

School Performance Plan

School Name

Nevada Connections Academy

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

555 Double Eagle Ct. #2000 Reno, NV 89521

Superintendent/Academic Manager:

Chris McBride

For Implementation During The Following Years:

2019-2020

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

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

Designation: Reward School Focus School (Interventions will be attached)

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
Chris McBride	School Lead Principal	Kim Arkerson	Std Accountablity Coord
Heather Engelhardt	K-8 Principal	Angie Smith	Counselor
Christine Dzarnoski	K-8 Asst. Principal	Alissa Gardner	High School Teacher
Victoria Neer	HS Support Specialist	Doug Perrault	Middle School Teacher
Ali Thomas	Elementary Support Specialist	Tarah Wiltsie	Elementary School Teache
Audra Brennan-Alva	Special Education Director	Susan Stokes	Parent

Last Date Review/Revised By Planning Team: 10/8/2019

2019-2020

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
Statewide Assessments	Placement (Proficiency Levels)	Achievement Gap Data
Stakeholder Survey Information	Service Delivery Models	Individualized Educational Programs (IEP)
Nevada School Performance Framework (NSPF)	Content/ESL Staffing and Professional Development	Service Delivery Model
Formative Assessment Practice		IEP Compliance
Teacher/Administrator Observation Data		Approaches to Testing Accommodations
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

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

Besides the data mentioned above, data to inform decision-making also includes student performance such as state testing data, internal formative assessment data, attendance, participation, contact rates with the teachers, teacher observations, and various at-risk factors and escalation data. All of this data is compiled, reviewed, and discussed throughout the year at PLC meetings, data meetings, faculty meetings, leadership retreats, Title I Planning Committee meetings, Title I Parent meetings, etc. This data is the key element used by teaching staff, counselors, administration and support staff to discuss progress on school improvement goals. Data is reviewed across all grade levels and all core subjects and is also broken down into subgroups (e.g., ethnicity, economic status, EL, homeless, special education, cohort status, late enrollment, etc.). The school also conducts annual surveys to allow parents, students, and staff to provide input on the school's policies and procedures, services provided, professional development, etc. All of this data assists staff in identifying areas in need of improvement and evaluating the effectiveness of service delivery models. As a part of each planning meeting, relevant data, SYC tasks, and anecdotal data from the school was reviewed to determine what, if any, training is needed at the school.

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	
<input checked="" type="checkbox"/> Am In/AK Native	Percentage	0
<input checked="" type="checkbox"/> Asian	Percentage	70
<input checked="" type="checkbox"/> Black	Percentage	58.3
<input checked="" type="checkbox"/> Hispanic	Percentage	64.7
<input checked="" type="checkbox"/> Two or More Races	Percentage	64.4
<input checked="" type="checkbox"/> Pacific Islander	Percentage	0
<input checked="" type="checkbox"/> White	Percentage	64.2
<input checked="" type="checkbox"/> FRL	Percentage	63.8
<input checked="" type="checkbox"/> IEP	Percentage	66.2
<input checked="" type="checkbox"/> ELL	Percentage	75.7

Notes:

The categories marked "0" had a population of less than 8.

Based on the CNA, identify all that apply:

General Education
 FRL
 ELL
 IEP
 Other

Priority Need/ Goal 1:

Promotion/high school graduation rate for the 2019-2020 school year will maintain a graduation rate of 67%.

Root Cause(s)

Students enrolling already credit deficient.
 Low math proficiency
 Transiency Rate
 Lack of Student/Parent Engagement
 Attendance/Truancy Rate

Measurable Objective(s):

By the end of each semester in the 2019-2020 school year 47% of students enrolled in credit recovery courses will be successfully complete their courses
 By the end of each quarter in the 2019-2020 school year 90% of the student contacts will be met school-wide
 By the end of each semester in the 2019-2020 school year, all students on the Rainbow List will be contacted

Monitoring Status
On Task

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	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)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	On Task
School based training sessions hosted by Manager of Counseling Services (to provide specific training on the tools used for action steps) High School PLC meetings (to address ideas and target specific students in need of support) these PD sessions will be based on needs identified throughout the year.	School based funds for meeting attendance.	Internal documentation through "Issue Aware" tickets will be created for teachers to keep track of meetings and team progress. Student log notes and completion of learning intervention data view fields within individual student accounts.	Throughout the school year. School Principal Teachers PLC Supervisors	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
<ul style="list-style-type: none"> - Teachers will utilize a consistent call schedule and/or YouCanBookMe - Teachers will report students as unresponsive if student or caretaker is unreachable - Teachers will use multiple methods to contact families: phone, webmail, text, LiveLesson and face-to-face events - Staff will use Rainbow List to color code students in order of risk assessment and complete contacts based on risk 	Pearson Online & Blended Learning Education Management System Adobe Connect LiveLesson software Title I Coordinator YouCanBookMe Unresponsive Reporting Google Form Community Outreach Coordinator Travel funding Field Trip funding Rainbow List from PowerBI	<ul style="list-style-type: none"> # of contacts (phone calls) with students/ parents. # of LiveLesson sessions attended by students. # of face-to-face contacts between students and teachers. 	Ongoing throughout school year; Final data reviewed for each semester. Teachers Administrators and Managers Community Outreach Coordinator Rainbow List: Administrators, Managers, Counselors, Advisory Teachers	On Task
Comments: <input type="text"/>				
1.3 Curriculum/Instruction/Assessment (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
<ul style="list-style-type: none"> - teachers will pull data weekly and identify students needing more assistance - PLCs will meet biweekly to discuss lesson completion data and ways to modify and personalize curriculum to best meet the needs of their students - Goals will be set with students identified as not completing their course successfully during regularly scheduled call - Teachers, Administrators, and Administrator Assistants will utilize truancy process on a weekly basis. Weekly emails are sent to 	Pearson OBL EMS Sharepoint Goal Distribution Report Truancy Report Adobe Connect LiveLesson software Google Voice/ Extra phone line	<ul style="list-style-type: none"> Student test scores. Student grades. Student turnover rate. 	Semester checks on student progress. Teachers Administrators and Managers Ongoing throughout school year; Final data reviewed for each semester	On Task
Comments: <input type="text"/>				
1.4 Other (Optional)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
<ul style="list-style-type: none"> - Credit Recovery teachers will make successful contact with all students with less than a 60% in Credit Recovery once a month - The amount of courses that Credit Recovery teachers teacher will be limited to ensure that more focus be placed on servicing the challenging needs of credit recovery teachers - Administration will pull the ES2 contact report for Homeroom teachers every 2 weeks to ensure successful contacts are being met with these students 	Pearson OBL EMS ES2 Contract Credit Recovery Teachers	<ul style="list-style-type: none"> Individual Graduation Plan report Credit accrual reports Personalized Learning Plan data 	Ongoing throughout the year; final data reviewed for each semester Manager of counseling Counselors Advisory Staff	On Task

Comments: In 2016-17, we had more than 500 students enrolled in one or more credit recovery course. The school saw a 5% increase in overall core course pass rates from 2015-16 to 2016-17. For semester 1 of 2017-2018, we had over 600 courses assigned. Semester 2 data will be reported once the year ends.

Based on the CNA, identify all that apply:

General Education
 FRL
 ELL
 IEP
 Other

Priority Need/ Goal 2: Improve/maintain math performance based on grade band course completion results. Improve proficiency and growth on state test scores: On the 2019-2020 SBAC, students in grades 3-8 will be 60% proficient in ELA and 40% proficient in math. On the 2019-2020 SBAC, students in grades 3-8 will have a MGP of 53 in reading and 43 in math.

Root Cause(s): Low math proficiency
Transiency Rate
Lack of Student/Parent Engagement
Attendance/Truancy Rate

Measurable Objective(s):

Elementary: By the end of each semester in the 2019-2020 school year, 86% of students that are enrolled by 10/1/2019 or 3/1/2020 will successfully pass their math courses.
Middle: By the end of each semester in the 2019-2020 school year, 75% of students that are enrolled by 10/1/2019 or 3/1/2020 will successfully pass their math course(s)
High School: y the end of each semester in the 2019-2020 school year, 84% of students that are enrolled by 10/1/2019 or 3/1/2020 will successfully pass their math course(s)
RTI:
Tier 2 students will show 10% growth in math scores in their overall grades.
Tier 3 students will show 5% growth in their math scores in their overall grades.

Monitoring Status

On Task

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)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	On Task
NCA will set aside time on Fridays for trainings on instructional strategies and best practices which will be provided by School Support and the Connections Curriculum and Instruction Department. - NCA teachers will attend professional development conferences including corporate training as well as private organization conferences. - Teachers will meet as PLC's, with experienced teachers facilitating the meetings that will provide training, support, and communication within the teams.	Pearson OBL Curriculum and Instruction Department. Pearson OBL School Support. School funds to support teacher participation in conferences and/or workshops that focus on student achievement, common core standards, or serving at-risk populations.	Internal documentation through "Issue Aware" tickets will be created for teachers to keep track of meetings and team progress. Student log notes and completion of learning intervention data view fields within individual student accounts.	Throughout the school year. School Principal Teachers PLC Supervisors Intervention Teachers	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
<ul style="list-style-type: none"> - Each call will prioritize calls/contacts based on need and will increase call/contacts as necessary - Truancy and Unresponsive processes will be utilized per protocol - Caretakers and Learning Coaches (parents/guardians) will be provided with resource and support throughout the school year - during regularly scheduled calls, teachers will set and monitor goals with students - teachers will monitor attendance on a regular basis. Those not updating attendance will be contacted using multiple methods 	Pearson OBL EMA Adobe Connect LiveLesson software Truancy Report Unresponsive Reporting Form	<ul style="list-style-type: none"> # of contacts (phone calls) with students/parents. # of LiveLesson sessions attended by students. # of face-to-face contacts between students and teachers. 	Throughout the school year. Teachers Advisory Staff Counseling Staff Family/Student Outreach Coordinator	On Task
Comments: <input style="width: 100%;" type="text"/>				
2.3 Curriculum/Instruction/Assessment (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
<ul style="list-style-type: none"> - Teachers will work with students on practice tests throughout the entire school year - students will be taught test-taking strategies throughout the entire school year - students progress will be continually monitored and discussed w/grade level team - Individual and small group LiveLessons will be scheduled w/students identified as needing extra support through the RTI process - Math teachers at all levels will implement course customization that aligns lessons w/grade level standards 	Pearson OBL EMS Adobe Connect LiveLesson software SBAC Practice Tests Accountability Report Common Core Standards Curriculum Mapping AB309 and SB178 funding for Math intervention programs Title I for Math Intervention teachers Test taking strategies and materials for teachers	Student grades SCANTRON Test Scores LEAP Test Scores DIBELS Test Scores State testing data SBAC scores	Throughout the school year. Teachers Advisory Staff	On Task
Comments: <input style="width: 100%;" type="text"/>				
2.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

Priority Need/Goal 3 is optional, selection is required: Not Applicable Optional

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

Priority Need/ Goal 3: Increase social and emotional student learning and family engagement.
Improve Engagement Scores on Engagement Surveys completed by staff to 80% or higher

Root Cause(s): Students enrolling already credit deficient.
Low math proficiency
Transiency Rate
Lack of Student/Parent Engagement
Attendance/Truancy Rate

Measurable Objective(s): By the end of each semester in the 2019-2020 school year, all students who are identified through Child Welfare process will be reviewed and assessed accordingly.
By the end of the 2019-2020 school year, staff will receive 4 trainings that focus on social and emotional learning
By the end of the 2019-2020 school year, all students identified as being at risk will be contacted at least once a month by staff members other than their HR/content area teacher
By the end of each semester of the 2019-2020 SY, the Teamwork and Ownership section, Taking Action section, and Leadership Team section of the Engagement survey will increase by 5% each.

Monitoring Status

On Task

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)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	On Task
- 1-3 staff members will become certified trainers in the areas of poverty and trauma - all trainings will be scheduled for the 2019-2020 school at the start of the new school year - staff will receive continual updates and training on how to identify and report students needing additional support - leadership team will attend public speaking and empowerment training	Pearson OBL EMS Title IIA and other grant funding for training	Staff will complete ePortfolios and include how PD is being implemented specific to their grade levels and curricular areas Training Evaluations 2019-2020 SY Calendar with venues for face-to-face trainings	Throughout the school year. School Principal Leadership team PLC Supervisors Managers Certified trainers	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)				
<ul style="list-style-type: none"> - students will be contacted within 24 hours of being identified as needing support via Child Welfare process depending on urgency of matter - Counselors will make initial contact with students identified in Child Find and Child Welfare process to assess needs, situational urgency, and services 	Pearson OBL EMS Adobe Connect LiveLesson software phone calls, webmail	<input checked="" type="checkbox"/> Continuation From Last Year # of contacts (phone calls) with students/parents. IEP, 504, and Plan for Success meetings. # of face-to-face contacts between students and teachers. Escalation metrics.	NCCAT-S Indicators: Throughout the school year. Teachers Advisory Staff Counselors	On Task
Comments: <input type="text"/>				
3.3 Curriculum/Instruction/Assessment (Required)				
<ul style="list-style-type: none"> - Students will be identified as needing additional support through the IA system/ Child Welfare process - students identified as needing assistance will be provided timely and appropriate services based on identified needs 	Pearson OBL EMS Adobe Connect LiveLesson software	<input checked="" type="checkbox"/> Continuation From Last Year Student Logs Internal documentation through "Issue Aware" tickets will be created for teachers to keep track of meetings and team progress.	NCCAT-S Indicators: Throughout the school year. Teachers Advisory Staff Counselors Administrators Support Specialists	On Task
Comments: <input type="text"/>				
3.4 Other (Optional)				
<ul style="list-style-type: none"> - form an action committee to empower staff and advise leadership team members on survey related and othe rissues - action committee will meet before surveys are distributed to devise a plan to encourage more participation and will meet after to discuss results - Leadership team members will increase staff support and will distribute workloads as evenly as possible with organizational effectiveness being a driving factor in decision making - Leadership team members will clearly 	Pearson OBL EMS 2019-2020 SY Calendar Survey results Google Hangouts/Meeting platform Metric reports Leadership team meetings Adobe Connect LiveLesson software	<input type="checkbox"/> Continuation From Last Year survey results action team meetings notes	NCCAT-S Indicators: before surveys are distribute and after surveys are completed; throughout the school year. Action Committee Leadership team	On Task
Comments: <input type="text"/>				

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I	\$1,247,076.84	NCA will fund salaries and benefits for teachers to provide appropriate instructional support to students in core-content (English, Math, Science, and Social Studies) across grades K-12 including secondary teachers, a Student/Family Outreach Coordinator to improve family engagement; a credit recovery interventionist, an EL Teacher, and advisory teachers/counselors to improve on-cohort graduation and course passing rates, etc.; an assistant principal completing parent engagement duties and dropout prevention and truancy duties.	Goals 1,2,3
Title IIA	\$167,047.46	NCA will use Title IIA to fund salaries and benefits for lead teachers who provide additional training/mentoring to other staff throughout the year based on ongoing needs assessment. In addition, funds will be used for staff Training and Professional Development to continue training from last year to better increase knowledge and improve skills in meeting all needs of at-risk students,, especially those with personal challenges, to improve student engagement, mindset, and culture; and to gain skills so that their PLCs can be more effective	Goals 1,2,3
Consolidated Application - Title I 1003a and College and Career Ready funds	\$255,930	1003a funds will be used to cover state-approved provider for turnaround specialist consultation to implement an improvement plan. to meet identified needs. CCR funding will be used to expand the Dual Enrollment opportunities for students.	Goals 1,2,3
State funds: AB309, SB178, Read by Grade 3	\$843,711.62	The school will use these state funds to implement supplemental intervention programs and formative assessment programs and progress monitoring, including Math Time to Talk, ST Math, Lexia Core programs, ReadWorks, USA Test Prep, summer credit recovery courses, supplemental technology for accessing intervention programs,, etc. and to fund salaries and benefits for the staff providing these interventions and monitoring student progress. The funds will also be used to provide professional development for implementing intervention programs and improving leadership. GATE funds will be used to fund salaries and benefits for the GT Teacher.	Goals 1,2,3
IDEA	Allocation not yet known but should be around \$250,000	The school will use IDEA funds for salaries for special education teachers.	Goals 1,2,3

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

Nevada Connections Academy (NCA) upholds the high standard of hiring only highly-qualified state-certified/licensed teachers. The school offers a highly innovative and exciting place to work for ambitious and talented teachers. Teachers' suggestions, input, and ideas are all taken seriously and we are able to work with teachers to ensure that they and their students are functioning at their highest levels. Teachers are drawn to the highly individualizes nature of our learning/teaching model; it allows them to focus their direct attention on teaching students. As an employee, teachers are also able to earn merit pay increases each school year based on student performance goals and attainment of overall school goals. We also have a "Career Ladder" model which allows teaching/instructional staff to apply and complete for leadership roles both on campus and across our network of schools. Attainment of a "Career Ladder" position allows a teacher to remain in their current role, plus add on additional responsibilities as defined by the Principal and school network.

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.

NCA administers a parent survey, include a parent on its Title I SPP Committee, and hold a parent meeting in the fall to update parents on SPP progress and plans. NCA will also offer tutoring sessions that will provide students and parents with learning strategies they can use at home. The results of the parent survey will be used to see how NCA can better support with parents in the future. NCA has also hired and is utilizing a full time Community Outreach Coordinator. During the school year, teachers and parents communicate regularly via email, telephone and web conference. Parents are connected to the school through the school's Education Management System (EMS) where they can see real-time performance data for their student, provide feedback on lessons, and access message boards and webmail to connect with the school. In addition, the Learning Coach Connection website offers a plethora of resources to connect parents with other parents and to help their student succeed, including resources to help families understand state curriculum and assessments and how they can assist their student to be successful.

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.).

NCA provides smooth transitions to help students progress from elementary, through middle, and on to high school.

Elementary (K-5): Students have one core teacher and a flexible schedule in elementary school. At this stage a high level of parent involvement and guidance is crucial for student success.

Middle (6-8):

- Students have separate teachers for each subject and are on flexible schedules. Parents help guide the students, but students accept increased responsibility in 7th and 8th grade.

Transition from 8th-9th

- Students that enroll as a 1st year 9th grader is enrolled in a Freshman Academy to help them successfully transition into high school. Students can earn a half credit in Freshman Success during their 1st semester, which enhances their study skills and organizational habits.

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

While the NCA curriculum is provided by Pearson Online and Blended Learning (OBL), teachers are afforded the flexibility to modify and adjust the curriculum as they see fit. Course assessments generally consist of portfolio project assignments, multiple choice quizzes, and combined multiple choice and short-answer tests. However, the teachers have opportunities to offer alternative assessments which could include alternate test questions, alternative portfolios, or oral tests over the phone or in the LiveLesson room. In addition, student Personalized Learning Plans (PLP) are developed for each student collaboratively by each staff with input from parents and students. Teachers also participate in Professional Learning Communities (PLCs) per academic discipline to discuss progress made on School improvement goals through review of student achievement data and information detailing the level of engagement students have with their school work and to monitor assessment data and make recommendations for intervention.

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

Federal, state, and local services will be utilized in the effort to improve Nevada Connections Academy.

APPENDIX A- Professional Development Plan

1.1

School based training sessions hosted by Manager of Counseling Services (to provide specific training on the tools used for action steps)
 High School PLC meetings (to address ideas and target specific students in need of support)
 these PD sessions will be based on needs identified throughout the year.

Goal 1
 Additional
 PD Action
 Step
 (Optional)

2.1

NCA will set aside time on Fridays for trainings on instructional strategies and best practices which will be provided by School Support and the Connections Curriculum and Instruction Department.
 - NCA teachers will attend professional development conferences including corporate training as well as private organization conferences.
 - Teachers will meet as PLC's, with experienced teachers facilitating the meetings that will provide training, support, and communication within the teams.
 -teachers will attend on-site training on improving PLCs

Goal 2
 Additional
 PD Action
 Step
 (Optional)

3.1

- 1-3 staff members will become certified trainers in the areas of poverty and trauma
 - all trainings will be scheduled for the 2019-2020 school at the start of the new school year
 - staff will receive continual updates and training on how to identify and report students needing additional support
 - leadership team will attend public speaking and empowerment training

Goal 3
 Additional
 PD Action
 Step
 (Optional)

APPENDIX B- Family Engagement Plan

1.2

- Teachers will utilize a consistent call schedule and/or YouCanBookMe
- Teachers will report students as unresponsive if student or caretaker is unreachable
- Teachers will use multiple methods to contact families: phone, webmail, text, LiveLesson and face-to-face events
- Staff will use Rainbow List to color code students in order of risk assessment and complete contacts based on risk

Goal 1
Additional
Family
Engagement
Action Step
(Optional)

2.2

- Each call will prioritize calls/contacts based on need and will increase call/contacts as necessary
- Truancy and Unresponsive processes will be utilized per protocol
- Caretakers and Learning Coaches (parents/guardians) will be provided with resource and support throughout the school year
- during regularly scheduled calls, teachers will set and monitor goals with students
- teachers will monitor attendance on a regular basis. Those not updating attendance will be contacted using multiple methods
- Truancy and unresponsive processes will be utilized per protocol

Goal 2
Additional
Family
Engagement
Action Step
(Optional)

3.2

- students will be contacted within 24 hours of being identified as needing support via Child Welfare process depending on urgency of matter
- Counselors will make initial contact with students identified in Child Find and Child Welfare process to assess needs, situational urgency, and services

Goal 3
Additional
Family
Engagement
Action Step
(Optional)

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

**Priority Need/
Goal 1:**

Promotion/high school graduation rate for the 2019-2020 school year will maintain a graduation rate of 67%.

**Measurable
Objective(s):**

By the end of each semester in the 2019-2020 school year 47% of students enrolled in credit recovery courses will be successfully complete their courses
 By the end of each quarter in the 2019-2020 school year 90% of the student contacts will be met school-wide
 By the end of each semester in the 2019-2020 school year, all students on the Rainbow List will be contacted

Status

On Task

Comments:

	Mid-Year	End-of-Year
1.1	School based training sessions hosted by Manager of Counseling Services (to provide specific training on the tools used for action steps) High School PLC meetings (to address ideas and target specific students in need of support) these PD sessions will be based on needs identified throughout the year.	On Task
Progress	Teachers have consistently attended PD sessions as required by Connections Education and have consistently met with PLC groups and in Northern and Southern Nevada HUB meetings.	
Barriers	During spring semester, teachers will be out periodically for state standardized testing. While this generally won't be on Fridays, it will likely conflict with the consistency of the PD sessions as well as opportunities to attend conferences.	
Next Steps	Teachers will continue to attend PD sessions as they are able, and if they miss those sessions they will be required to watch recordings, complete the appropriate "artifacts," and submit them to the school.	

1.2	<ul style="list-style-type: none"> - Teachers will utilize a consistent call schedule and/or YouCanBookMe - Teachers will report students as unresponsive if student or caretaker is unreachable - Teachers will use multiple methods to contact families: phone, webmail, text, LiveLesson and face-to-face events - Staff will use Rainbow List to color code students in order of risk assessment and complete contacts based on risk 	On Task
Progress	Teachers have been asked to complete monthly homeroom calls with students that focus on the whole student rather than just one class. Teachers and families have also been consistently attending a variety of field trips to meet face to face. Teachers have been focused on phone calls and have been prompt with replies to webmails.	
Barriers	Despite numerous teacher phone calls and webmails, some students and families are difficult to reach. When this happens, students enter into an escalation process and are marked as truant if phone calls are not returned. Families also do not have access to call logs and are unable to track their phone calls if missed.	
Next Steps	Teachers will be able to meet a large number of students during standardized testing throughout Nevada in the Spring. Teachers will also be supplementing that with continued contact by phone and webmail. Teachers will notify students of their LiveLesson times, and will also notify families when they will be out of the office to proctor testing. Teachers can utilize YouCanBookMe to help reach those students who are harder to make contact with. +	
1.3	<ul style="list-style-type: none"> - teachers will pull data weekly and identify students needing more assistance - PLCs will meet biweekly to discuss lesson completion data and ways to modify and personalize curriculum to best meet the needs of their students - Goals will be set with students identified as not completing their course successfully during regularly scheduled call - Teachers, Administrators, and Administrator Assistants will utilize truancy process on a weekly basis. Weekly emails are sent to individual teachers regarding students who are not attending school. Teachers reach out to students to create a plan to get them back on track. 	On Task +
Progress	Teachers send weekly webmails to students and caretakers reminding them of their LiveLesson times. Teachers have also continually attempted contact with students throughout the school year, and have communicated any changes to the curriculum by webmail, message boards, and modification notes in the lessons. Teachers have used phone calls to complete the "curriculum based assessments."	
Barriers	Despite numerous reminders about LiveLessons, not all students attend. This could be due to scheduling conflicts or due to lack of interest in school on the students' part. Students are encouraged to watch the LiveLesson recordings if they have a conflict or miss a scheduled LiveLesson. All recorded LiveLessons are posted on the section message boards.	
Next Steps	Teachers continue to try different strategies to increase student attendance, from offering extra credit, to sending extra reminders right before the lesson. Due to the flexible nature of the online environment, not all students will attend, but teachers will continue to stress the importance of the lessons and remind the students about the recordings which they can watch at their leisure.	
1.4	<ul style="list-style-type: none"> - Credit Recovery teachers will make successful contact with all students with less than a 60% in Credit Recovery once a month - The amount of courses that Credit Recovery teachers teacher will be limited to ensure that more focus be placed on servicing the challenging needs of credit recovery teachers - Administration will pull the ES2 contact report for Homeroom teachers every 2 weeks to ensure successful contacts are being met with these students 	On Task
Progress	All student transcripts are reviewed and entered into the system prior to finalizing enrollment to expedite transcript/credit verification process. Scheduling into standard semester long courses concurrent with quarter long credit recovery is leading to successful accrual of more than standard number of credits. Success Coaches are seeing students becoming more engaged through consistent bi-weekly contacts as measured by bi weekly goal attainment +	
Barriers	Ongoing enrollment causes backlog in number of students to be reviewed, processed, and placed. Large counselor case loads lead to difficulty in reviewing every transcript pre, mid, and post year. Earning the trust of students in ES2 program, although we are seeing great strides being made in this area as Success Coaches have shown they will not give up on these students.	
Next Steps	Integrated Individual Graduation Plan (IGP) conference and 17-18 planning contacts into one contact from school counselor. Working on plan to increase number of Individual Graduation Plan (IGP) conference completions through required live lessons to explain transcripts and credit accrual ending in one on one live lesson to look at individualized plan. Continued bi-weekly call schedules to be adjusted around state testing. +	

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

**Priority Need/
Goal 2:** Improve/maintain math performance based on grade band course completion results.
Improve proficiency and growth on state test scores: On the 2019-2020 SBAC, students in grades 3-8 will be 60% proficient in ELA and 40% proficient in math. On the 2019-2020 SBAC, students in grades 3-8 will have a MGP of 53 in reading and 43 in math.

**Measurable
Objective(s):**

Elementary: By the end of each semester in the 2019-2020 school year, 86% of students that are enrolled by 10/1/2019 or 3/1/2020 will successfully pass their math courses.
Middle: By the end of each semester in the 2019-2020 school year, 75% of students that are enrolled by 10/1/2019 or 3/1/2020 will successfully pass their math course(s)
High School: y the end of each semester in the 2019-2020 school year, 84% of students that are enrolled by 10/1/2019 or 3/1/2020 will successfully pass their math course(s)

RTI:
Tier 2 students will show 10% growth in math scores in their overall grades.

Status

On Task

Comments:

	Mid-Year	End-of-Year
2.1	NCA will set aside time on Fridays for trainings on instructional strategies and best practices which will be provided by School Support and the Connections Curriculum and Instruction Department. - NCA teachers will attend professional development conferences including corporate training as well as private organization conferences. - Teachers will meet as PLC's, with experienced teachers facilitating the meetings that will provide training, support, and communication within the teams. -teachers will attend on-site training on improving PLCs	
Progress	Teachers have consistently attended PD sessions as required by Connections Education, and have consistently met with PLC groups and in Northern and Southern Nevada HUB meetings.	
Barriers	This coming spring semester, teachers will be out periodically for state standardized testing. While this generally won't be on Fridays, it will likely conflict with the consistency of the PD sessions as well as opportunities to attend conferences.	
Next Steps	Teachers will continue to attend PD sessions as they are able and if they miss those sessions they will be required to watch recordings, complete the appropriate "artifacts," and submit them to the school.	

2.2	<ul style="list-style-type: none"> - Each call will prioritize calls/contacts based on need and will increase call/contacts as necessary - Truancy and Unresponsive processes will be utilized per protocol - Caretakers and Learning Coaches (parents/guardians) will be provided with resource and support throughout the school year - during regularly scheduled calls, teachers will set and monitor goals with students - teachers will monitor attendance on a regular basis. Those not updating attendance will be contacted using multiple methods 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">On Task</div>
Progress	Teachers have been asked to complete monthly homeroom calls with students that focus on the whole student rather than just one class. Teachers have been focused on phone calls and have been prompt with replies to webmails.	
Barriers	Despite numerous teacher phone calls and webmails, some students and families are difficult to get a hold of. When this happens, students enter into an escalation process and are reported as truant if phone calls are not returned. When reported as truant, caretakers and students are at risk for having their accounts locked, which then holds them back from completing their work.	
Next Steps	Teachers will also be continuing with contacts by phone and webmail. Teachers will notify students of their LiveLesson times, and will also notify families when they will be out of the office to proctor testing.	
2.3	<ul style="list-style-type: none"> - Teachers will work with students on practice tests throughout the entire school year - students will be taught test-taking strategies throughout the entire school year - students progress will be continually monitored and discussed w/grade level team - Individual and small group LiveLessons will be scheduled w/students identified as needing extra support through the RTI process 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">On Task</div>
Progress	Teachers send weekly webmails to students and caretakers reminding them of their LiveLesson times. Teachers have also continually attempted contact with students throughout the school year, and have communicated any changes to the curriculum by webmail, message boards, and modification notes in the lessons. Teachers have done LiveLessons and phone calls about study skills and online strategies.	
Barriers	Despite numerous reminders about LiveLessons, not all students attend. This could be due to scheduling conflicts or due to lack of interest in school on the students' part. Students are encouraged to watch the LiveLesson recordings if they have a conflict or miss a scheduled LiveLesson. All recorded LiveLessons are posted on the section message boards.	
Next Steps	Teachers continue to try different strategies to increase student attendance, from offering extra credit, to sending extra reminders right before the lesson. Due to the flexible nature of the online environment, not all students will attend, but teachers will continue to stress the importance of the lessons and remind the students about the recordings which they can watch at their leisure.	
2.4		<div style="border: 1px solid black; width: 100px; height: 50px; margin: auto;"></div>
Progress		
Barriers		
Next Steps		

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

Priority Need/ Goal 3:	Increase social and emotional student learning and family engagement. Improve Engagement Scores on Engagement Surveys completed by staff to 80% or higher
Measurable Objective(s):	By the end of each semester in the 2019-2020 school year, all students who are identified through Child Welfare process will be reviewed and assessed accordingly. By the end of the 2019-2020 school year, staff will receive 4 trainings that focus on social and emotional learning By the end of the 2019-2020 school year, all students identified as being at risk will be contacted at least once a month by staff members other than their HR/content area teacher By the end of each semester of the 2019-2020 SY, the Teamwork and Ownership section, Taking Action section, and Leadership Team section of the Engagement survey will increase by 5% each.
Comments:	Increase social and emotional student learning and family engagement. Improve Engagement Scores on Engagement Surveys completed by staff to 80% or higher

Status
On Task

	Mid-Year	End-of-Year
3.1	- 1-3 staff members will become certified trainers in the areas of poverty and trauma - all trainings will be scheduled for the 2019-2020 school at the start of the new school year - staff will receive continual updates and training on how to identify and report students needing additional support - leadership team will attend public speaking and empowerment training	On Task
Progress	Teachers have consistently attended PD sessions as required by Connections Education, and have consistently met with PLC groups and in Northern and Southern Nevada HUB meetings.	
Barriers	This coming spring semester, teachers will be out periodically for state standardized testing. While this generally won't be on Fridays, it will likely conflict with the consistency of the PD sessions as well as opportunities to attend conferences.	
Next Steps	Teachers will continue to attend PD sessions as they are able. If they miss live sessions, they will be required to watch recordings, complete the appropriate "artifacts" and submit them to the school.	

3.2	<ul style="list-style-type: none"> - students will be contacted within 24 hours of being identified as needing support via Child Welfare process depending on urgency of matter - Counselors will make initial contact with students identified in Child Find and Child Welfare process to assess needs, situational urgency, and services 	On Task
Progress	Teachers have been asked to complete monthly homeroom calls with students that focus on the whole student rather than just one class. Teachers and families have also been consistently attending a variety of field trips to meet face to face. Teachers have monitored escalation metrics of their homeroom students and have consistently attended required meetings for their students.	
Barriers	Despite numerous teacher phone calls and webmails, some students and families are difficult to get a hold of. When this happens, students enter into an escalation process and are marked as truant if phone calls are not returned. Some caretakers either don't enter attendance or enter attendance inaccurately. Teachers communicate with those parents and enter correct attendance for the students.	
Next Steps	Teachers will be able to meet a large number of students during standardized testing throughout Nevada in the Spring. Teachers will also be supplementing that with continued contact by phone and webmail. Teachers and case managers will work together to ensure attendance at required meetings during state testing. Teachers will also continue to monitor escalation metrics.	
3.3	<ul style="list-style-type: none"> - Students will be identified as needing additional support through the IA system/Child Welfare process - students identified as needing assistance will be provided timely and appropriate services based on identified needs 	On Task
Progress	Teachers send weekly webmails to students and caretakers reminding them of their LiveLesson times. Teachers have also continually attempted contact with students throughout the school year, and have communicated any changes to the curriculum by webmail, message boards, and modification notes in the lessons. Teachers have used phone calls to complete the "curriculum based assessments."	
Barriers	Despite numerous reminders about LiveLessons, not all students attend. This could be due to scheduling conflicts or due to lack of interest in school on the students' part. Due to the continuous enrollment this year, keeping track of struggling students has been challenging. Assistant Principals and Advisors have held Success Meetings with numerous families to help get them on track.	
Next Steps	Teachers continue to try different strategies to increase student attendance, from offering extra credit, to sending extra reminders right before the lesson. Assistant Principals and Advisors will continue to have Success Meetings with families and teachers will work in their PLC's to identify and assist struggling students.	
3.4	<ul style="list-style-type: none"> - form an action committee to empower staff and advise leadership team members on survey related and other issues - action committee will meet before surveys are distributed to devise a plan to encourage more participation and will meet after to discuss results - Leadership team members will increase staff support and will distribute workloads as evenly as possible with organizational effectiveness being a driving factor in decision making - Leadership team members will clearly explain rationale of decisions and involve staff in decisions that affect them. 	On Task
Progress		
Barriers		
Next Steps		