School Performance Plan

School District

School Name

[ ]

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

[ ]

Superintendent/Academic Manager:

[ ]

For Implementation During The Following Years:

[ ]

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: ☐ Served (receives funds) ☐ Not Served (does not receive funds)

Designation: Must select one [ ]

Grade Level Served: ☐ Elementary ☐ Middle ☐ High ☐ Combined

Classification: ☐ 5 Star School ☐ 4 Star School ☐ 3 Star School ☐ 2 Star School ☐ 1 Star School ☐ Not Rated

NCCAT-S: ☐ Not Required- 4/5 Star Schools ☐ Initial- 1/2/3 Star Schools ☐ Review- 1/2/3 Star Schools

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

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

Name of Member	Position	Name of Member	Position

Last Date Review/Revised By Planning Team: [ ]

Nevada Department of Education - June 2015

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

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

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
☐ Other	☐ Other	☐ Other
☐ Other	☐ Other	☐ Other

Summary Statement: Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

[The following data can be found by clicking here](#)

Subpopulation	Percentage of Students	
☐ Am In/AK Native	Percentage	
☐ Asian	Percentage	
☐ Black	Percentage	
☐ Hispanic	Percentage	
☐ Two or More Races	Percentage	
☐ Pacific Islander	Percentage	
☐ White	Percentage	
☐ FRL	Percentage	
☐ IEP	Percentage	
☐ ELL	Percentage	

Notes:

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

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

Priority Need/ Goal 1:

Root Cause(s)

Measurable Objective(s):

Monitoring Status

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

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		☐ **Continuation From Last Year**	**NCCAT-S Indicators:**	
Comments:				
1.3 Curriculum/Instruction/Assessment (Required)		☐ **Continuation From Last Year**	**NCCAT-S Indicators:**	
Comments:				
1.4 Other (Optional)		☐ **Continuation From Last Year**	**NCCAT-S Indicators:**	
Comments:				

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

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

Priority Need/ Goal 2:	
Root Cause(s)	

Measurable Objective(s):		**Monitoring Status**

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

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		☐ **Continuation From Last Year**	**NCCAT-S Indicators:**	
Comments:				
2.3 Curriculum/Instruction/Assessment (Required)		☐ **Continuation From Last Year**	**NCCAT-S Indicators:**	
Comments:				
2.4 Other (Optional)		☐ **Continuation From Last Year**	**NCCAT-S Indicators:**	

Comments:

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

Priority Need/Goal 3 is <u>optional</u>, selection is required: ☐ Not Applicable ☐ Optional

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

Priority Need/Goal 3:

Root Cause(s)

Measurable Objective(s):

Monitoring Status

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

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		☐ **Continuation From Last Year**	**NCCAT-S Indicators:**	
Comments:				
3.3 Curriculum/Instruction/Assessment (Required)		☐ **Continuation From Last Year**	**NCCAT-S Indicators:**	
Comments:				
3.4 Other (Optional)		☐ **Continuation From Last Year**	**NCCAT-S Indicators:**	
Comments:				

COMPONENT II: Inquiry Process & Action Plan Design - Interventions

Required for all Focus and 1 Star Schools

Based on the CNA, select one of the four interventions:

Interventions

Root Cause(s)

Measurable Objective(s):

<table>
<tr><td colspan="2"></td><td>Monitoring Status</td></tr>
<tr><td colspan="2"></td><td></td></tr>
</table>

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

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
4.2		☐ **Continuation From Last Year**	**NCCAT-S Indicators:**	
Comments:				
4.3		☐ **Continuation From Last Year**	**NCCAT-S Indicators:**	
Comments:				
4.4		☐ **Continuation From Last Year**	**NCCAT-S Indicators:**	

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

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

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

APPENDIX A- Professional Development Plan

1.1

| Goal 1 Additional PD Action Step (Optional) | |

2.1

| Goal 2 Additional PD Action Step (Optional) | |

3.1

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

APPENDIX B- Family Engagement Plan

1.2

Goal 1
Additional
Family
Engagement
Action Step
(Optional)

2.2

Goal 2
Additional
Family
Engagement
Action Step
(Optional)

3.2

Goal 3
Additional
Family
Engagement
Action Step
(Optional)

APPENDIX C- Monitoring/Evaluation
Priority Need/Goal 1

Priority Need/ Goal 1:

Measurable Objective(s):

Status

Comments:

	Mid-Year	End-of-Year
1.1		
Progress		
Barriers		
Next Steps		

1.2		
Progress		
Barriers		
Next Steps		
1.3		
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C- Monitoring/Evaluation
Priority Need/Goal 2

Priority Need/ Goal 2:

Measurable Objective(s):

Comments:

	Mid-Year	End-of-Year
2.1		
Progress		
Barriers		
Next Steps		

2.2	
Progress	
Barriers	
Next Steps	
2.3	
Progress	
Barriers	
Next Steps	
2.4	
Progress	
Barriers	
Next Steps	

APPENDIX C- Monitoring/Evaluation
Priority Need/Goal 3

Priority Need/ Goal 3:

Measurable Objective(s):

	Status

Comments:

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

3.2	
Progress	
Barriers	
Next Steps	
3.3	
Progress	
Barriers	
Next Steps	
3.4	
Progress	
Barriers	
Next Steps	

APPENDIX C- Monitoring/Evaluation
Interventions (4)

Intervention

Measurable Objective(s):

| | Status |
| | |

Comments:

	Mid-Year	End-of-Year
4.1		
Progress		
Barriers		
Next Steps		

4.2		
Progress		
Barriers		
Next Steps		
4.3		
Progress		
Barriers		
Next Steps		
4.4		
Progress		
Barriers		
Next Steps		