu of Goals for School Improvement Planning is provided as a resource for schools. These items may be selected and used as written, or may provide guidance to schools for writing goals unique to their needs. Each goal links to a data table with state or Clark County School District (CCSD) suggested measures of interim progress.

Please visit [teachingandlearning.ccsd.net](http://teachingandlearning.ccsd.net) for more detailed information and resources for School Improvement Planning.

### Menu of Goals for School Improvement Planning

Click on the underlined word to jump to a corresponding data table for guidance in selecting a measure of interim progress.

Goals aligned with the Nevada School Performance Framework (NSPF) and CCSD's Five-Year Strategic Plan, *Focus: 2024*.

- Increase the percent of all students proficient in [English language arts \(ELA\)/mathematics/science](#) from X percent to Y percent by (year), as measured by state summative assessments.
- Increase the percent of [subgroup] students proficient in ELA/mathematics/science from X percent to Y percent by (year), as measured by state summative assessments.
- Increase the percent of all students proficient in science from X percent to Y percent by (year), as measured by the science state summative assessment.
- Reduce the percent of students chronically absent from X percent to Y percent by (year), as measured by CCSD Datalab, and reported on the NSPF.

## Goals aligned with CCSD's Five-Year Strategic Plan, Focus: 2024

- Decrease student proficiency gap in ELA between the highest and lowest performing subgroups from X percentage points to Y percentage points by (year), as measured by state summative assessments.
- Decrease student proficiency gap in mathematics between the highest and lowest performing subgroups from X percentage points to Y percentage points by (year), as measured by state summative assessments.
- Decrease student proficiency gap in science between the highest and lowest performing subgroups from X percentage points to Y percentage points by (year), as measured by the state summative assessment.
- Increase the percent of students who [feel safe at school](#) from X percent to Y percent by (year), as measured by the Districtwide Survey.
- Reduce the [chronic absenteeism](#) gap between highest and lowest performing subgroups from X percentage points to Y percentage points, as measured by CCSD's Chronic Absenteeism Visualization.
- Decrease the number of student suspensions from X to Y by (year), as measured by Infinite Campus.
- Reduce the student suspension rate gap between highest and lowest rated subgroups from X to Y by (year), as measured by Infinite Campus.
- Decrease the number of student discretionary expulsion referrals from X to Y by (year), as measured by Infinite Campus.
- Decrease the disproportionality in the percent of student discretionary expulsion referrals between the subgroups with the highest and lowest discretionary expulsion referrals from X percentage points to Y percentage points by (year), as measured by Infinite Campus.
- Increase the percent of [students participating in Algebra I and Geometry](#) at the middle school level from X percent to Y percent by (year), as measured by Infinite Campus.

## Goals aligned with the NSPF

- Increase the Median Growth Percentile (MGP) in [ELA/mathematics](#) from X to Y by (year) as measured by state summative assessments and reported on the NSPF.
- Increase the percent of students meeting Adequate Growth Percentile (AGP) in ELA/mathematics from X to Y by (year) as measured by state summative assessments, and reported on the NSPF.
- Increase the percent of English learners achieving AGP toward English language proficiency from X percent to Y percent by (year) as measured by English Language Proficiency Assessment.
- Increase the percent of non-proficient students meeting AGP in ELA/mathematics from X percent to Y percent by (year) as measured by state summative assessments, and reported on the NSPF.
- Increase the percent of students in Grade 8 who are credit sufficient at the end of year from X percent in (year) to Y percent in (year), as measured by Infinite Campus.

## Goal Requirements for Designated Schools

Per the Nevada Department of Education requirements, specific goals and measurable objectives must be included in Victory, Zoom, and Senate Bill (SB) 178 school plans, as indicated below:

- **Victory Schools** must include the economically disadvantaged (Free and Reduced Lunch) subgroup in their goals and measurable objectives.
- **Zoom Schools** must include the English learner subgroup in their goals and measurable objectives.
- **SB178 Schools** must include both the economically disadvantaged and English learner subgroups in their goals and measurable objectives.

The following tables reflect CCSD and/or state achievement targets as published in *Nevada Accountability Portal: Point Attribution Tables for School Rating*; *2018 Nevada School Performance Framework Procedures Manual*; and *Clark County School District Five-Year Strategic Plan, Focus: 2024*. These references serve as guidelines to help schools set goals and measurable objectives meeting agreed measures of interim progress.

## Targets for Goals: English Language Arts Proficiency

### Smarter Balanced Assessment ELA Proficiency, Grades 6-8

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022	Year 5 2022- 2023
<b>SBAC ELA Proficiency Grades 6–8</b>						
District	45.7%	54.1%	56.4%	58.6%	60.6%	62.6%
American Indian/Alaska Native	42.0%	43.4%	46.3%	49.0%	51.5%	53.9%
Asian	71.1%	75.9%	77.1%	78.2%	79.3%	80.3%
Black/African American	26.1%	37.8%	40.9%	43.9%	46.7%	49.4%
Hispanic/Latino	36.1%	45.1%	47.9%	50.5%	53.0%	55.4%
Multiracial	53.9%	61.3%	63.2%	65.0%	66.8%	68.5%
Pacific Islander	48.5%	53.2%	55.5%	57.8%	59.9%	61.9%
White/Caucasian	61.2%	66.3%	68.0%	69.6%	71.1%	72.5%
Free and Reduced Lunch	34.6%	44.4%	47.1%	49.8%	52.3%	54.7%
Limited English Proficient	6.2%	24.3%	28.1%	31.7%	35.1%	38.3%
Individualized Education Program	6.5%	21.9%	25.8%	29.6%	33.1%	36.4%

### Smarter Balanced Assessment Mathematics Proficiency, Grades 6-8

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022	Year 5 2022- 2023
<b>SBAC Mathematics Proficiency Grades 6–8</b>						
District	30.1%	36.5%	39.7%	42.7%	45.6%	48.3%
American Indian/Alaska Native	24.7%	28.4%	31.9%	35.3%	38.6%	41.7%
Asian	57.4%	58.6%	60.6%	62.6%	64.5%	66.3%
Black/African American	12.3%	23.5%	27.3%	31.0%	34.4%	37.7%
Hispanic/Latino	21.1%	29.3%	32.8%	36.2%	39.4%	42.4%
Multiracial	36.7%	40.6%	43.6%	46.4%	49.1%	51.6%
Pacific Islander	31.3%	36.9%	40.1%	43.1%	45.9%	48.6%
White/Caucasian	45.6%	47.1%	49.8%	52.3%	54.7%	57.0%
Free and Reduced Lunch	20.2%	29.2%	32.7%	36.1%	39.3%	42.3%
Limited English Proficient	4.1%	20.2%	24.2%	28.0%	31.6%	35.0%
Individualized Education Program	3.6%	18.6%	22.7%	26.5%	30.2%	33.7%

## Targets for Goals: Middle School Mathematics Enrollment

### Middle School Algebra I and Geometry Enrollment

Indicator	Current 2018- 2019	Year 1 2019- 2020	Year 2 2020- 2021	Year 3 2021- 2022	Year 4 2022- 2023	Year 5 2023- 2024
Middle school enrollment in Algebra I	6,250	6,750	7,290	7,873	8,503	9,183
Middle school enrollment in Geometry	584	631	681	735	794	858

Targets for Goals: English Language Proficiency

**Middle School English Language WIDA Average Growth Percentile**

Rate	Points
≥36	10
<36 and ≥32	9
<32 and ≥29	8
<29 and ≥26	7
<26 and ≥23	6
<23 and ≥20	5
<20 and ≥18	4
<18 and ≥16	3
<16 and ≥13	2
<13	1

Targets for Goals: School Median Growth Indicators

**Middle School Mathematics Median Growth Percentile**

Rate	Points
≥65	10
<65 and ≥61	9
<61 and ≥58	8
<58 and ≥54	7
<54 and ≥51	6
<51 and ≥48	5
<48 and ≥44	4
<44 and ≥40	3
<40 and ≥35	2
<35	1

**Middle School ELA Median Growth Percentile**

Rate	Points
≥65	10
<65 and ≥61	9
<61 and ≥58	8
<58 and ≥54	7
<54 and ≥51	6
<51 and ≥48	5
<48 and ≥44	4
<44 and ≥40	3
<40 and ≥35	2
<35	1

Targets for Goals: Opportunity Gap Adequate Growth Indicators

**Middle School Prior non-proficient students meeting Mathematics Adequate Growth Percentile**

Rate	Points
≥24	10
<24 and ≥21	9
<21 and ≥19	8
<19 and ≥17	7
<17 and ≥15	6
<15 and ≥13	5
<13 and ≥11	4
<11 and ≥10	3
<10 and ≥8	2
<8	1

**Middle School Prior non-proficient students meeting ELA Adequate Growth Percentile**

Rate	Points
≥34	10
<34 and ≥32	9
<32 and ≥30	8
<30 and ≥28	7
<28 and ≥26	6
<26 and ≥24	5
<24 and ≥22	4
<22 and ≥19	3
<19 and ≥16	2
<16	1

Targets for Goals: School Adequate Growth Indicators

**Middle School Mathematics Adequate Growth Percentile**

Rate	Points
≥42	5
<42 and ≥39	4.5
<39 and ≥35	4
<35 and ≥31	3.5
<31 and ≥27	3
<27 and ≥24	2.5
<24 and ≥21	2
<21 and ≥18	1.5
<18 and ≥15	1
<15	0.5

## Middle School ELA Adequate Growth Percentile

Rate	Points
≥61	5
<61 and ≥58	4.5
<58 and ≥55	4
<55 and ≥51	3.5
<51 and ≥48	3
<48 and ≥45	2.5
<45 and ≥41	2
<41 and ≥37	1.5
<37 and ≥32	1
<32	0.5

## Targets for Goals: Science Proficiency

### Criterion-Referenced Test (CRT) Science Proficiency, Grade 8

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022	Year 5 2022- 2023
<b>CRT Science Proficiency Grade 8</b>						
District	36.7%	39.9%	42.9%	45.7%	48.4%	51.0%
American Indian/Alaska Native	31.6%	35.0%	38.3%	41.3%	44.3%	47.1%
Asian	59.2%	61.3%	63.2%	65.0%	66.8%	68.5%
Black/African American	18.2%	22.3%	26.1%	29.8%	33.3%	36.7%
Hispanic/Latino	27.7%	31.3%	34.7%	38.0%	41.1%	44.0%
Multiracial	44.1%	46.9%	49.5%	52.0%	54.4%	56.7%
Pacific Islander	33.2%	36.5%	39.7%	42.7%	45.6%	48.3%
White/Caucasian	54.7%	57.0%	59.1%	61.2%	63.1%	65.0%
Free and Reduced Lunch	26.3%	30.0%	33.5%	36.9%	40.0%	43.0%
Limited English Proficient	5.1%	9.8%	14.3%	18.6%	22.7%	26.5%
Individualized Education Program	6.0%	10.7%	15.2%	19.4%	23.4%	27.3%

## Targets for Goals: Student Engagement

### Chronic Absenteeism Rate and Gap

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022	Year 5 2022- 2023
<b>Chronic Absenteeism Rate</b>						
District	20.7%	19.7%	18.7%	17.7%	16.9%	16.0%
American Indian/Alaska Native	31.4%	25.1%	20.1%	16.1%	12.9%	10.3%
Asian	8.3%	7.5%	6.8%	6.1%	5.5%	5.0%
Black/African American	31.3%	25%	20%	16%	14.8%	11.8%
Hispanic/Latino	20.7%	18.6%	16.7%	15.1%	13.6%	12.2%
Multiracial	20.7%	18.6%	16.7%	15.1%	13.6%	12.2%
Pacific Islander	23.5%	21.2%	19.1%	17.2%	15.5%	14.0%
White/Caucasian	16.7%	15%	13.5%	12.2%	11%	10.0%
Free and Reduced Lunch	23.8%	21.4%	19.3%	17.4%	15.7%	14.1%
Limited English Proficient	19.4%	17.5%	15.8%	14.2%	12.8%	11.5%
Individualized Education Program	28.6%	22.9%	18.3%	14.6%	11.7%	9.4%

### Chronic Absenteeism

Note: A school demonstrating improvement of at least 10 percent over the prior year's performance for Chronic Absenteeism will earn additional points up to the maximum number of possible points (1 bonus point possible for middle school).



## Middle School Chronic Absenteeism

Rate	Points
<5	10
≥5 and <6	9.5
≥6 and <7	9
≥7 and <8	8.5
≥8 and <9	8
≥9 and <10	7.5
≥10 and <11	7
≥11 and <12	6.5
≥12 and <13	6
≥13 and <14	5.5
≥14 and <15	5
≥15 and <16	4.5
≥16 and <17	4
≥17 and <18	3.5
≥18 and <19	3
≥19 and <20	2.5
≥20 and <21	2
≥21 and <22	1.5
≥22 and <23	1
≥23 and <24	0.5
≥24	0

## Targets for Goals: School Safety

### Districtwide Survey Indicating Percent of Students Reporting Feeling Safe at School

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Districtwide Survey Cumulative Responses on 4 Items on Student Safety						
Grades 4–5	89.1%	89.6%	90.2%	90.7%	91.1%	91.6%
Grades 6–8	79.1%	80.1%	81.1%	82.1%	83.0%	83.8%
Grades 9–12	77.2%	78.3%	79.4%	80.5%	81.4%	82.4%

## School Performance Planning: Setting Goals and Measurable Objectives High Schools



Each September, school team members write goals tied to prioritized challenges, individual to each school, as identified through the Comprehensive Needs Assessment Audit. School team members also write measurable objectives to monitor progress toward goals. These goals are aligned to identified needs, and look at both summative and formative data.

Goals and measurable objectives are written following the Specific, Measurable, Attainable, Relevant, and Time Based (SMART) model. Goals are often broad, aligned to state and/or district mandates, and address achievement for all students. Measurable objectives are more often written to address subgroups of students and they clarify the goal statements by providing specific information to determine how the goal can be achieved. Additionally, they are the foundation for action planning as they define who, what, when, and how much.

A Menu of Goals for School Improvement Planning is provided as a resource for schools. These items may be selected and used as written, or may provide guidance to schools for writing goals unique to their needs. Each goal links to a data table with state or Clark County School District's (CCSD) suggested measure of interim progress.

Please visit [teachingandlearning.ccsd.net](https://teachingandlearning.ccsd.net) for more detailed information and resources for School Improvement Planning.

### Menu of Goals for School Improvement Planning

Click on the underlined word to jump to a corresponding data table for guidance in selecting a measure of interim progress.

Goals aligned with the Nevada School Performance Framework (NSPF) and CCSD's Five-Year Strategic Plan, *Focus: 2024*.

- Increase the percent of all students proficient in [English language arts \(ELA\)/mathematics/science](#) from X percent to Y percent by (year), as measured by state summative assessments.
- Increase the percent of [subgroup] students proficient in ELA/mathematics/science from X percent to Y percent by (year), as measured by state summative assessments.
- Increase the percent of all students proficient in ELA/mathematics from X percent to Y percent by (year), as measured by the ACT.
- Increase the percent of all students proficient in science from X percent to Y percent by (year), as measured by the science state summative assessment.
- Increase the percent of [subgroup] students proficient in ELA/mathematics from X percent to Y percent by (year), as measured by the ACT.

- Increase the percent of (all/subgroup) students graduating from X percent to Y percent by (year), as measured by the [4-year adjusted cohort graduation rate](#).
- Reduce the percent of students [chronically absent](#) from X percent to Y percent by (year), as measured by CCSD Datalab, and reported on the NSPF.
- Increase enrollment in dual credit classrooms from X to Y by (year), as measured by Infinite Campus, and reported on the NSPF.
- Increase enrollment in Advanced Placement (AP) classrooms from X to Y by (year), as measured by Infinite Campus, and reported on the NSPF.
- Increase enrollment in level 2 and 3 career and technical education programs from X to Y by (year), as measured by Infinite Campus, and reported on the NSPF.
- Increase the percent of students graduating with an [Advanced Diploma](#) from X percent in (year) to Y percent by (year), as measured by Infinite Campus, and reported on the NSPF.

### Goals Aligned with CCSD's Five-Year Strategic Plan, Focus: 2024

- Decrease student proficiency gap in ELA between the highest and lowest performing subgroups from X percentage points to Y percentage points by (year), as measured by state summative assessments.
- Decrease student proficiency gap in mathematics between the highest and lowest performing subgroups from X percentage points to Y percentage points by (year), as measured by state summative assessments.
- Decrease student proficiency gap in science between the highest and lowest performing subgroups from X percentage points to Y percentage points by (year), as measured by the state summative assessment.
- Increase the percent of students who [feel safe at school](#) from X percent to Y percent by (year), as measured by the Districtwide Survey.
- Reduce the [chronic absenteeism](#) gap between highest and lowest performing subgroups from X percentage points to Y percentage points, as measured by CCSD's Chronic Absenteeism Visualization.
- Decrease the number of student suspensions from X to Y by (year), as measured by Infinite Campus.
- Reduce the student suspension rate gap between highest and lowest rated subgroups from X to Y by (year), as measured by Infinite Campus.
- Decrease the number of student discretionary expulsion referrals from X to Y by (year), as measured by Infinite Campus.
- Decrease the disproportionality in the percent of student discretionary expulsion referrals between the subgroups with the highest and lowest discretionary expulsion referrals from X percentage points to Y percentage points by (year), as measured by Infinite Campus.
- Increase the percent of students scoring greater than a 3 on the AP exam in all subgroups from X percent to Y percent by (year), as measured by College Board score reports.

### Goals Aligned With the NSPF

- Increase the percent of English language learner students meeting Adequate Growth Percentile (AGP) toward English language proficiency from X percent to Y percent by (year), as measured by the English Language Proficiency Assessment.
- Increase the percent of students graduating from X percent to Y percent by (year), as measured by the [5-year adjusted cohort graduation rate](#).
- Increase the percent of (all/specified grade level) students on track to earn an [advanced diploma type](#) from X percent in (year) to Y percent in (year), as measured by CCSD's Cohort Graduation Visualization.
- Increase the percent of (all/subgroup) students participating in [postsecondary coursework](#) from X percent in (year) to Y percent in (year), as measured by Infinite Campus.
- Increase the percent of (all/subgroup) students completing in [postsecondary coursework](#) from X percent in (year) to Y percent in (year), as measured by Infinite Campus.

### Goal Requirements for Designated Schools

Per the Nevada Department of Education requirements, specific goals and measurable objectives must be included in Victory, Zoom, and Senate Bill (SB) 178 school plans, as indicated below:

- **Victory Schools** must include the economically disadvantaged (Free and Reduced Lunch) subgroup in their goals and measurable objectives.
- **Zoom Schools** must include the English learner subgroup in their goals and measurable objectives.
- **SB178 Schools** must include both the economically disadvantaged and English learner subgroups in their goals and measurable objectives.

## Targets for Goals: English Language Arts Proficiency

The following tables reflect CCSD and/or state achievement targets as published in *Nevada Accountability Portal: Point Attribution Tables for School Rating; 2018 Nevada School Performance Framework Procedures Manual*; and the CCSD Five-Year Strategic Plan, *Focus: 2024*. These references serve as guidelines to help schools set goals and measurable objectives meeting agreed measures of interim progress.

### ACT ELA Proficiency, Grade 11

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022	Year 5 2022- 2023
<b>ACT ELA Proficiency Grade 11</b>						
District	44.5%	48.5%	51.1%	53.6%	55.9%	58.1%
American Indian/Alaska Native	41.4%	41.9%	42.4%	42.9%	45.8%	48.5%
Asian	67.6%	67.9%	68.2%	68.5%	70.1%	71.6%
Black/African American	28.5%	31.4%	34.8%	38.1%	41.2%	44.1%
Hispanic/Latino	33.7%	36.5%	39.7%	42.7%	45.5%	48.2%
Multiracial	55.0%	58.1%	60.2%	62.2%	64.1%	65.9%
Pacific Islander	45.0%	48.8%	51.3%	53.7%	56.1%	58.3%
White/Caucasian	62.4%	66.3%	68.0%	69.6%	71.1%	72.6%
Free and Reduced Lunch	33.8%	37.7%	40.8%	43.7%	46.6%	49.2%
Limited English Proficient	3.2%	17.5%	21.6%	25.6%	29.3%	32.8%
Individualized Education Program	7.1%	15.7%	19.9%	23.9%	27.7%	31.3%

## Targets for Goals: Mathematics Proficiency

### ACT Mathematics Proficiency, Grade 11

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022	Year 5 2022- 2023
<b>ACT Mathematics Proficiency Grade 11</b>						
District	25.0%	32.8%	36.2%	39.4%	42.4%	45.3%
American Indian/Alaska Native	21.2%	23.1%	27.0%	30.6%	34.1%	37.4%
Asian	47.3%	50.3%	52.8%	55.1%	57.4%	59.5%
Black/African American	10.1%	18.4%	22.5%	26.4%	30.1%	33.6%
Hispanic/Latino	15.0%	22.9%	26.8%	30.4%	33.9%	37.2%
Multiracial	32.2%	37.0%	40.1%	43.1%	46.0%	48.7%
Pacific Islander	23.7%	29.3%	32.8%	36.2%	39.4%	42.4%
White/Caucasian	39.0%	44.3%	47.0%	49.7%	52.2%	55.0%
Free and Reduced Lunch	15.3%	24.0%	27.8%	31.4%	34.8%	38.1%
Limited English Proficient	1.5%	14.5%	18.8%	22.9%	26.7%	30.4%
Individualized Education Program	2.3%	12.4%	16.8%	20.9%	24.9%	28.6%

## Targets for Goals: English Language Proficiency

### High School English Language WIDA Average Growth Percentile

Rate	Points
≥20	10
<20 and ≥18	9
<18 and ≥15	8
<15 and ≥12	7
<12 and ≥10	6
<10 and ≥8	5
<8 and ≥7	4
<7 and ≥6	3
<6 and ≥5	2
<5	1

## Targets for Goals: Science Proficiency

### Criterion-Referenced Test (CRT) Science Proficiency, Grade 10

Indicator	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>CRT Science Proficiency Grade 10</b>						
District	20.8%	24.8%	28.5%	32.1%	35.5%	38.7%
American Indian/Alaska Native	12.7%	17.1%	21.2%	25.2%	28.9%	32.5%
Asian	39.0%	42.1%	45.0%	47.7%	50.3%	52.8%
Black/African American	8.4%	13.0%	17.3%	21.5%	25.4%	29.1%
Hispanic/Latino	14.4%	18.7%	22.8%	26.6%	30.3%	33.8%
Multiracial	26.0%	29.7%	33.2%	36.6%	39.7%	42.7%
Pacific Islander	14.9%	19.2%	23.0%	27.0%	30.7%	34.2%
White/Caucasian	32.4%	35.8%	39.0%	42.0%	44.9%	47.7%
Free and Reduced Lunch	14.1%	18.4%	22.5%	26.4%	30.0%	33.5%
Limited English Proficient	1.6%	6.5%	11.2%	15.6%	19.9%	23.9%
Individualized Education Program	3.9%	8.7%	13.3%	17.6%	21.7%	25.6%

## Targets for Goals: Graduation Rates

### Four-Year High School Graduation Rate (Reported for the prior year)

Indicator	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>Four-Year High School Graduation Rate</b>						
District	83.2%	84.3%	86.0%	87.7%	89.4%	90.0%
American Indian/Alaska Native	83.8%	84.6%	85.3%	86.1%	86.8%	87.4%
Asian	93.3%	93.5%	93.7%	93.9%	94.1%	94.4%
Black/African American	72.8%	73.2%	74.0%	76.1%	78.2%	79.3%
Hispanic/Latino	81.8%	82.5%	83.3%	85.1%	86.9%	88.7%
Multiracial	84.0%	84.4%	84.7%	86.4%	88.1%	89.8%
Pacific Islander	85.2%	83.3%	85.5%	87.1%	88.7%	90.3%
White/Caucasian	87.5%	88.2%	88.8%	90.1%	91.4%	92.7%
Free and Reduced Lunch	80.2%	80.4%	80.6%	82.5%	84.4%	86.3%
Limited English Proficient	83.4%	84.3%	85.1%	86.8%	88.5%	90.2%
Individualized Education Program	69.0%	70.1%	71.1%	73.3%	75.5%	77.7%

### Five-Year Adjusted Cohort Graduation Rate (Reported two years prior)

Rate	Points
≥ 91.4	5
< 91.4 and ≥ 85.3	4
< 85.3 and ≥ 79.2	3
< 79.2 and ≥ 73.1	2
< 73.1 and ≥ 67	1
< 67	0

## Targets for Goals: School Safety

### Districtwide Survey Indicating Percent of Students Reporting Feeling Safe at School

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Districtwide Survey Cumulative Responses on 4 Items on Student Safety						
Grades 4–5	89.1%	89.6%	90.2%	90.7%	91.1%	91.6%
Grades 6–8	79.1%	80.1%	81.1%	82.1%	83.0%	83.8%
Grades 9–12	77.2%	78.3%	79.4%	80.5%	81.4%	82.4%

## Targets for Goals: Student Engagement

### Chronic Absenteeism Rate and Gap

Indicator	Baseline 2017- 2018	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022	Year 5 2022- 2023
<b>Chronic Absenteeism Rate</b>						
District	20.7%	19.7%	18.7%	17.7%	16.9%	16.0%
American Indian/Alaska Native	31.4%	25.1%	20.1%	16.1%	12.9%	10.3%
Asian	8.3%	7.5%	6.8%	6.1%	5.5%	5.0%
Black/African American	31.3%	25%	20%	16%	14.8%	11.8%
Hispanic/Latino	20.7%	18.6%	16.7%	15.1%	13.6%	12.2%
Multiracial	20.7%	18.6%	16.7%	15.1%	13.6%	12.2%
Pacific Islander	23.5%	21.2%	19.1%	17.2%	15.5%	14.0%
White/Caucasian	16.7%	15%	13.5%	12.2%	11%	10.0%
Free and Reduced Lunch	23.8%	21.4%	19.3%	17.4%	15.7%	14.1%
Limited English Proficient	19.4%	17.5%	15.8%	14.2%	12.8%	11.5%
Individualized Education Program	28.6%	22.9%	18.3%	14.6%	11.7%	9.4%

### Chronic Absenteeism

Note: A school demonstrating improvement of at least 10 percent over the prior year's performance for Chronic Absenteeism will earn additional points up to the maximum number of possible points (0.5 bonus point possible for high school).

### High School Chronic Absenteeism

Rate	Points
<5	5
≥5 and <7	4.5
≥7 and <9	4
≥9 and <11	3.5
≥11 and <13	3
≥13 and <15	2.5
≥15 and <17	2
≥17 and <19	1.5
≥19 and <21	1
≥21 and <23	0.5
≥23	0

### High School Grade 9 Credit Sufficiency

Rate	Points
$\geq 99.7$	5
$< 99.7$ and $\geq 92.4$	4
$< 92.4$ and $\geq 85.1$	3
$< 85.1$ and $\geq 77.8$	2
$< 77.8$	1

Targets for Goals: College and Career Readiness

### High School Post-Secondary Preparation Participation

Rate	Points
$\geq 74.5$	10
$< 74.5$ and $\geq 73$	9.5
$< 73$ and $\geq 71.4$	9
$< 71.4$ and $\geq 69.9$	8.5
$< 69.9$ and $\geq 68.3$	8
$< 68.3$ and $\geq 66.8$	7.5
$< 66.8$ and $\geq 65.2$	7
$< 65.2$ and $\geq 63.7$	6.5
$< 63.7$ and $\geq 62.1$	6
$< 62.1$ and $\geq 60.6$	5.5
$< 60.6$ and $\geq 59$	5
$< 59$ and $\geq 57.5$	4.5
$< 57.5$ and $\geq 55.9$	4
$< 55.9$ and $\geq 54.4$	3.5
$< 54.4$ and $\geq 52.8$	3
$< 52.8$ and $\geq 51.3$	2.5
$< 51.3$ and $\geq 49.7$	2
$< 49.7$ and $\geq 48.2$	1.5
$< 48.2$ and $\geq 46.6$	1
$< 46.6$	0.5

### High School Post-Secondary Preparation Completion

Rate	Points
$\geq 55.8$	10
$< 55.8$ and $\geq 53$	9.5
$< 53$ and $\geq 50.1$	9
$< 50.1$ and $\geq 47.3$	8.5
$< 47.3$ and $\geq 44.4$	8
$< 44.4$ and $\geq 41.6$	7.5
$< 41.6$ and $\geq 38.7$	7
$< 38.7$ and $\geq 35.9$	6.5
$< 35.9$ and $\geq 33$	6
$< 33$ and $\geq 30.2$	5.5
$< 30.2$ and $\geq 27.3$	5
$< 27.3$ and $\geq 24.5$	4.5
$< 24.5$ and $\geq 21.6$	4
$< 21.6$ and $\geq 18.8$	3.5
$< 18.8$ and $\geq 15.9$	3
$< 15.9$ and $\geq 13.1$	2.5
$< 13.1$ and $\geq 10.2$	2
$< 10.2$ and $\geq 7.3$	1.5
$< 7.3$ and $\geq 4.5$	1
$< 4.5$	0.5

### High School Advanced Diploma Earner Rate

Rate	Points
$\geq 53.3$	5
$< 53.3$ and $\geq 39.4$	4
$< 39.4$ and $\geq 25.5$	3
$< 25.5$ and $\geq 11.5$	2
$< 11.5$	1



# Resource B

## School Improvement Planning (SIP) Process Facilitator's Guide

### School Improvement Support

The School Improvement Department (SID) is committed to providing school leaders with the resources and support necessary to engage stakeholders in the school improvement process. The School Improvement Planning (SIP) Facilitator's Guide is intended to provide school leaders with activities and resources to facilitate effective school improvement planning meetings. In-depth and customized support, including the full, eight-stage process, can be provided on-site by School Improvement project facilitators.

### Process Overview

School Improvement Planning (SIP) is a continuous process that involves reviewing the practices and results at a school and developing a plan to improve the quality of teaching and learning. The SIP process is documented in a School Performance Plan (SPP) that is submitted to the Clark County School District and the Nevada Department of Education each year. The SPP defines a school's goals for increasing student achievement and describes the actions that will be taken to meet those goals. The SIP process can be organized into four continuous and overlapping stages:

- Analyze Data
- Set Goals and Objectives
- Develop the Plan
- Implement and Monitor the Plan



### Terms Used in This Guide

The **school team (or team)** includes the people who will develop and write the SPP. This is often a school's leadership team and/or the School Organizational Team (SOT).

**School leaders** are the people who will facilitate the school team's discussions and activities during the SIP process. These people are often school administrators, instructional specialists, or teacher leaders at the school.

**School staff (or staff)** refers to the collective group of licensed staff, support staff, and administrators at a school who are responsible for implementing and monitoring the plan.

**School communities and/or stakeholders** are all the people who have an interest in the success of a school. This includes staff, parents, students, and community members.

### Suggested Timeline

The School Improvement Planning Process is a continuous cycle. It is an ongoing process that does not have a specific ending point. The timeline below is based on requirements described in [NRS 388G](#) and the SPP due dates established by the Nevada Department of Education.

## Suggested SPP Timeline

August - January	<p><b>Implement and Monitor the Plan</b></p> <p>School Performance Plan action steps are implemented and monitoring timelines are followed. Adjustments are made based on ongoing analysis of student progress and adult performance.</p>
August - September	<p><b>Analyze Data</b></p> <p>School teams analyze the results of summative assessments, universal screeners, diagnostics, and interim assessments to identify schoolwide challenges and needs for curriculum, professional development, family engagement, or other areas. School teams analyze the <a href="#">NSPF School Rating Report</a> to determine whether previous targets for SPP goals and objectives were met and to identify positive and negative trends. This data analysis is summarized in the <a href="#">Comprehensive Needs Assessment (CNA)</a> of the SPP.</p>
September	<p><b>Set Goals and Objectives</b></p> <p>School teams review SPP goals and objectives to ensure they are directly related to the challenges identified in the CNA. Baseline data, mid-year targets, and end-of-year targets are updated in the <a href="#">goals</a> and <a href="#">measurable objectives</a> of the SPP.</p>
October - November	<p><b>Develop the Plan</b></p> <p>School teams may revise SPP action steps, monitoring plans, and budget information based on funding changes and new needs identified through data analysis. The completed SPP is submitted to CCSD. The School Improvement Department submits the SPPs to the Nevada Department of Education (NDE) on behalf of the schools.</p>
December - January	<p><b>Implement and Monitor the Plan</b></p> <p>School teams monitor the progress towards mid-year targets to determine if changes should be made in order to successfully meet end-of-year targets. School teams may document mid-year progress, barriers, and next steps in <a href="#">Appendix C</a> of the SPP and <a href="#">update the status</a> of action steps and measurable objectives.</p>
January - February	<p><b>Develop the Plan (Next Year's SPP)</b></p> <p>In January and February, school teams work to develop a Plan of Operation for the next school year, while continuing to implement the plan for the current school year. The SPP is submitted to CCSD for approval in February in compliance with <a href="#">NRS 388G</a>. The SPP may continue to be revised before it is submitted to NDE in the fall. Visit <a href="http://guide.ccsd.net">http://guide.ccsd.net</a> for more information and official timelines. School teams complete the following SPP components:</p> <ul style="list-style-type: none"> <li>• <a href="#">Cover Page</a></li> <li>• <a href="#">Inquiry Process and Action Plan Design for Goals 1, 2, and 3</a></li> <li>• <a href="#">Budget Plan</a></li> <li>• <a href="#">Required Elements for Title I Schools</a> (if applicable)</li> </ul>
Jan. - June	<p><b>Implement and Monitor the Plan</b></p> <p>School Performance Plan action steps are implemented and monitoring timelines are followed. Adjustments are made based on ongoing analysis of student progress and adult performance.</p>
May - June	<p><b>Implement and Monitor the Plan</b></p> <p>School teams reflect on the impact of the school's plan to determine if the SPP was implemented successfully and if end-of-year targets were met. School teams may document their end-of-year progress, barriers, and next steps in <a href="#">Appendix C</a> of the SPP and <a href="#">update the status</a> of action steps and measurable objectives.</p>
June - July	<p><b>Analyze Data</b></p> <p>School teams analyze multiple formative and summative data sources to determine trends, strengths, and challenges related to student and adult performance. This analysis helps the team determine if the School Performance Plan (SPP) was implemented successfully, whether instruction and interventions were effective, and whether changes will need to be made to the SPP to address any new concerns.</p>

## SIP Stage Overviews

Each of the school improvement planning stages in this guide begins with an overview that follows a consistent format:

- 1 Connect to Previous Learning:** This section identifies the previous stage in the SIP process.
- 2 Activate Initial Understanding:** A list of video resources that can be shared with all stakeholders to prompt discussions and to build a common understanding of concepts. Videos can be found at <https://aarsi.ccsd.net/school-improvement/videos/>.
- 3 Promote Productive Discourse:** Guiding documents that can be used with school teams to guide discussions and activities that will lead to the development of a School Performance Plan (SPP).
- 4 Procedures:** Suggested steps for presenting the information and facilitating activities with a school team and other stakeholders.
- 5 School Performance Plan:** The components of the School Performance Plan that should be updated as a result of the school team’s discussions during each stage.
- 6 What Comes Next:** This section identifies the next stage in the SIP process.

<h3>Analyze Data</h3>	
Overview	
<b>1</b>	<p><b>Connect to Previous Learning</b></p> <p>Before work begins to <b>ANALYZE DATA</b>, school teams should <b>IMPLEMENT AND MONITOR</b> the previous year’s School Performance Plan.</p>
<b>2</b>	<p><b>Activate Initial Understanding</b></p> <p>Data analysis is the beginning of the School Improvement Planning process which will determine the needs of the school and the direction the school needs to go in order to improve student achievement. Information about the students, teachers, and school, data, are used to identify trends, determine root causes, brainstorm solutions, and create action steps. Participants will review multiple data sources to identify strengths, challenges, and root causes of those challenges.</p> <p>Root Causes are statements describing the deepest underlying cause(s) of priority needs that if resolved, would result in elimination or substantial reduction of the priority need. Root Causes describe evidence of issues the school can control which are impacting performance. Root Causes are prioritized and aligned to the Comprehensive Needs Assessment, reflect analysis of multiple types of data, and are focused on actions of the school leaders and teachers.</p>
<b>3</b>	<p><b>Promote Productive Discourse</b></p> <p><i>Data Carousel</i> guiding document (pg. 9)  <i>Prioritize Challenges</i> guiding document (pg. 10)  <i>Root Cause Analysis</i> guiding document (pg. 11)</p>
<b>Procedures</b>	
<b>4</b>	<ol style="list-style-type: none"> <li>1. Use the <i>Data Carousel</i> guiding document with the school team to identify narrative statements of strengths and challenges in the data.</li> <li>2. Use the <i>Prioritize Challenges</i> guiding document with the school team to decide which challenges to analyze further.</li> <li>3. Use the <i>Root Cause Analysis</i> Video and guiding document with the school team to identify underlying causes of the high priority challenges at the school.</li> </ol>
<b>5</b>	<p><b>School Performance Plan</b></p> <p>Document the following in the SPP:</p> <p><i>SPP Cover Page:</i></p> <ul style="list-style-type: none"> <li>• School information</li> <li>• Planning team members</li> </ul> <p><i>Component I – Comprehensive Needs Assessment (CNA) – Summary Statement</i></p> <ul style="list-style-type: none"> <li>• Summarize whether the previous year’s goals and objectives were met.</li> <li>• Summarize the team’s data analysis and the conclusions made from the data.</li> <li>• Include data from multiple years to identify trends over time.</li> <li>• Describe the school’s strengths and prioritized challenges based on data analysis.</li> <li>• Describe how the data helps the team determine root causes for the challenges.</li> </ul> <p><i>Component II – Inquiry Process &amp; Action Plan Design</i></p> <ul style="list-style-type: none"> <li>• Describe the root cause(s) identified through the data analysis process.</li> </ul>
<b>6</b>	<p><b>What Comes Next?</b></p> <p>After teams <b>ANALYZE DATA</b>, they will <b>SET GOALS AND OBJECTIVES</b>.</p>



# Analyze Data



## Overview

<p><b>Connect to Previous Learning</b></p>	<p>Before work begins to <b>ANALYZE DATA</b>, school teams should <b>IMPLEMENT AND MONITOR</b> the previous year's School Performance Plan.</p>
<p><b>Activate Initial Understanding</b></p>	<p>School teams review multiple data sources to identify strengths, challenges, and root causes of those challenges. The <a href="#">Analyze Data</a> video explains how schools use data and different types of data to consider.</p> <p>Data analysis helps school teams determine the needs of the school and the direction the school needs to go in order to improve student achievement. Information (data) about the students, teachers, and school are used to identify trends, determine root causes, brainstorm solutions, and create action steps. <a href="#">Root Causes</a> are statements describing the deepest underlying cause(s) of priority needs that if resolved, would result in elimination or substantial reduction of the priority need. Root Causes describe issues the school can control which are impacting performance. Root Causes are prioritized and aligned to the Comprehensive Needs Assessment, reflect the analysis of multiple types of data, and are focused on actions of the school staff.</p>
<p><b>Promote Productive Discourse</b></p>	<p><a href="#">Data Carousel</a> guiding document  <a href="#">Prioritize Challenges</a> guiding document  <a href="#">Root Cause Analysis</a> guiding document</p>

## Procedures

1. Use the *Data Carousel* guiding document with the school team to identify narrative statements of strengths and challenges in the data.
2. Use the *Prioritize Challenges* guiding document with the school team to decide which challenges to analyze further. These challenges will become aligned with your goals.
3. Use the *Root Cause Analysis* guiding document with the school team to identify underlying causes of the high priority challenges at the school.

<p><b>School Performance Plan</b></p>	<p>Document the following in the SPP:</p> <p><a href="#">SPP Cover Page</a></p> <ul style="list-style-type: none"> <li>● School information</li> <li>● Planning team members</li> </ul> <p><a href="#">Component I – Comprehensive Needs Assessment (CNA)</a></p> <ul style="list-style-type: none"> <li>● Summarize whether the previous year's goals and objectives were met</li> <li>● Summarize the team's data analysis and the conclusions made from the data</li> <li>● Include data from multiple years to identify trends over time</li> <li>● Describe the school's strengths and prioritized challenges based on data</li> <li>● Describe how the data helps the team determine root causes</li> </ul> <p><a href="#">Component II - Inquiry Process &amp; Action Plan Design</a></p> <ul style="list-style-type: none"> <li>● Describe the root cause(s) identified through the data analysis process</li> </ul>
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<p><b>What Comes Next?</b></p>	<p>After teams <b>ANALYZE DATA</b>, they will <b>SET GOALS AND OBJECTIVES</b>.</p>
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# Data Carousel Guiding Document



- School teams will review a variety of data provided by school leaders (examples below are not an exhaustive list).

Demographics of students, staff, and families	Perceptions of students, staff, and families	Student Learning	School Processes
Enrollment Attendance Ethnicity Gender Transiency	Survey results Vision and mission Needs assessment PD evaluations Focus groups	Assessment results Grades Student work NSPF SLG data	Curriculum review RTI procedures PLC procedures School schedule Course offerings

- Team members write narrative statements that are:
  - Simple** - communicate a single idea about the data
  - Clear** - short and easy to read
  - Non-Evaluative** - describe what the data shows, not why or what to do about it
- Team members identify whether each narrative statement describes a challenge or not.

Data Source	Narrative Statement	Challenge? YES or NO
<b>Example: NSPF</b>	<b><i>Reading proficiency in 3rd grade is below 50%.</i></b>	<b>YES</b>

## Prioritize Challenges Guiding Document



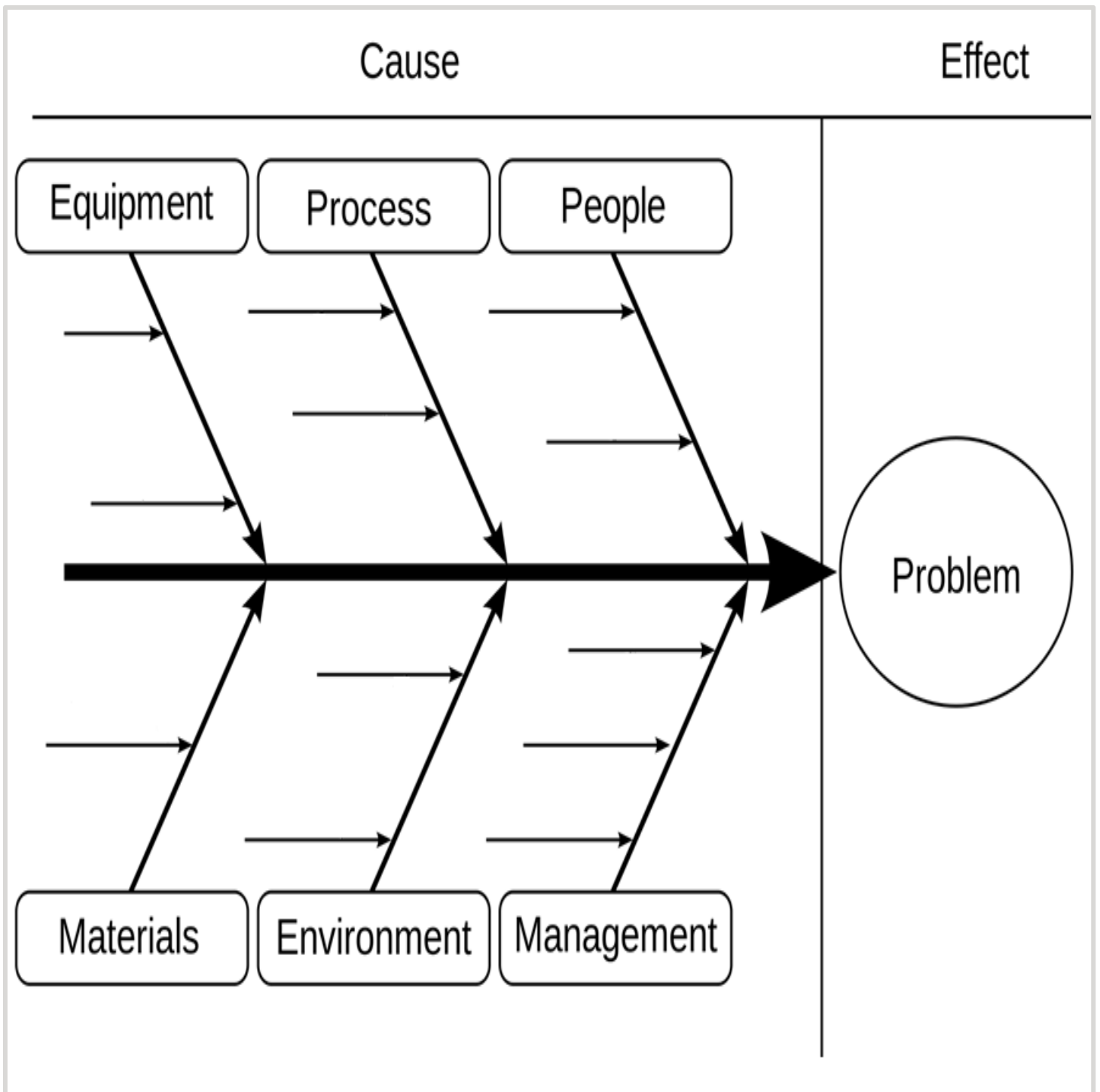
- List each challenge/need that was identified during the Data Carousel activity and rate each one based on priority and opportunity.
- Challenges with a high priority rating and/or a high opportunity rating would be a good area to analyze further and identify a root cause.

<b>Challenges</b> <b>Write one challenge per box</b>	<b>Priority Rating</b> <b>3=Highest Priority</b> <b>2=Medium Priority</b> <b>1=Lowest Priority</b>	<b>Opportunity Rating</b> <b>3= Easy to Address</b> <b>2=Achievable</b> <b>1=Difficult to Achieve</b>

# Root Cause Analysis Guiding Document



- Identify the challenge, or problem, that needs further analysis based on the priority and opportunity ratings in the previous activity.
- Brainstorm possible causes of the challenge and write them on the small arrows for each category.
- Discuss and come to a conclusion about the ultimate root cause(s) of the problem.
- Root causes should be focused on adult actions of the teachers and leaders and describe evidence of issues that the school can control and are impacting performance.



# Set Goals and Objectives



Overview	
<b>Connect to Previous Learning</b>	Before working to <b>SET GOALS AND OBJECTIVES</b> , school teams should <b>ANALYZE DATA</b> to determine challenges and root causes.
<b>Activate Initial Understanding</b>	<p>School team members write two goals tied to the prioritized challenges. School team members also write at least one measurable objective for each goal. Several videos are available to learn more about <a href="#">writing goals and objectives</a>.</p> <p><a href="#">Goals</a> should be written in order to eliminate or reduce the identified root cause. Goals are broad statements about what is to be achieved. Goals are clear, detailed, attainable, and explain expected performance. <a href="#">Measurable objectives</a> clarify the goals by providing specific information to determine how the goal can be achieved and measured.</p> <p>Measurable objectives are the foundation for action planning as they define who, what, when, how, and how much. Measurable objectives must include all components of SMART criteria: Specific, Measurable, Attainable, Relevant, and Timely. In Resource A, CCSD has aligned school goals and measurable objectives to Nevada's Long-Term Goals and Measures of Interim Progress and the Nevada School Performance Framework (NSPF).</p>
<b>Promote Productive Discourse</b>	<p><a href="#">Goals and Objectives</a> guiding document</p> <p><a href="#">Resource A - SPP Goal-Setting Guidance</a></p>
Procedures	
1. Use the <i>Goals and Objectives</i> guiding document and <i>Resource A - SPP Goal-Setting Guidance</i> with the school team to develop goals and measurable objectives.	
<b>School Performance Plan</b>	<p>Document the following in <a href="#">Component II – Inquiry Process &amp; Action Plan Design</a>:</p> <ul style="list-style-type: none"> <li>• School goals (Priority Needs/Goals)</li> <li>• Root causes contributing to the need for the goals (one root cause per goal)</li> <li>• At least one measurable objective for each goal</li> </ul>
<b>What Comes Next?</b>	After teams <b>SET GOALS AND OBJECTIVES</b> , they will <b>DEVELOP THE PLAN</b> .



# Goals and Objectives Guiding Document



A **goal** is a broad statement of what needs to be accomplished to address a challenge. A **measurable objective** is more specific. Together, goals and objectives should be **SMART**:

- S**pecific and clearly stated
- M**easurable and based on data
- A**ttainable and realistic
- R**elevant to the organization's needs
- T**ime-based

Write a possible goal that addresses the challenge that was identified during the Analyze Data stage:

Write a measurable objective that provides details to tell how progress towards this goal will be checked or monitored. Write a SMART objective using the sentence frame in the table below. Refer to [Resource A](#) for additional guidance on writing goals and measurable objectives. Targets should be set for multiple times throughout the school year (e.g. mid-year, end-of-year, etc.)

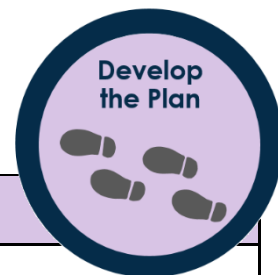
WHO (SPECIFIC)	WHAT (SPECIFIC)	HOW MUCH (MEASURABLE) (ATTAINABLE)	WHEN (TIME-BASED)	HOW (RELEVANT)
WHO will be measured?	WHAT is expected to change?	HOW MUCH change is expected?	WHEN will this change happen?	HOW will progress be measured?

**Example:** [Change] [WHO] [WHAT] from [HOW MUCH] to [HOW MUCH] by [WHEN] as measured by [HOW].

**Example:** [Increase] [the percent of third grade students] [above the 40<sup>th</sup> percentile in ELA] from [43% in fall] to [47%] by [winter] and to [50%] by [spring] as measured by [Map Growth Assessments].

Write a measurable objective that further describes your goal:

# Develop the Plan



Overview	
<b>Connect to Previous Learning</b>	Before working to <b>DEVELOP THE PLAN</b> , school teams should <b>SET GOALS AND OBJECTIVES</b> .
<b>Activate Initial Understanding</b>	<p>School teams write an <a href="#">action plan</a> with both action steps and monitoring steps for each goal. The action plan design identifies proposed solutions, strategies, and actions that will be implemented to impact the priority need/goal and eliminate root cause(s). There are three required action steps for priority need/goal 1 and 2:</p> <ul style="list-style-type: none"> <li>• 1.1/2.1 Professional Development (PD)</li> <li>• 1.2/2.2 Family Engagement</li> <li>• 1.3/2.3 Curriculum, Instruction, and Assessment (CIA)</li> <li>• 1.4/2.4 Optional fourth action step</li> </ul> <p>Goal 3 is optional at this time.</p> <p>Participants will identify actions to be taken for the upcoming school year. Action steps should be focused, detailed, and aligned to the root causes(s), priority need/goals, and measurable objectives. Action steps should be interrelated and clearly impact performance. Resources with identified funding sources and timelines should be included and comprehensive.</p> <p>The purpose of the monitoring plan is to determine the degree of implementation of the action steps. The monitoring plan specifies what data and evidence will be analyzed to determine the implementation and effectiveness of the action step. The timeline specifies when evidence of implementation will be collected and describes who will be involved in collecting and analyzing the evidence of implementation. All timelines should be sequential with outlined benchmarks and identify people or positions responsible.</p>
<b>Promote Productive Discourse</b>	<a href="#">Develop the Plan</a> guiding document
Procedures	
1. Use the <i>Develop the Plan</i> guiding document with the school team to plan action steps and monitoring steps needed to reach the school's goals.	
<b>School Performance Plan</b>	<p>Document the following in <a href="#">Component II – Inquiry Process &amp; Action Plan Design</a>:</p> <ul style="list-style-type: none"> <li>• Action steps for Professional Development, Family Engagement, and Curriculum, Instruction, and Assessment</li> <li>• Monitoring plan (Evidence of Progress and Timeline and Person or Position Responsible for each action step)</li> </ul>
<b>What Comes Next?</b>	After school teams <b>DEVELOP THE PLAN</b> , they will <b>IMPLEMENT AND MONITOR THE PLAN</b> .

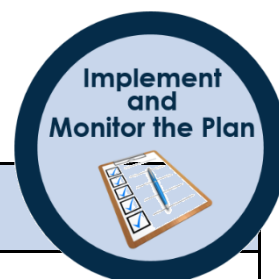
## Develop the Plan Guiding Document



- An action plan describes the steps that will be taken to make changes in order to meet a goal.
- A monitoring plan describes the actions that will ensure each step of the action plan is being carried out and progress is being monitored.

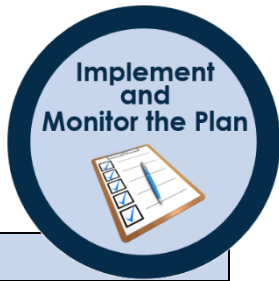
Action Plan	Monitoring Plan
<p>Describe the steps that will be taken to meet the goal.</p>	<p>Describe the steps that will be taken to ensure the action plan is being carried out.</p>
<p>What resources (people, time, materials, or money) will be needed to meet the goal?</p>	<p>Describe who will be responsible for regularly checking progress towards goals and objectives. Describe when or how often the action plan will be monitored.</p>

# Implement and Monitor the Plan



Overview	
<b>Connect to Previous Learning</b>	Before working to <b>IMPLEMENT AND MONITOR</b> the plan, school teams should <b>DEVELOP THE PLAN</b> .
<b>Activate Initial Understanding</b>	Monitoring the outcomes and implementation of your plan provides an opportunity for the school staff to make adjustments and to revise strategies as needed. School teams will collect and analyze data at multiple points throughout the school year to determine how well the plan is being implemented and the effectiveness of the plan.
<b>Promote Productive Discourse</b>	<a href="#">Implement and Monitor the Plan</a> guiding document
Procedures	
1. Use the <i>Implement and Monitor the Plan</i> guiding document to guide discussions about plan implementation and impact.	
<b>School Performance Plan</b>	Document the following in <a href="#">Appendix C – Monitoring &amp; Evaluation Goal 1, 2, and 3</a> at mid-year and the end of the year (optional): For each action step <ul style="list-style-type: none"> <li>• Progress</li> <li>• Barriers</li> <li>• Next Steps</li> </ul>
<b>What Comes Next?</b>	After teams <b>IMPLEMENT AND MONITOR</b> the plan, they will <b>ANALYZE DATA</b> again to evaluate the impact of the plan.

# Implement and Monitor the Plan Guiding Document



- School teams should discuss and answer the following questions to check whether the action plan is being implemented and to monitor the impact of the plan.

Is the plan being implemented as expected? If not, why?
Are the timelines in the plan being met? If not, why?
Are the timelines in the plan being met? If not, why?
Are the goals and objectives being met? If not, why?
What evidence exists to show the plan is being carried out successfully?
Are the indicated resources available and being used? If not, why?
What barriers or challenges have occurred since the plan was written?
What steps should be taken to address these barriers or challenges?
What adjustments should be made to the plan to address any of the above information?