



CSI Schools
Progress Update #1
Presentation

Long Elementary School
September 30, 2019



What is a Comprehensive Support and Improvement (CSI) Designation?

Schools with a CSI designation met the following criteria in the designation year:

- Among lowest-performing schools (bottom 5th percentile of NSPF index scores),
- One-star rated school, and/or
- High schools with a four-year adjusted cohort graduation rate below 67%

CSI schools cannot be rated higher than two stars during the designation year.

CSI schools work with a district team to develop a plan to exit CSI status in three years.

The plan will be approved by the Nevada Department of Education (NDE).




School progress will be evaluated regularly and the CSI status of the school will be reevaluated after implementation of the three-year improvement plan.

School NSPF Data

2017-2018 Star Rating:	1
Academic Achievement:	2/25
Student Growth:	4/35
English Language:	4/10
Opportunity Gaps:	2/20
Student Engagement:	3

2018-2019 Star Rating:	1
Academic Achievement:	3/25
Student Growth:	8/35
English Language:	6/10
Opportunity Gaps:	2/20
Student Engagement:	1/10

2018-2019 SPP Goals

2018-2019 SPP Goals:	Met Goal?
All students will increase proficiency in ELA from 24.2% to 33.92% by 2019 as measured by state summative assessments.	
All students will increase proficiency in math from 16.4% to 26.25% by 2019 as measured by state summative assessments.	
Continue to increase the knowledge of school-based personnel in cultural competency and ELL strategies and assist teachers in implementing strategies to accelerate learning for all students. Provide a school wide focus on helping students develop more appropriate school behaviors.	

2019-2020 SPP Goal 1 ELA

2019-2020 SPP Goal 1: ELA

- Increase the overall percentage of ELA proficient students at Long Elementary School from 28.92% to 59.2% by June 2020 as measured by the state assessment.
- Increase the overall percentage of ELA proficient FRL students at Long Elementary School from 28.92% to 49.4% by June 2020 as measured by the state assessment.
- Increase the overall percentage of ELA Adequate Growth Percentile of FRL students at Long Elementary School from 33.4% to >50%, as measured by the state assessment by the end of the school year, June 2020

2019-2020 SPP Goal 1 ELA

Action Steps: Professional Development:

Increase teaching and learning quality based on the NEPF and NVACS for Tier I, II, and III (Victory 8d)

- A. Provide a coach for each grade level to focus on individual teacher needs
 - a. Coach completes daily walk-throughs to provide praise for positives and note challenges
 - b. Coach completes weekly observations and coaching conversations
 - c. Coach provides on-going professional development targeted to needs of the teacher including whisper coaching, modeling, and focused observations of other quality teachers
- B. Administration give clear feedback often for strengths and suggestions for improvement
 - a. Administration observe once a month for 20 minutes per observation
 - b. Administration and teachers reflect on observations and guide toward greater success
 - c. Administration focus on the strengths just as much as the areas for improvement to guide teachers in a trajectory pathway from naïve understandings of teaching to more sophisticated teaching understandings and abilities
- C. Increase quality of lesson plans
 - a. Lesson plans and long range plans aligned with NVACS and consistent at the grade level
 - b. Lesson plans aligned with NEPF and components of an effective lesson plan
 - c. Lesson plans uploaded to Google teacher folder each week and available in the classroom
- D. Quality SBCT correlated with NEPF, NVACS, and teacher needs
 - a. NEPF standard a month focus correlated with Peer Coaching Observations
 - b. Structures and programs taught, modeled, and practiced
- E. Peer Coaching Model
 - a. NEPF standard of focus presented at SBCT
 - b. Teachers and coach pre-observation conference
 - c. 15 minute per class NEPF focused walk throughs with gathering data sheet
 - d. Post observation reflection with action steps for own classroom

2019-2020 SPP Goal 1 ELA

Action Steps: Family Engagement

Increase family engagement and understanding of programs and processes (Victory 8f, 9a, 9b, 9c)

- A. Family Engagement extra duty aide
 - a. Volunteer Assistance in the school
 - b. Mini Classes for parents
- B. Educational/Social/Emotional/OutReach Family Programs
 - a. Stories and Snack
 - b. Cinco de Mayo Art in the Garden
 - c. Communities in Schools (CIS)
 - d. Future Smiles
 - e. Title I Meetings
 - f. Piggy Bank
 - g. Week Long Financial Literacy Program
 - h. JA in a Day
- C. Community Building Family Programs
 - a. Fall Festival
 - b. Musical Performance

2019-2020 SPP Goal 1 ELA

Action Steps: Curriculum/Instruction/Assessment

Increase fidelity to purposeful and targeted programs and interventions for all students including RTI students (8d, 8f)

- A. Provide a clear pathway for teachers to discuss data, determine needs of students, plan interventions, organize paperwork, and progress monitor growth
- B. Allocate one PLC a month for discussion of needs of students and action plans to meet those needs, and provide clear structures and focuses for each PLC meeting (8d)
 - a. Week 1 is teachers presenting quality teaching and learning strategies
 - b. Week 2 is RTI information and action plans
 - c. Week 3 is data analysis planning for greater student academic success
 - d. Week 4 is Standards planning for increased focus on NVACS and mastery level
 - e. Create PLC structures booklet to include making norms, agendas, minutes, and protocols for each week.
 - f. Ensure an administrator is at each PLC meeting.
- C. Provide a CTT and instruction aide to assist teachers in progress monitoring and implementing programs and interventions
- D. Outline all STEAM programs in a STEAM Handbook for increased understanding and fidelity
- E. Outline all Staff expectations in a Staff Handbook for increased understanding and purpose
- F. Use quality materials with fidelity and purpose for Tier I, II, and III instruction
 - a. Phonics Program
 - b. Ready Gen Program
 - c. Accelerated Reader Program
 - d. FOSS Program
 - e. Engineering is Elementary Program
 - f. Study Island Program
 - g. IXL Program
- G. Utilize the 21st Century grant to provide targeted students extra time on task for specific skills in before and after school tutoring
- H. Use WIDA scores for teachers to know where students are with their language learning and target focus skills with those students.
- I. Use EasyCBM, STAR, and MAPS progress monitoring data to determine specific needs of students

2019-2020 SPP Goal 2 Math

2019-2020 SPP Goal 2: Math

- Increase the overall percentage of Math proficient students at Long Elementary from 25.5% to 51.1% by June 2020 as measured by the state assessment.
- Increase the overall percentage of Math proficient FRL students at Long Elementary from 25.5% to 42% by June 2020 as measured by the state assessment.
- Increase the overall percentage of Math Adequate Growth Percentile of FRL students at Long Elementary School from 20.5% to >50%, as measured by the state assessment by the end of the school year, June 2020.

2019-2020 SPP Goal 2 Math

Action Steps: Professional Development

Increase teaching and learning quality based on the NEPF and NVACS for Tier I, II, and III (8d)

- A. Provide a coach for each grade level to focus on individual teacher needs
 - a. Coach completes daily walk throughs to provide praise for positives and note challenges
 - b. Coach completes weekly observations and coaching conversations
 - c. Coach provides on-going professional development targeted to needs of the teacher including whisper coaching, modeling, and focused observations of other quality teachers
- B. Administration give clear feedback often for strengths and suggestions for improvement
 - a. Administration observe once a month for 20 minutes per observation
 - b. Administration and teachers reflect on observations and guide toward greater success
 - c. Administration focus on the strengths just as much as the areas for improvement to guide teachers in a trajectory pathway from naïve understandings of teaching to more sophisticated teaching understandings and abilities
- C. Increase quality of lesson plans
 - a. Lesson plans and long range plans aligned with NVACS and consistent at the grade level
 - b. Lesson plans aligned with NEPF and components of an effective lesson plan
 - c. Lesson plans uploaded to Google teacher folder each week and available in the classroom
- D. Quality SBCT correlated with NEPF, NVACS, and teacher needs
 - a. NEPF standard a month focus correlated with Peer Coaching Observations
 - b. Structures and programs taught, modeled, and practiced
- E. Peer Coaching Model
 - a. NEPF standard of focus presented at SBCT
 - b. Teachers and coach preobservation conference
 - c. 15 minute per class NEPF focused walk throughs with gathering data sheet
 - d. Postobservation reflection with action steps for own classroom

2019-2020 SPP Goal 2 Math

Action Steps: Family Engagement

Increase family engagement and understanding of programs and processes (Victory 8f, 9a, 9b, 9c)

- A. Family Engagement extra duty aide
 - a. Volunteer Assistance in the school
 - b. Mini Classes for parents
- B. Educational/Social/Emotional/OutReach Family Programs
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2019-2020 SPP Goal 2 Math

Action Steps: Curriculum/Instruction/Assessment

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- A. Provide a clear pathway for teachers to discuss data, determine needs of students, plan interventions, organize paperwork, and progress monitor growth
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- F. Use quality materials with fidelity and purpose for Tier I, II, and III instruction
 - a. Rocket Math Program
 - b. Go Math Program
 - c. FOSS Program
 - d. Engineering is Elementary Program
 - e. Study Island Program
 - f. IXL Program
- G. Utilize the 21st Century grant to provide targeted students extra time on task for specific skills in before and after school tutoring
- H. Use WIDA scores for teachers to know where students are with their language learning and target focus skills with those students.
- I. Use EasyCBM, STAR, and MAPS progress monitoring data to determine specific needs of students

2019-2020 SPP Goal 3 Cultural Competency

2019-2020 SPP Goal 3: Cultural Competency

Continue to increase the knowledge of school-based personnel in cultural competency and ELL strategies and assist teachers in implementing strategies to accelerate learning for all students. Provide a school wide focus on helping students develop more appropriate school behaviors.

2019-2020 SPP Goal 3 Cultural Competency

Action Steps: Professional Development

Maintain positive culture and climate for teacher retention (8e)

- A. Provide grade level support for classroom teachers through an academic coach, CTT, and instructional aide
- B. Provide verbal, written, and tangible appreciation for teachers
- C. Administration and Office staff develop positive relationships with all staff through ongoing conversations, modeling care and compassion for each individual's personal and professional life
- D. Administration listen more than talk and ask questions more than provide directives with an open door policy.

2019-2020 SPP Goal 3 Cultural Competency

Action Steps: Curriculum/Instruction/Assessment

Increase student engagement in the learning process (8d, 8f)

- A. Increase student engagement through structures
 - a. Cooperative learning
 - b. Academic conversations
- B. Utilize cultural intelligence
- C. Build independent self-advocating learners through NEPF standard 4 structures
 - a. AR book reading and goal setting
 - b. Rocket Math progress tracking and goal setting
 - c. Student Data folders
 - d. Academic Discourse
 - e. Formative Assessments with action goals
 - f. Student engagement