# State Public Charter School Authority

# Elko Institute for Academic Achievement Elementary School

# 2024-2025 School Performance Plan

**Classification: 5 Star School**



**Board Approval Date:** November 30, 2024
**Public Presentation Date:** November 30, 2024

# Mission Statement

MISSION

Our mission is to empower students to acquire and value knowledge and skills that will support them as life-long learners and leaders, to contribute to the world, and practice the core values of our school: RESPECT, HONESTY, KINDNESS, and EXCELLENCE. I am a Coyote; I am in charge of me. I am respectful, I am kind, I strive for excellence!

# Vision

…As outlined in the Charter for EIAA…

Vision Statement:

The Elko Institute for Academic Achievement is a highly visible school known for its challenging academics and innovative curriculum. We actively strive to be a leader in matching curriculum to student ability. We promote and encourage students to think critically, produce creatively, develop special talents and embrace challenges.

EIAA ES has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

# Demographics & Performance Information

**Nevada Report Card**

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/elko_institute_for_academic_achievement/2023/nspf/

# Table of Contents

# Comprehensive Needs Assessment

**Revised/Approved: February 2, 2024**

## Student Success

**Student Success Summary**

Maintaining student growth and proficiency numbers with the doubling of our student population.

**Student Success Strengths**

Student Growth and Proficiency along with Student Agency will continue to be our focus

**Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** Analyzing data and collaborating with stakeholders, we have identified student agency as our target for improvement. We have identified student agency as "The capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by o **Critical Root Cause:** Clarity of learning goals for the lessons, students understanding what successful performance looks like ultimately leading to student responsibility for learning and agency over learning.

# Adult Learning Culture

**Adult Learning Culture Summary**

Having a strong belief that all children can learn and making learning relevant.

**Adult Learning Culture Strengths**

Aligning assessments to goals and creating learning tasks with high cognitive demand.

**Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1 (Prioritized):** Student proficiency levels are not where we want or need them to be. **Critical Root Cause:** Over 80% of the new students we enroll are 3 or more grade levels below academically. Our teachers need to be strong in analyzing data, defining big rocks in their grade level, determining student needs, implementing strategic and focused research based interventions, and improving tier 1 instruction.

# Connectedness

**Connectedness Summary**

PTSO support within the school.

**Connectedness Strengths**

Keeping parents updated on student learning goals.

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** Families need to know what students' learning goals are, why they are learning it, what success looks like, and what their role is. **Critical Root Cause:** Time

# Priority Problem Statements

**Problem Statement 1**: Analyzing data and collaborating with stakeholders, we have identified student agency as our target for improvement. We have identified student agency as "The capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by o

**Critical Root Cause 1**: Clarity of learning goals for the lessons, students understanding what successful performance looks like ultimately leading to student responsibility for learning and agency over learning.

**Problem Statement 1 Areas**: Student Success

**Problem Statement 2**: Student proficiency levels are not where we want or need them to be.

**Critical Root Cause 2**: Over 80% of the new students we enroll are 3 or more grade levels below academically. Our teachers need to be strong in analyzing data, defining big rocks in their grade level, determining student needs, implementing strategic and focused research based interventions, and improving tier 1 instruction.

**Problem Statement 2 Areas**: Adult Learning Culture

**Problem Statement 3**: Families need to know what students' learning goals are, why they are learning it, what success looks like, and what their role is.

**Critical Root Cause 3**: Time

**Problem Statement 3 Areas**: Connectedness

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- State and federal planning requirements

**Accountability Data**

- State assessment performance report
  - SBAC and MAP
- Federal Report Card Data

**Student Data: Assessments**

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

**Student Data: Student Groups**

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Dyslexia data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

**Student Data: Behavior and Other Indicators**

- Attendance data
- Social Emotional Learning
- Student surveys and/or other feedback

**Employee Data**

- Professional development needs assessment data

**Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

**Support Systems and Other Data**

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** Student Success

**Annual Performance Objective 1:** EIAA will Maintain the percent of all students meeting AGP in ELA at 60% by the end of the 24-25 school year, as measured by SBAC (Maintain from 2023-2024 to 2024-2025)
EIAA will Increase the percent of all students meeting AGP in math from 50% to 55% by the end of the 24-25 school year, as measured by SBAC.

> **Evaluation Data Sources:** Formative Assessments, classroom assessments, I-ready, MAP
> STIP Goals 2 and 3
> APR indicators 3 - Assessment and 5 - Education Environment
>
> **Summative Evaluation:** Continue
>
> **Next Year's Recommendation:** EIAA is currently collecting our midyear data including MAP and I-ready for math, ELA, and science. Moving into the new year, EIAA will finish data collecting and then have a school wide data chat on January 23rd. During the data chat, EIAA will compare data with Objective 1 of our Performance plans. Objective 1 states 60% of our students will meet their AGP in ELA and 55% in Math. EIAA will then adjust as the data shows is needed looking at tier 1 instruction, interventions, Rigor, Pacing, etc. EIAA will then complete end of the year data and repeat the process.

| Improvement Strategy 1 Details | Status Checks | | |
|---|---|---|---|
| | **Status Check** | | |
| **Improvement Strategy 1:** Improvement Strategy: Lead: Admin, EIAA staff, Northeastern Nevada Regional Professional Development Program (NNRPDP), Raising the Barr Data (RTB data consultants).<br>1. Analyze Data, Create Goal Binders for students, Implement interventions, Repeat for implementing this strategy?<br>Evidence Level: What Works Clearinghouse puts plan and interventions at levels 3 and 4. Administration, EIAA staff, NNRPDP<br>https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-UnderESSA.pdfhttps://intensiveintervention.org/tools-charts/levels-intervention-evidence | **Jan** | **Apr** | **May** |

**Formative Measures:** Align financial resources to cover cost of data consultant and intervention supplies and personnel (Standards for Professional Development number 3 - Resources)

* Hire 3rd party data consultant to help EIAA analyze data and identify areas of need (Standards for Professional Development number 4 - Data)

* Sign agreement for I-ready and Intervention Programs (Standards for Professional Development number 3 - Resources)

* Hire Instructional Aides (Standards for Professional Development number 1 - Learning Communities)

* Identify Big Rocks and Success Criteria (Standards for Professional Development number 7 - Outcomes)

* Create and manage student leadership binders. Create individual student, data-based objectives and goals based off student's identified strengths and deficits (Standards for Professional Development number 4 - Data)

* Work with teachers of record to set up weekly push in schedule/tracker (Standards for Professional Development number 1 - Learning Communities)

* Have teachers identify what success looks like for students working with resource teacher (Standards for Professional Development number 1 - Learning Communities)

* Communicate student current levels, goals and needs with parents (Standards for Professional Development number 1 - Learning Communities)

* Use evidence-based interventions such as Newsela, Odyssey Math, Odyssey Reading, I-ready, DRA and data-based decision making to create a plan, instruction, and practice based off goals and objectives (Standards for Professional Development number 4 - Data)

* Monitor and adjust student instruction and interventions based on data (Standards for Professional Development number 4 - Data)

* EIAA has 10 all day PD days scheduled with two professionals from Northeastern Nevada Regional Professional Development Department (NNRPDP), 3 of which will included our RTB data and consulting coach, during the 23-24 school year that will allow us time to provide professional development for the above items.

**Position Responsible:** Admin, EIAA staff, Northeastern Nevada Regional Professional Development Program (NNRPDP), Raising the Barr Data (RTB data consultants)

**Student Groups This Strategy Targets:**
FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups
 - **Evidence Level:**
Moderate

**Problem Statements/Critical Root Causes:** Student Success 1

**Resources and Funding Needed:** I-ready - Title IV, Pt. A - $10,456.29

0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue

**Annual Performance Objective 1 Problem Statements:**

| Student Success |
|---|
| **Problem Statement 1**: Analyzing data and collaborating with stakeholders, we have identified student agency as our target for improvement. We have identified student agency as "The capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by o   **Critical Root Cause**: Clarity of learning goals for the lessons, students understanding what successful performance looks like ultimately leading to student responsibility for learning and agency over learning. |

**Goal 1:** Student Success

**Annual Performance Objective 2:** EIAA will work to set new baseline data for our SPED department because as we are increasing our student population, roughly 20% of our new kids are coming in on IEP's. Our goal for the 2024-2025 school year is to identify our baseline SPED data.

**Evaluation Data Sources:** IEP
Formative Assessments, classroom assessments, I-ready, MAP
STIP Goals 2 and 3
APR Indicators 3 - Assessment and 5 - Education Environments.

**Summative Evaluation:** Continue

**Next Year's Recommendation:** EIAA is working to update incoming IEP's to best align with student needs, EIAA expectations and procedures. This requires EIAA to hold several meetings for each student adjusting as needed.

| Improvement Strategy 1 Details | Status Checks | | |
|---|---|---|---|
| **Improvement Strategy 1:** Improvement Strategy: Lead: Admin, EIAA staff, Northeastern Nevada Regional Professional Development Program (NNRPDP), Raising the Barr Data (RTB data consultants). 1. Analyze Data, Create Goal Binders for students, Implement interventions, Repeat for implementing this strategy? | **Status Check** | | |
| | **Jan** | **Apr** | **May** |

Evidence Level: What Works Clearinghouse puts plan and interventions at levels 3 and 4.
Administration, EIAA staff, NNRPDP
https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-UnderESSA.pdfhttps://intensiveintervention.org/tools-charts/levels-intervention-evidence

**Formative Measures:** Analyze incoming IEP's
Meet with IEP teams to make needed adjustments and set goals
Monitor IEP goals
Align financial resources to cover cost of data consultant and intervention supplies and
personnel (Standards for Professional Development number 3 - Resources)
* Hire 3rd party data consultant to help EIAA analyze data and identify areas of need (Standards for Professional Development number 4 - Data)
* Sign agreement for I-ready and Intervention Programs (Standards for Professional Development number 3 - Resources)
* Hire Instructional Aides (Standards for Professional Development number 1 - Learning Communities)
* Identify Big Rocks and Success Criteria (Standards for Professional Development number 7 - Outcomes)
* Create and manage student leadership binders. Create individual student, data-based objectives and goals based off student's identified strengths and deficits (Standards for Professional Development number 4 - Data)
* Work with teachers of record to set up weekly push in schedule/tracker (Standards for Professional Development number 1 - Learning Communities)
* Have teachers identify what success looks like for students working with resource teacher (Standards for Professional Development number 1 - Learning Communities)
* Communicate student current levels, goals and needs with parents (Standards for Professional Development number 1 - Learning Communities)
* Use evidence-based interventions such as Newsela, Odyssey Math, Odyssey Reading, I-ready, DRA and data-based decision making to create a plan, instruction, and practice based off goals and objectives (Standards for Professional Development number 4 - Data)
* Monitor and adjust student instruction and interventions based on data (Standards for Professional Development number 4 - Data)
* EIAA has 10 all day PD days scheduled with two professionals from Northeastern Nevada Regional Professional Development Department (NNRPDP), 3 of which will included our RTB data and consulting coach, during the 23-24 school year that will allow us time to provide professional development for the above items.

**Position Responsible:** Admin, EIAA staff, Northeastern Nevada Regional Professional Development Program (NNRPDP), Raising the Barr Data (RTB data consultants)

**Student Groups This Strategy Targets:**
Students with Disabilities
 - **Evidence Level:**
Moderate

**Problem Statements/Critical Root Causes:** Student Success 1

**Resources and Funding Needed:** Personel - IDEA-B - $46,502.50

0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue

**Annual Performance Objective 2 Problem Statements:**

| Student Success |
| --- |
| **Problem Statement 1**: Analyzing data and collaborating with stakeholders, we have identified student agency as our target for improvement. We have identified student agency as "The capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by o   **Critical Root Cause**: Clarity of learning goals for the lessons, students understanding what successful performance looks like ultimately leading to student responsibility for learning and agency over learning. |

**Goal 2:** Adult Learning Culture

**Annual Performance Objective 1:** By the end of November 100% of teachers will have created at least 1 goal through the inquiry process that aligns with our school goals. Data will be tracked through leadership binders and notes from PLC and PD meetings. By the end of December, teachers will have worked with an NNRPDPD professional to create 1 individual PD plan to work with NNRPDP towards mastering their goals.

    **Evaluation Data Sources:** Teachers Goals and plans, notes from meetings, data within leadership binders
STIP goals 2 and 3.

    **Summative Evaluation:** Continue

    **Next Year's Recommendation:** Teachers are adjusting faster than the scheduled meetings with NNRPDP making it difficult to use as support for all goals.  Allow teachers to use NNRPDPD alongside other professional resources such as Raising the Barr (RTB) data and consulting.

| Improvement Strategy 1 Details | Status Checks | | |
|---|---|---|---|
| **Improvement Strategy 1:** Teachers will work with Mentor staff, NNRPDP, RTB and or grade level partners and or collaborative partner(s) to set individual goals aligning with school goals. Individual PD plan will be created by each teacher with using  Mentor staff, NNRPDP, RTB and or grade level partners and or collaborative partner(s) for support and feedback.<br><br>(APR indicators 3 - Assessment and 5 - Education Environments).<br>Whatworks Clearing House 4 | **Status Check** | | |
| | **Jan** | **Apr** | **May** |
|     **Formative Measures:** * Contact NNRPDP to set up Professional Development with staff to set goals and create plans (Standards for Professional Development 1 Learning Communities, 4 Data, and 7 Outcomes)<br>    * Schedule time for each teacher to meet with coach (Modeling, feedback, coaching) (Standards for Professional Development 1 Learning Communities, 4 Data, and 7 Outcomes)<br><br>English Learners<br>* Challenge: Ensuring they have access to ESL strategies and best practices<br>* Support: Track formative data to measure if any disparities exist during intervention. Using research-based instruction for ELL.<br>Foster/Homeless:<br>* Challenge: Meeting the needs of the students while maintaining high expectations for growth.<br>* Support: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.<br>Free and Reduced Lunch:<br>* Challenge: Meeting the needs of students while maintaining high expectations for growth.<br>* Support: Track formative data to measure if any disparities exist during intervention working with Communities and school and parents to<br>ensure all students have the support they need.<br>2 "Resource equity" is the allocation and use of resources - people, time, and money - to create student experiences that enable all children to<br>reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)<br> Migrant:<br>* Challenge: Meeting the needs of the students while maintaining high expectations for growth | | | |

* Support: Track formative data to make measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need.

Racial/Ethnic Groups:

* Challenge: Meeting the needs of the students while maintaining high expectations for growth.
* Support: Track formative data to measure if any disparities exist during interventions, working with Communities and Schools and parents to

ensure all students have the support they need. Track formative data to measure if any disparities exist during intervention.

Students with IEPs:

* Challenge: Meeting the needs of the student and IEP goals while maintaining high expectations for growth
* Support: Ensuring best placements for students are adjusted as needed. Meet with parents to ensure parents understand students' goals and

expectations. Keep communication open with parents. Track formative data to measure if any disparities exist during intervention. Closely

monitoring and tracking IEP goals and success criteria.

**Position Responsible:** Admin, EIAA staff, Northeastern Nevada Regional Professional Development Program (NNRPDP), Raising the Barr Data (RTB data consultants)

**Student Groups This Strategy Targets:**
FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups
 - **Evidence Level:**
Moderate

**Problem Statements/Critical Root Causes:** Adult Learning Culture 1

**Resources and Funding Needed:** Personnel - Title II, Pt. A - $42,218

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0% No Progress      100% Accomplished      ➡️ Continue/Modify      ❌ Discontinue
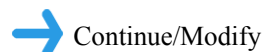
**Annual Performance Objective 1 Problem Statements:**

| Adult Learning Culture |
|---|
| **Problem Statement 1**: Student proficiency levels are not where we want or need them to be. **Critical Root Cause**: Over 80% of the new students we enroll are 3 or more grade levels below academically. Our teachers need to be strong in analyzing data, defining big rocks in their grade level, determining student needs, implementing strategic and focused research based interventions, and improving tier 1 instruction. |

**Goal 3:** Connectedness

**Annual Performance Objective 1:** By May of 2024, EIAA will have 3 sets of parent teacher conferences throughout the year updating parents on students present levels and goals participation data will be collected from each parent teacher conference. This is a maintenance goal.

    **Evaluation Data Sources:** Parent Conference Numbers

    **Summative Evaluation:** Continue

    **Next Year's Recommendation:** Continue parent communication and conferences with a data focus.

| Improvement Strategy 1 Details | Status Checks | | |
|---|---|---|---|
| **Improvement Strategy 1:** Communicate with parents on a regular basis. Share specific data and intervention plans to get students where we need them. | **Status Check** | | |
| English Learners | **Jan** | **Apr** | **May** |
| (APR indicator 8 - parent involvement | | | |
| What works Clearing House Level 4 | | | |

**Formative Measures:** Provide professional development to teachers on best practices in parent communication. (Standards for Professional Development number 1 Learning Communities) Position Responsible: Administration, EIAA staff, Parents

* Challenge: Ensuring we are communicating with ESL families in a language they understand. Communicating present levels and goals with
parents.
* Support: Translate what we can and have personnel or tools available to reach all of our families
Foster/Homeless:
* Challenge: Keeping communication often ensuring we are providing needed supports while still having high expectations of growth.
* Support: Making a communication plan for ensuring constant contact.
Free and Reduced Lunch:
* Challenge: Reaching parents and getting the parent participation needed to share student data and plans.
* Support: Flexible times and dates to meet with consistent communication.
Migrant:
* Challenge: Finding present levels and maintaining high expectations for growth while providing needed supports
* Support: Contact with previous schools and parents
Racial/Ethnic Groups:
* Challenge: Ensuring we are communicating with ESL families in a language they understand. Communicating present levels and goals with
parents.
* Support: Translate what we can and have personnel or tools available to reach all our families
Students with IEPs:
* Challenge: Keeping parents informed on students grade level goals along with IEP goals (APR indicator 8 - parent involvement)
* Support: Providing IEP progress reports along with report cards

**Position Responsible:** EIAA Admin, EIAA staff, Students, Families

**Student Groups This Strategy Targets:**
FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups
 - **Evidence Level:**
Moderate
**Problem Statements/Critical Root Causes:** Connectedness 1

0% No Progress     100% Accomplished     ➡️ Continue/Modify     ❌ Discontinue

## Annual Performance Objective 1 Problem Statements:

## Connectedness

**Problem Statement 1**: Families need to know what students' learning goals are, why they are learning it, what success looks like, and what their role is. **Critical Root Cause**: Time

# Plan Notes

Please add the items listed below, following the guidance found here: https://spcsa.instructure.com/courses/68/files/23625?module_item_id=5591

- Separate your Student Success goals: You should have one goal dedicated to Special Education and one general student success goal
- For your Student Success goal that is dedicated to Special Education, add the APR indicators that correspond, which can be found here: https://doe.nv.gov/offices/inclusive-education/spp-and-apr/
- For your Improvement Strategies, make sure that each strategy includes a citation for an Evidence Based Intervention (EBI)

# School Funding Summary

<table>
<tr><td colspan="6" align="center"><strong>General Funds</strong></td></tr>
<tr><td><strong>Goal</strong></td><td><strong>Annual Performance Objective</strong></td><td><strong>Improvement Strategy</strong></td><td><strong>Resources Needed</strong></td><td><strong>Account Code</strong></td><td><strong>Amount</strong></td></tr>
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<tr><td><strong>Goal</strong></td><td><strong>Annual Performance Objective</strong></td><td><strong>Improvement Strategy</strong></td><td><strong>Resources Needed</strong></td><td><strong>Account Code</strong></td><td><strong>Amount</strong></td></tr>
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<tr><td colspan="6" align="center"><strong>Title I, Pt. A</strong></td></tr>
<tr><td><strong>Goal</strong></td><td><strong>Annual Performance Objective</strong></td><td><strong>Improvement Strategy</strong></td><td><strong>Resources Needed</strong></td><td><strong>Account Code</strong></td><td><strong>Amount</strong></td></tr>
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<tr><td>1</td><td>1</td><td>1</td><td>I-ready</td><td></td><td>$10,456.29</td></tr>
<tr><td colspan="5" align="right"><strong>Sub-Total</strong></td><td>$10,456.29</td></tr>
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| | | Title IV, Pt. A | | | |
|---|---|---|---|---|---|
| Goal | Annual Performance Objective | Improvement Strategy | Resources Needed | Account Code | Amount |
| | | | Budgeted Fund Source Amount | | $10,456.29 |
| | | | +/- Difference | | $0.00 |
| | | | Grand Total Budgeted | | $3,855,786.79 |
| | | | Grand Total Spent | | $99,176.79 |
| | | | +/- Difference | | $3,756,610.00 |

# Addendums

# READ BY GRADE 3 LOCAL LITERACY PLAN FOR THE 2024-2025 SCHOOL YEAR

## I. LOCAL PROGRAM CONTACT INFORMATION

| Name of School District or Charter Organization/School: | | | | | | | | | | | Date: | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

| Number of Sites Being Served? | | Grade Spans Offered: | K-2 | | K-3 | | K-4 | | K-5 | | K-6 | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Read by Grade 3 Local Literacy Plan Lead Contact Person:**

| Name: | | Title: | |
|---|---|---|---|
| Phone # | | Email Address: | |

**Provide a list of the names and titles of the members of your Local Literacy Plan Team:**

| |
|---|
| |

| Is your program a new program that has never Submitted a Local Literacy Plan to the Nevada Department of Education? | YES | | NO | | If yes, what year did your site open? | |
|---|---|---|---|---|---|---|

| How many academic years has your program/school been participating in Read by Grade 3? | |
|---|---|

## II. INTRODUCTION

Briefly describe the impact that Read by Grade 3 has had on your community including administrators, literacy specialists, classroom teachers, students (with specific reference to students reading below grade level and their families).

| |
|---|
| |

**List 3-5 primary goals of your Read by Grade 3 Local Literacy Plan:**

**III.  AB 289 (2019) REQUIREMENT #1:**
**LEA Plan for Implementing the Literacy Specialist Requirement**

In answering the following questions, provide an explanation on how your program plans to implement the role of the Read by Grade 3 Literacy Specialist as required in the Read by Grade 3 Act AB 289 (2019) and in the Read by Grade 3 Regulations (NAC 388.662 & 388.666).

**1. Describe how your program plans to ensure that the AB 289 Literacy Specialist Qualifications are met per AB 289 (2019) Section 2.1 (a), (b), (c), (d), (e).**

**2. Describe how your program plans to establish and maintain the recommended Duties and Responsibilities of the Read by Grade 3 Literacy Specialist role per AB 289 (2019), Section 2.4 (c) and the recommended language for NAC 388.666.**

**3. Describe how your program plans to ensure that all Read by Grade 3 Literacy Specialists receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (a) and the language of NAC 388.662.**

**4. Describe your program's plan for guaranteeing that the Literacy Specialist consults with the site administrator and other literacy personnel to ensure that intervention services and intensive instruction are provided for students performing below grade level in reading (for as long as it is necessary) while these students are enrolled in the elementary setting per AB 289 (2019), Section 7. 2 (a).**

**5. Describe your program's procedures for facilitating collaboration between literacy specialists and classroom teachers per AB 289, Section 1 (d).**

## AB 289 (2019) REQUIREMENT #2:
## LEA Plan for Implementing the Required Professional Learning for Elementary Teachers

In answering the following question, explain how your program plans to implement the required professional learning for elementary school teachers as required in the Read by Grade 3 Act (AB 289-2019) and in the language for the Read by Grade 3 Regulations (NAC 388.664).

1. **Describe how your program plans to ensure that all teachers employed by a school district or charter school to teach at an elementary school receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (b) and the language of NAC 388.664.**

## AB 289 (2019) REQUIREMENT #3:
## LEA Plan for Providing Intervention Services and Intensive Instruction for Elementary Students Performing Below Grade Level in Reading

In answering the following questions, describe the systems and structures that your district or charter organization plans to put into place that will guarantee that intervention services and intensive instruction are being provided for elementary students who are performing below grade level in reading as required in the Read by Grade 3 Act – AB 289 (2019).

1.  **What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for K-3 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).**

2.  **What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for 4-5 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).**

**AB 289 (2019) REQUIREMENT #4:**
**LEA Plan for Implementing an Assessment System Designed to Measure the Reading Proficiency of Elementary Students**

In answering the following questions, explains the procedures that your program plans to use for assessing student proficiency in reading.

**1. Describe the procedures that your program plans to use for assessing the reading proficiency of elementary students. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per AB 289 (2019), Section 1 (b) and by State Board Regulations (NAC 388.660). [At this point in time, these assessments include the NWEA MAP Reading Assessment for K-3 students and the SBAC ELA Assessment for 4th and 5th grade students.]**

**2. Describe how your program plans to assess all kindergarten students within the first 30 days of school or upon enrollment (if the student enrolls after that period and has not been previously assessed) per AB 289 (2019), Section 1(b-1).**

**3. Describe how your program plans to assess students in each grade level of the elementary school at which the students are enrolled per AB 289 (2019), Section 1 (b-2).**

## IV. THE IMPLEMENTATION ROADMAP
**Please complete the following Implementation Roadmap**

| PRIMARY ACTIVITIES (5-7) | OUTCOME MEASURES | ALIGNMENT TO LLP GOAL(S) | ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS |
|---|---|---|---|
| | | | |

# IV. THE IMPLEMENTATION ROADMAP
**Please complete the following Implementation Roadmap**

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|---|---|---|---|
| | All RBG3 students will have an intervention plan to success. | | |

# IV. THE IMPLEMENTATION ROADMAP

**Please complete the following Implementation Roadmap**

| PRIMARY ACTIVITIES (5-7) | OUTCOME MEASURES | ALIGNMENT TO LLP GOAL(S) | ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS |
|---|---|---|---|
| | | | |