Focus School Plan

District Logo

School Name and Address (City, State, Zip Code, Telephone):

Superintendent/Academic Manager:

For Implementation During The Following Years:

Members of Planning Team

* ALL Title I schools must have a parent on their SIP team that is NOT a district employee.

Name of Member	Position

Last Date Review/Revised By Planning Team:

Nevada Department of Education- September 2012

COMPREHENSIVE NEEDS ASSESSMENT

DATA REVIEWED & ANALYZED:
Check all school data reviewed and analyzed in preparation and development of the Focus School Plan.

School Data Including FRL	English Language Learner (ELL) Data	Special Education Data
☐ Statewide Assessments	☐ English Language Learner Program Procedures	☐ Nevada Alternate Assessment (NAA)
☐ Formative Assessments	☐ Service Delivery Models	☐ Achievement Gap Data
☐ Interim Assessments	☐ Content/ESL Staffing and Trainings	☐ Individual
☐ Summative Assessments	☐ Approaches to Testing	☐ Schoolwide
☐ SAT/ACT Assessments	☐ Policies and Procedures	☐ Individualized Educational Programs (IEP)
☐ Graduation Rates	☐ Parental Involvement	☐ Present Levels of Performance
☐ Attendance Data	☐ English Language Proficiency Assessment (ELPA)	☐ Goals
☐ Fiscal Resources	☐ Individual	☐ Accommodations
☐ Teacher/Administrator Observation Data	☐ Placement	☐ Location of Services
☐ Stakeholder Focus Group information	☐ Time in ELL Program	☐ Alignment of Services
☐ Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	☐ Projected Time to Proficiency	☐ Special Education Procedures- Whole School
☐ Student Demographic Data	☐ Comparison of ELPA with other Assessments (i.e., CRT,MAPPS, Proficiency etc.)	☐ IEP Team Memberships
☐ Stakeholder Survey Information	☐ Schoolwide	☐ Timely IEP's
☐ Family Engagement Data	☐ Trends of ELPA	☐ Approaches to Testing Accommodations
☐ FRL Achievement Gap Data	☐ Comparison of ELPA with other Assessments (i.e., CRT,MAPPS, Proficiency etc.)	☐ Staffing and Qualifications
☐ "Supergroup" Achievement Gap Data	☐ Achievement Gap Data (i.e., graduation rates, attendance, interim test scores, etc.)	☐ Availability of Curriculum for IEP Students and/or within Special Education Settings
☐ Coordination of Services for FRL, ELL, and/or IEP students	☐ Individual	☐ Policies and Procedures
☐ Other	☐ Schoolwide	☐ Other
Other: [_____]	☐ Other	Other: [_____]
	Other: [_____]	

RESULTS FROM DATA ANALYSIS: Identify the data sources or evidence that supports the statements made in the narratives under Areas of Strength and Areas of Concern. Statements must address the achievement gaps identified for this school.

Areas of Strength

Areas of Concern

INQUIRY PROCESS

What are the causes/factors in the identified Achievement Gap areas that impact or impede student achievement for each priority need, and what are the solutions/strategies, including the identified interventions, that will address each priority need and the underlying causes/factors?

PRIORITY NEEDS/GOALS: Based on the review and analysis of the school's data (including the NCCAT-S, if available), identify at least 1 and no more than 3 priorities (goals) that focus on the specific achievement gap(s) identified for the school.	Root Causes: List as many causes as necessary for each priority need (Example: no intervention system for struggling students, ineffective teaching strategies)	Solutions (Strategies): Within the Solutions, at least one required intervention (see attached list of required interventions) must be identified.

Interventions for Focus Schools

The school district provides ongoing support to the school staff throughout data and root cause analyses, targeted improvement planning and selection of a requested intervention(s). Through the Inquiry Process, identify at least one of the required interventions listed below (a complete list fully describing the 4 interventions can be found at the end of this template and in Appendix A of the Focus School Improvement application) that will address this school's priority needs:

✓ Selected Intervention(s)	Intervention	✓ Selected Intervention(s)	Intervention
☐	NCCAT-S	☐	Focused Professional Development
☐	Focused Technical Assistance	☐	Utilizing Technology and Various Materials

Action, Monitoring & Evaluation Plan Design

PRIORITY NEED/GOALS: List the action steps to implement the solutions/strategies for each priority need, as well as the timeline, resources, and the entity responsible for the action steps. Also identify the monitoring plan implementation evidence, the timeline for collecting the data, and the person or position responsible for ensuring the action steps occur. For the evaluation, provide the results of the implemented action step.

Action, Monitoring & Evaluation Plan Design- Priority Need/Goal 1

Identify the Achievement Gap Area(s) of Focus *(check all that apply):*   ☐ ELL   ☐ FRL   ☐ IEP

Goal 1:

Measurable Objective(s):

PN/Goal 1	ACTION PLAN		MONITORING PLAN		Evaluation Plan
Action Steps to implement the solutions/strategies	**Resources Needed for Implementation** (people, materials, professional development, funding source)	**Timeline** & **Person or Position Responsible** for implementing action steps.	**Evidence of Implementation:** Information (Data) that will verify the action step has occurred.	**Timeline & Person or Position Responsible** (Who in your district will ensure these action steps happen?)	**Results** of action step implementation.
1.1					
1.2					

PN/Goal 1	ACTION PLAN		MONITORING PLAN		Evaluation Plan
Action Steps to implement the solutions/strategies	**Resources Needed for Implementation** (people, materials, professional development, funding source)	**Timeline** & **Person or Position Responsible** for implementing action steps.	**Evidence of Implementation:** Information (Data) that will verify the action step has occurred.	**Timeline & Person or Position Responsible** (Who in your district will ensure these action steps happen?)	**Results** of action step implementation.
1.3					
1.4					
1.5					

Action, Monitoring & Evaluation Plan Design- Priority Need/Goal 2

Identify the Achievement Gap Area(s) of Focus *(check all that apply):* ☐ ELL   ☐ FRL   ☐ IEP

Goal 2:

Measurable Objective(s):

PN/Goal 2	ACTION PLAN		MONITORING PLAN		Evaluation Plan
Action Steps to implement the solutions/strategies	**Resources Needed for Implementation** (people, materials, professional development, funding source)	**Timeline** & **Person or Position Responsible** for implementing action steps.	**Evidence of Implementation:** Information (Data) that will verify the action step has occurred.	**Timeline & Person or Position Responsible** (Who in your district will ensure these action steps happen?)	**Results** of action step implementation.
2.1					
2.2					

PN/Goal 2	ACTION PLAN		MONITORING PLAN		Evaluation Plan
Action Steps to implement the solutions/strategies	Resources Needed for Implementation (people, materials, professional development, funding source)	Timeline & Person or Position Responsible for implementing action steps.	Evidence of Implementation: Information (Data) that will verify the action step has occurred.	Timeline & Person or Position Responsible (Who in your district will ensure these action steps happen?)	Results of action step implementation.
2.3					
2.4					
2.5					

Action, Monitoring & Evaluation Plan Design- Priority Need/Goal 3

Identify the Achievement Gap Area(s) of Focus *(check all that apply):* ☐ ELL   ☐ FRL   ☐ IEP

Goal 3:

Measurable Objective(s):

PN/Goal 3	ACTION PLAN		MONITORING PLAN		Evaluation Plan
Action Steps to implement the solutions/strategies	**Resources Needed for Implementation** (people, materials, professional development, funding source)	**Timeline** & **Person or Position Responsible** for implementing action steps.	**Evidence of Implementation:** Information (Data) that will verify the action step has occurred.	**Timeline & Person or Position Responsible** (Who in your district will ensure these action steps happen?)	**Results** of action step implementation.
3.1					
3.2					

PN/Goal 3	ACTION PLAN		MONITORING PLAN		Evaluation Plan
Action Steps to implement the solutions/strategies	**Resources Needed for Implementation** (people, materials, professional development, funding source)	**Timeline** & **Person or Position Responsible** for implementing action steps.	**Evidence of Implementation:** Information (Data) that will verify the action step has occurred.	**Timeline & Person or Position Responsible** (Who in your district will ensure these action steps happen?)	**Results** of action step implementation.
3.3					
3.4					
3.5					

Budget Plan

COORDINATION OF TITLE I FUNDS 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 include Title I and Focus School Improvement, as well as other programs that the district coordinates and collaborates with such as Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century Afterschool Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, and other state-funded programs, etc.

Source of Funds	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)

Other Required Elements of the School Focus Plan

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance			Eligible		
Transiency Rate			Targeted Assisted		
% enrolled continuously since Count Day			Schoolwide		
Incidents of School Violence: Student-to-Student			Did your school make Adequate Yearly Progress (AYP)?		
Incidents of School Violence: Student-to-Staff			What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.		
% of Highly Qualified Teachers			Did you appeal your latest AYP designation?		
Dropout Rate (HS)			Was your latest appeal granted?		
Graduation Rate (HS)			Designated as Persistently Dangerous School?		

1. What are the policies and practices in place the ensure proficiency of each subgroup in the core academic subjects?

2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year.

3. Describe the resources available to the school to carry out the plan.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

REQUIRED ELEMENTS FOR TITLE I SCHOOLS:
Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract high-quality highly qualified teachers to your school.

2. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

3. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

3. Describe the school's plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

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

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

ATTACHMENT:
DESCRIPTIONS: INTERVENTIONS for FOCUS SCHOOLS

Interventions for focus schools include differentiated corrective action, consequence or sanction, or any combination thereof. This approach includes implementing one or more of the following interventions:

Interventions	
1. NCCAT-S	Updating the NCCAT-S with facilitation by an outside entity with relevant experience. The Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) is a comprehensive audit of the school's curriculum and instruction, assessment and accountability, and leadership that leads to an analysis of both outcome data and the school's organizational and operational beliefs and behaviors. These data set the stage for deep understanding of the issues with which the school is struggling, and perhaps most importantly, why the school is struggling to meet the needs of identified student subgroups. For this intervention, two foci will exist: (1) facilitation with the diagnostic aspect of updating the NCCAT-S; and (2) assistance in the development of the Focus Improvement Plan for the school, to include a strong support aspect regarding monitoring implementation of the plan.
2. Focused Technical Assistance	This intervention is the provision of technical assistance that is above and beyond the support typically available to most or all schools in the district, and that is supported by scientifically-based research, in one or more of the following areas: (1) Assistance in acquiring, analyzing, and/or using data from the State assessment system, and other examples of student work, to identify and develop solutions to problems; and/or (2) Assistance in identifying specific professional development needs and solutions, and in coordinating access to professional development in instructional strategies and methods that have been proven effective, through scientifically based research, in addressing the specific instructional issues that caused the schools to be identified as a focus school; and/or (3) Assistance in analyzing and revising the school's budget so that the school effectively allocates its resources to implement the Focus Improvement Plan. An example of such technical assistance includes personnel from the NDE's fiscal and program offices working collaboratively with school district personnel on maximizing funding sources to support key instructional priorities at the school. Another example might include focused technical assistance from national experts at designated technical assistance centers, with regard to planning and implementing a set of strategic initiatives designed to increase the performance of subgroups that have been identified as under-achieving.
3. Focused Professional Development	Professional development that is above and beyond the support typically available to most or all schools that adheres to the State's established professional development standards, and is provided to instructional staff and/or administrators at the school in accordance with needs revealed through data analysis derived through the comprehensive audit results and any other relevant data sources, if any. Content must directly address the academic achievement problem(s) that caused the school to be identified as a focus school and afford maximum opportunity for mandated staff to participate in the professional development. Focused professional development examples might include ongoing coaching for both special education and general education staff to support co-teaching of students with disabilities when this is identified as the subpopulation with the largest achievement gap and when the data simultaneously show that pull out services are largely employed thereby limiting students access to rigorous instruction aligned to standards. Another example might include the provision of professional development Guided Language Acquisition Design (GLAD). Many schools that have implemented GLAD as part of focused professional development have shown significant improvement in academic achievement with their English language leaner students. GLAD promotes the Wiggins and McTighe Backward Planning Model, chunking and linking content standards into meaningful thematic units. By integrating the content areas and directly teaching metacognitive strategies, student learning is made more relevant and effective. GLAD professional development is multi-tiered and spiraled so that learning is constantly being enhanced. Beginning with a two-day training that provides the practitioners background in research and theory with practical implications for classroom practice, opportunities for observation and reflection extend over a five-day demonstration experience. Research has shown that if the professional development stops here, only about 10%-16% of the learning will transfer into classroom practice, so the component that seemingly provides the most effect is ongoing coaching, increasing to 95% the percent of practitioners that will transfer the skills into classroom practice. This is a good example of the kind of professional development that is approvable under this intervention for a Focus School.

Interventions (Continued)

4. Utilizing Technology and Various Materials	The purchase of materials and/or programs, that are aligned with needs identified through the NCCAT-S and/or other data analysis efforts, to include: (1) the purchase of research-based program(s) proven effective for resolving issues at schools with similar demographics and data-based needs; and/or (2) hiring personnel to provide supplemental services for students; and/or (3) the purchase of a system to collect and/or or manage data to track student progress toward targeted benchmarks; and/or (4) the purchase of equipment. These options to support the school must be aligned with focused professional development or focused technical assistance. For example, in continuing the idea that professional development may be needed in meeting the needs of students who are English Language Learners, this intervention could accompany the professional development to ensure the acquisition of the requisite materials to implement the GLAD model. It is important to note that the acquisition of technology is not an isolated endeavor and there is a strong belief that technology in and of itself does not solve a student performance problem. Instead, this option exists as a mechanism to supplement other supports. For example, if it is determined that a school lacks the capacity to collect data that would yield meaningful information about targeted needs at the individual student level, they could apply for funds to help support such efforts. For example, they might ask for resources to be able to collect AIMSweb data on students for whom they are engaging in strong intervention strategies, in order to track student progress and inform instructional decision-making. (The students to receive such interventions would be the subpopulation(s) for whom the school was identified as being a Focus school.) In the AIMSweb example, the focused remediation and instruction at the student level is the leverage for improving student performance; the technology acquisition (i.e., AIMSweb tracking capabilities) supports the focused remediation and instructional efforts. The purchase of equipment, such as iPads, for example, is never seen as a solution unto itself. It is the instructional efforts -- paired with the effective use of technology -- that creates the change in student performance, as eloquently pointed out by Fullan (2011).