

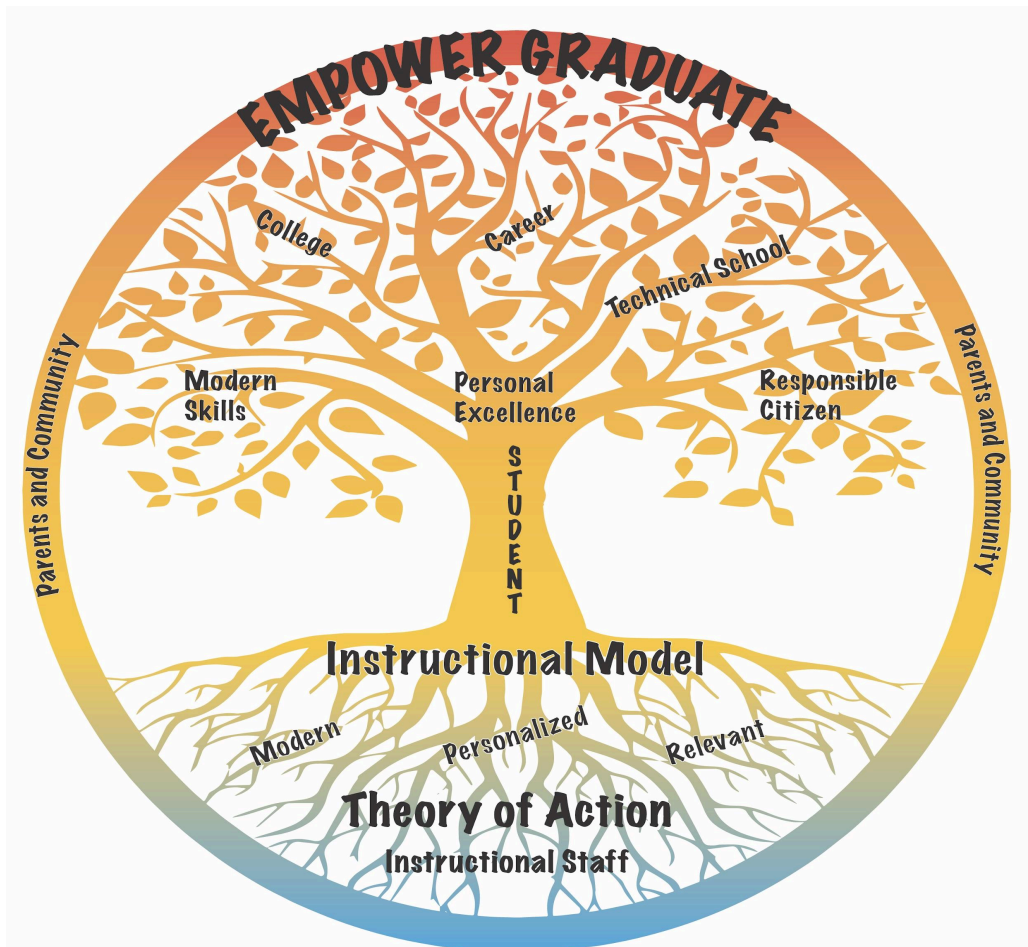
EMPOWER

Lincoln County School District Strategic Planning

Updated March 2024

Vision: EMPOWER a culture of success through education for all Learners.

Mission: EMPOWER Learners will have Modern Skills, Personal Excellence and be Responsible Citizens so they can be successful in their life.



LCSD Educational Journey

2015-2017

- Common Core Adopted
- RPDP available to school for PD on Common Core
- MasteryConnect district wide license and PD offered
- Summit Learning Pilot Pioche 6th grade

2017- 2019

- Summit Learning Pilot with 4-6 grades and PVMS added
- NISL/NCEE - District redesign work with district need assessment 2019-2025

2019- 2020

- Modern Teacher onboarded
- Empower steering committee/Instructional Model/Professional Development
- Silver State Governance adopted by School Board
- Continued with components of NISL/NCEE
- COVID in March

2020- 2021

- COVID continued
- Continued NISL/NCEE -CTE redesign work
- Summit Learning continued with addition of PVHS
- Empower LMS onboarded
- Modern Teacher/Empower work implemented into all schools with PD

2021- 2023

- Empower Graduate/Instructional Model/Theory of Action/Goals and Objectives Approved by the School Board
- Continued on Empower work at all schools
- Classroom walks with mentoring by RPDP at school sites

2023-2024

- All the above work continues at all school sites.
- Teachers have 30 minutes a day for PD during work week to implement Empower
- Needs assessment led to Theory of Action/Board Constraints, which led to Portrait of a Leader and Portrait of an Educator.
- The School Board is set to approve the Empower Strategic Plan with Key Performance Indicators in December.

FY 24  Steering Committee- meets monthly

- Pam Teel- Sup
- MaCall Barnes/Megan Peterson- CES
- Matt Cameron/Sherry Spencer -COB
- Sharon Dirks/Lori Cheney/Sarah Somers -LCHS
- Brooke Formaster- PVHS/MS
- Doc Roth/Travis Pearson - MVMS
- Mike Sparrow/Jessica Jones- PVES
- Raymond Wadsworth-PES
- Stephanie Vincent/Marcie Gardner - Pioche
- Kathleen Keene- Instructional Coach/Sped

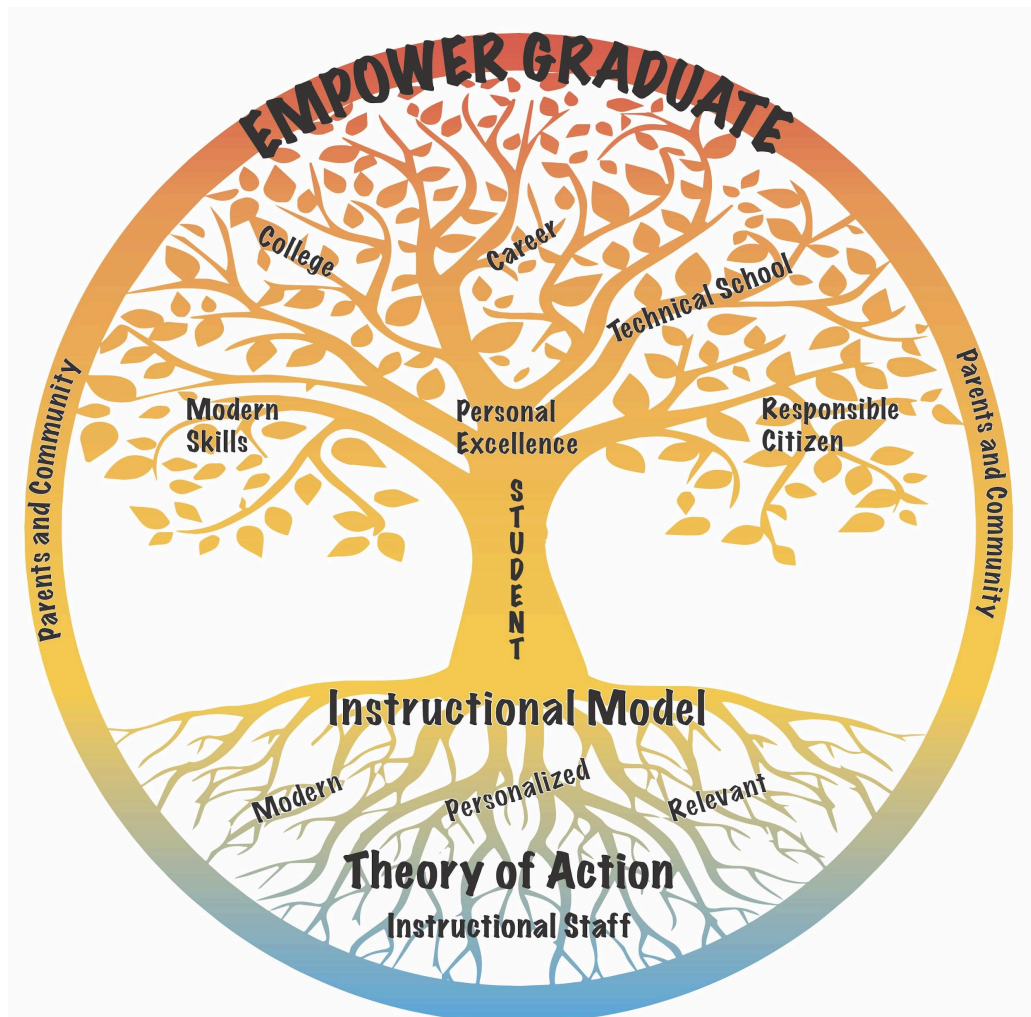
District  Advisory Board Meeting - 3 times a year

- 20 stakeholders

EMPOWER Portrait of a System

Why, What and How

all tied to student outcomes



The Why-

Needs Assessment (2019-2025) summary - The need for: High Quality Teachers and Teaching, High Quality Aligned Instructional System and High Performing Organization and Management

The What- *the outcome*



Modern Skills:

- Critical Thinker
- Self-Directed
- Effective Collaborator

Personal Excellence:

- Academically Tenacious
- Master of Core Content
- Digitally Literate

Responsible Citizen:

- Personally Responsible
- Globally Aware
- Informed Civic Participant

The How- *the inputs*

EMPOWER Instructional/Learning Model

- Modern Environment for Learning
 - Personalized Learning
 - Relevant Learning
- Utilizing the Rigor and Relevance Framework and Multi Tiered Systems of Supports (MTSS)

EMPOWER Portrait of a Leader-

Highly Effective Leader/Administrator Instructional/Professional Leadership Standards from Nevada Educators Performance Framework (NEPF)

EMPOWER Portrait of a Educator-

Highly Effective Teaching Instructional/Professional Standards from Nevada Educators Performance Framework (NEPF)

EMPOWER Strategic Plan

Priority #1- The What-EMPOWER Learner

Goal- 1

Modern Skills:

- Critical Thinker-I can analyze problems and come up with an action plan. I systematically analyze issues from a variety of perspectives
- Self-Directed-I take the initiative and responsibility for my learning and demonstrate persistence. I set goals that are reachable and definable.
- Effective Collaborator-I consider the viewpoints of others during group tasks, and I seek to understand, pay attention to body language, and am aware of possible misunderstandings.

Personal Excellence:

- Academically Tenacious-I can proactively plan and persevere toward my future college or career choices.
- Master of Core Content-I understand the principles of the content area and am able to recall and apply those concepts.
- Digitally Literate-I know how to find, evaluate, and use online information. I can use technology to communicate, organize information, produce quality products, and enhance my thinking skills.

Responsible Citizen:

- Personally Responsible-I feel a sense of belonging and get involved with projects that impact my daily life. I live within my means and know how to create a financial plan.
- Globally Aware-I understand different nations and cultures. I am considerate and understanding of diverse situations and beliefs.
- Informed Civic Participant-I am active in the political process to express my opinions and help shape decisions that affect my life. I participate in community activities, groups, and volunteer work

Priority #2- The How- Instructional/Learning Model

Goal 2-

Modern Environment for Learning

- Flexible Physical Spaces
- Blended Learning Experiences or Activities
- Growth Mindset

Personalized Learning

- Student Centered Student Agency and Voice
- Transparency of Learning
- Learning Pathways

Relevant Learning

- Competency-Based
- Power Standards/College and Career Anchor Standards
- Authentic Learning Experiences

Utilizing the Rigor and Relevance Framework and Multi Tiered Systems of Supports (MTSS)

Priority #2a- Portrait of a Leader

Goal 2a-

Highly Effective Leader/Administrator Instructional/Professional Leadership Standards from Nevada Educators Performance Framework (NEPF) :

Instructional

Standard 1: Creating and Sustaining a Focus on Learning

Standard 2: Creating and Sustaining a Culture of Continuous Improvement

Standard 3: Creating and Sustaining Productive Relationships

Standard 4: Creating and Sustaining Structures

Professional

Standard 1: Manages Human Capital

Standard 2: Self-Reflection and Professional Growth

Standard 3: Professional Obligations

Standard 4: Family and Community Engagement

Priority #2b- Portrait of a Educator-

Goal 2b-

Highly Effective Teaching Instructional/Professional Standards from Nevada Educators Performance Framework (NEPF) :


Instructional

- Standard 1: New Learning is Connected to Prior Learning and Experiences
- Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners.
- Standard 3: Students Engage in Meaning Making Through Discourse and Other Strategies
- Standard 4: Students Engage in Metacognitive Activity to Increase Understanding and Responsibility for Their Own Learning
- Standard 5: Assessment is Integrated Into Instruction

Professional

- Standard 1: Commitment to the School Community
- Standard 2: Reflection on Professional Growth and Practice
- Standard 3: Professional Obligations
- Standard 4: Family Engagement
- Standard 5: Student Perception

Board Guardrails

- 1) Students who score below the 40th percentile on NWEA MAPS will have a tier 2 or 3 intervention plan in each subject area of need.
- 2) Administrators and Teachers will attend all District provided professional development.
- 3) Administrators and Teachers will implement all elements of 

Key Performance Indicators

The Key Performance Indicators are a mix of leading for the future indicators and lagging indicators of current and past required data. Reporting will occur in June and October. In June on indicators for the summary of the school year and in October for indicators the state reports out to districts.

EMPOWER indicators are in black. Required State indicators: **Nevada School Performance Framework (NSPF)** in red and **Acing Accountability** in blue.

Priority 1- Goal 1 Empower Graduate/Learner	SY2023	SY2024	SY2025	SY 2026
K to 8 Math-The district will maintain or increase the number of students achieving at or above the 61st percentile in math according to MAP testing. (61st percentile is above grade level and is at the level to have a meets or exceeds score on SBAC 3rd to 8 grade)	42.67%			
K to 8th Reading-The district will maintain or increase the number of students achieving at or above the 61st percentile in reading according to MAP testing. (61st percentile is above grade level and is at the level to have a meets or exceeds score on SBAC 3rd to 8th grade)	44%			
9th grade Math-The district will maintain or increase the number of students achieving at or above the 61st percentile in math according to MAP testing. (61st percentile is above grade level)	N/A	To be set		
9th grade Reading-The district will maintain or increase the number of students achieving at or above the 61st percentile in reading according to MAP testing. (61st percentile is above grade level)	43.5%			

District Innovative Success goal sent to state- Student led conferences held two times a year in all grade levels. 100% of Students will utilize, Empower the Learner notebooks. Empower the Learner notebooks are; data notebooks (will include Empower Learner Competency grade level rubric) to track progress over time, reflect, set goals, and celebrate success through a showcase of learning. Learning profiles created by students to Empower themselves in their individual learning style and need to create personalized planning. Students use and update the Empower the Learner notebooks weekly and then 1st and 2nd quarters students meet with parents to discuss and show where they are in their learning.	N/A			
Empower Learner Competency grade level rubric (PreK to 12th)		Create	Set baseline	TBD
% Student Led Conference participation by student and parent	98%			
% Students Setting Goals and Tracking Success (Prek to 12th)		Set baseline	TBD	TBD
% of students provided mentoring		Set Baseline		
% Students below the 40th % with MTSS plan in the area(s) of need	TBD	baseline		
Student Sense of Belonging (district created survey all grades)		baseline		
Student Average Daily Attendance	92.2%			
Transiency Rate	26.5%			
Dropout Rate	8.48%			
Graduation Rate	95%			

Priority 1- Goal 1 Empower Graduate/Learner	SY2023	SY2024	SY2025	SY2026
Student Academic Growth K-3 In grades K-3, at least 65% of students in the school district and SPCSA meet or exceed their personalized learning growth goal in reading. Personalized learning growth goals are determined by individual results from the winter administration of MAP for kindergarten students and the spring administration of MAP for 1-3 grade students, and outcomes will be evaluated based on the spring administration	Base 56.2%	Goal 65%		
Student Academic Proficiency K-3 In grades K-3, an increasing number of students in the school district and SPCSA demonstrate grade-level proficiency in reading. Spring MAP results show at least a five-point annual increase in the percentage of students in the school district and SPCSA demonstrating proficiency (at or above the 65th percentile).	Base 53.5%	Goal 58.5%		
Student Academic Growth 4-8 In grades 4-8, an increasing number of students are on-track to be proficient within three years or by eighth grade. SBAC results show at least a five-point annual increase in the percentage of students in the school district and SPCSA on-track to be proficient as measured using Adequate Growth Percentile (AGP).	Base 13.8%	Goal 18.8%		
Student Academic Proficiency 4-8 In grades 4-8, an increasing number of students demonstrate proficiency in mathematics. SBAC results show at least a five-point annual increase in the percentage	Base 39.9%	Goal 44.9%		

of students in the district and SPCSA scoring a Level 3 or Level 4, thus designated as “proficient”.				
Priority 1- Goal 1 Empower Graduate/Learner	SY2023	SY2024	SY2025	SY2026
Rigorous Coursework HS In the 2024-25 school year, at least 75% of all high school students are enrolled in at least one course unique to the College and Career Ready Diploma requirements, which include an Advanced Placement (AP) course, International Baccalaureate (IB) course, dual-credit course, Career and Technical Education (CTE) course, work-based learning course, or world language course.	Base 62%	Goal 75%		
Student Proficiency CCR HS School districts and the SPCSA show at least a five-point annual increase in the percentage of high school students passing courses unique to College and Career Ready Diploma requirement, including dual-credit, Career and Technical Education (CTE), work-based learning, and world language courses or designated as proficient on Advanced Placement (AP) or International Baccalaureate (IB) exams OR have 75% of students taking AP/IB exams passing AP/IB exams (3 or higher) and/or dual-credit, CTE, work-based learning, and world language courses.	TBD	TBD		
College and Career Ready Diploma School districts and the SPCSA show at least a five-point annual increase in the percentage of graduates who earn the College and Career Ready Diploma.	TBD	TBD		
Elem-Middle % of Math Proficient	51.4%			

(SBAC)				
Priority 1- Goal 1 Empower Graduate/Learner	SY2023	SY2024	SY2025	SY2026
Elem-Middle % of ELA Proficient (SBAC)	52.6%			
Elem-Middle % of Science Proficient (SBAC)	School level			
Elem-% of Grade 3 Proficient	53.5%			
Middle-% of Pooled Proficiency	School level			
Elem-Middle-Math Median Growth %	School level			
Elem-Middle- ELA Median Growth %	School level			
Elem-Middle % meeting Adequate Growth	School level			
Elem-Middle % Meeting ELA Adequate Growth	School level			
Elem-Middle-High % English Learner meeting Adequate Growth	School level			
Elem-Middle % prior Non-proficient meeting Math Adequate Growth	School level			
Elem-Middle % prior Non-proficient meeting ELA Adequate Growth	School level			
Elem-Middle-High-Chronic Absenteeism	23.5%			
Middle- Academic Learning Plans	School level			
Middle- Credit Requirements	School level			
High- % Math Proficient (ACT)	22.8%			
High- % ELA Proficient (ACT)	45.5%			
High- % Science Proficient -NVHS assessment	School level			
High- 4 Year Graduation Rate	School level			

High- 5 Year Graduation Rate	School level			
High- Postsecondary Preparation Program Participation and Completion	School level			
High- % Advanced Diploma or College and Career Ready Diploma	School level			
High- % Credit Sufficient	School level			
Priority 2- Goal 2, a and b Empower Instructional/Learning Model, Empower Leader and Empower Educator	SY2023	SY2024	SY2025	SY2026
Evidence Based Instructional Materials The school district and the SPCSA ensures that evidence-based, high-quality reading and mathematics programs and primary instructional materials are used; all primary materials are on State-approved lists.	Base: Meets			
District Performance Plan The District Performance Plan (DPP) contains strategic targets to improve student growth and proficiency in literacy and mathematics and increase the number of students graduating with the College and Career Ready Diploma. The SPCSA collects the annual plan to improve the achievement of pupils from each of their sponsored schools	Base: Meets			
Fully Licensed and Certified Staff School districts and the SPCSA show at least a 20% decrease in unfilled positions, including those positions temporarily filled by substitutes, OR at least 95% of classrooms have a licensed educator, not including a substitute, teaching in their endorsed area		TBD		

Priority 2- Goal 2, a and b Empower Instructional/Learning Model, Empower Leader and Empower Educator	SY2023	SY2024	SY2025	SY2026
Distribution of Vacancies and Long Term Substitutes School districts and the SPCSA show that the percentage of long-term substitute teachers and vacancies at Title I schools are within 10% of such percentages in nonTitle I schools		Goal <10%		
District Budget Allocation for Recruitment and Retention School districts and the SPCSA provide the percentage of the budget that is allocated toward salaries and benefits of all employees		TBD		
Teacher Average Daily Attendance	91.1%			
Teacher PD aligned to High Quality Effective Teaching is provided to all teachers	Empower PD Calendar	Empower PD Calendar		
Teachers will be provided opportunities to collaborate and plan for the elements of the Empower Instructional Model		30 minutes daily		
% of teachers who attend district provided PD during contract time	97%			
Nevada Academic Standards and proficiency scales are used in all grades and subjects PreK to 12th grade	TBD	Creating System		
Teachers will use LMS or Binders/Badge books to show where students are in their learning in each subject taught.	TBD	Creating System		
Admin PD aligned to a High Quality Effective Leader is provided to all Administrators	Monthly	Monthly		
Admin will be provided	Monthly	Monthly		

opportunities to collaborate and plan for the elements of the Empower Instructional Model and how to implement in each school				
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