

AB 447 Victory Program Report

Year 4: 2018-2019 School Year

For submission to:

The Nevada Department of Education
The Legislative Committee on Education

Victory Reports submitted by:

Clark County School District
Democracy Prep at the Agassi Campus (Moving to State Public Charter School Authority)
Elko County School District
Humboldt County School District
Nye County School District
Washoe County School District

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Executive Summary

The Victory Schools grant program promotes the academic and social/emotional well-being of students and supports families and communities across the state. Victory Schools were identified in 2015 as the 35 lowest performing schools (1- and 2-star) in the highest poverty zip codes in Nevada. These schools receive funding to provide equitable programs, wrap-around services, and high-quality evidence-based curriculum and instructional opportunities focusing on improving student achievement. The initiative specifically targets three goals:

- a) The provision of high quality instruction so students are reading at or above the third- grade level by the end of grade three;
- b) Prepare students for a rigorous high school curriculum by the end of eighth grade; and
- c) Graduation from high school with the skills necessary to be college or career ready as students enter a global society (SB 432 §1.3).

Victory Schools were initially identified per Senate Bill 432 during the 2015 Nevada legislative session and renewed per Assembly Bill 447 (2017) and Senate Bill 467 (2019). The district and school level reports are located in the appendices and can be quickly accessed by hovering over the page number in the table of contents and completing the instructions that appear.

As indicated in Assembly Bill 447 subsection 16, *each school district shall submit to the Department and to the Legislative Committee on Education a report, which must include*

- a) An identification of schools to which money was distributed pursuant to subsection 3 for the previous fiscal year;*
- b) The amount of money distributed to each such school*
- c) A description of the programs or services for which money was used;*
- d) The number of pupils who participated in such programs or received such services;*
- e) The average expenditure per pupil for each program or service that was funded; and*
- f) Recommendations concerning the manner in which the average expenditure per pupil reported was used.*

The district and school-level reports provide this information from the 2018-2019 school year in the appendices following the Executive Summary.

Victory Program Summary

The Victory Schools program budget is \$50 million per biennium or \$25 million per year. Per AB447, *the amount distributed per pupil must be determined by dividing the amount of money appropriated by the total number of pupils who are enrolled in Victory Schools statewide (2017)*. Table 1 shows the per pupil amounts Victory Schools have received for all students enrolled on the validation count day¹. Table 2 provides a list of Victory districts and schools for the 2018-2019 school year.

¹ Validation Day is October 1st of each calendar year. This date is used for the purposes of collecting data

Table 1. Victory Schools Per Pupil Allocations

School Year	Total Student Enrollment Count	Per Pupil Allocation	Difference in Enrollment Count from previous year
2015-2016	21,847	\$1137.45	--
2016-2017	21,982	\$1137.29	+135
2017-2018	22,256	\$1123.29	+274
2018-2019	22,199	\$1126.17	-57

Table 2. Victory Schools Identified by District

District	School	School
Clark County (23)	Booker ES	Monaco MS
	Desert Rose HS	Reid ES
	Fitzgerald ES	Smith MS
	Hollingsworth ES	Snyder ES
	Innovations ES	Sunrise Acres ES
	Jeffers ES	Valley HS
	Kelly ES	Vegas Verdes ES
	Lake ES	West Prep Acad
	Long ES	West Prep Sec
	Lowman ES	Williams, W. ES
	Manch ES	Woolley ES
	McCall ES	
Democracy Prep (1)	Agassi ES	
Elko County (4)	Owyhee ES	West Wendover ES
	Owyhee HS	West Wendover MS
Humboldt County (2)	McDermitt ES (combined)	McDermitt MS (combined)
Nye County (1)	Amargosa Valley ES	
Washoe County (4)	Bailey Charter ES	Hug HS
	Booth ES	Natchez ES

Victory Strategies

Sections 2.8 and 2.9 of Assembly Bill 447 (2017) outline the Victory strategies from which schools must choose. When selecting strategies, schools must apply at least 51% of their Victory funding to strategies listed in subsection 8(a-h), and a maximum of 49% of the funding applied to strategies listed in subsection 9(a-d). Schools are able to apply 100% of their funding to strategies in section 8, if they choose. A summary of strategies implemented at each school site is available within each district's appendix following the Executive Summary.

Table 3 provides a list of the allowable strategies for the 2018-2019 school year. According to the information provided by the districts receiving Victory funds, the strategies most implemented during the 2018-2019 school year were 8(f) employment of paraprofessionals, other educational personnel and other persons who provide any of the programs or services; 8(h) integrated student supports, wrap-around services, and evidence-based programs designed to meet the needs of pupils; and 9(c) programs to improve school climate and culture.

Table 3. Victory Program Strategies – Section 2.8

Victory Program Strategy Section 2.8	Abbreviated Strategy for Data Reference
a. Prekindergarten program free of charge, if not paid for by another grant or funding source.	Prekindergarten
b. A summer academy or other instruction for pupils free of charge at times during the year when school is not in session.	Summer Academy
c. Additional instruction or other learning opportunities free of charge at times of day when school is not in session.	Additional Instruction
d. Professional development for teachers and other licensed educational personnel concerning instructional practices and strategies that have proven to be an effective means to increase pupil achievement in populations of pupils similar to those served by the school.	Professional Development
e. Incentives for hiring and retaining teachers and other licensed educational personnel who provide any of the programs or services set forth in this section.	Incentives for Hiring & Retention
f. Employment of paraprofessionals, other educational personnel and other persons who provide any of the programs or services set forth in this subsection.	Employment of Personnel
g. Reading Skills Centers	Reading Skills Center
h. Integrated student supports, wrap-around services, and evidence-based programs designed to meet the needs of pupils who attend the school, as determined using the needs assessment. <ul style="list-style-type: none"> • The law defines integrated student supports as “supports developed, secured or coordinated by a local school to promote the academic success of pupils enrolled in the school by targeting academic and nonacademic barriers to pupil achievement.” • The law defines wrap-around services as “supplemental services provided to a pupil with special needs or the family of such a pupil that are not otherwise covered by any federal or state program of assistance. (SB 432, §2.20(d)) 	Evidence-based Programs & Wrap-around Services

Table 4. Victory Program Strategies – Section 2.9

Victory Program Strategy Section 2.9	Abbreviated Strategy for Data Reference
a. Provide evidence-based social, psychological, or health care services to pupils and their families, including, without limitation, wrap-around services.	Health care Services
b. Provide programs and services designed to engage parents and families.	Family Engagement
c. Provide programs to improve school climate and culture.	School Climate & Culture
d. If the Victory School is a high school, provide additional instruction or other learning opportunities for pupils and professional development for teachers at an elementary school, middle school, or junior high school that is located within the zone of attendance of the high school, but is not designated as a Victory School.	Zone-in Learning

Data Collection

The Nevada Department of Education (NDE) collected qualitative data through on-site technical assistance meetings, desktop monitoring, and Victory School performance plans and addenda. Quantitative data reviews

were conducted using Nevada’s ePAGE grant system and the Department’s [Nevada Accountability Portal website](#). Data presented here includes: percent of Victory funds expended, school leadership changes, school demographics, chronic absenteeism and transiency rates, Nevada School Performance Framework (NSPF) results, graduation rates, and district highlights and successes.

Victory Schools Percent of Funds Expended

During the biennium, schools are allowed to carryover funds from the first school year of the biennium to the second year. By the conclusion of the second year, districts reverted funds not expended to NDE. In 2018-2019, only 1.2 percent of Victory funds were reverted to the state.

School Leadership Changes

One strategy common to successful high-performing, high-poverty schools is ensuring continuous effective school leadership. Not all Victory Schools have experienced the continuous leadership needed to implement sustainable school improvement programs, services, strategies, or interventions. Out of the 35 Victory Schools, 20 schools have experienced principal turnovers; 15 schools have experienced at least two principals; 5 schools have experienced three different principals; and five schools have been without a principal at some point during the school years ranging from the 2015-2016 school year to the current 2019-2020 school year. Frequent leadership turnover adversely impacts the school improvement process.

Victory School Demographics

The Nevada Department of Education disaggregates student data across seven major race/ethnicity populations, including American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, White, and Two or More Races. The student populations listed above are in alignment with the requirements of the federal Every Students Succeeds Act (ESSA). Tables 4–6 summarize the demographics of Victory School students by each school district disaggregated by elementary, middle, and high schools during the 2018-2019 school year.

Table 5. Victory Elementary Schools Demographics

Name	American Indian / Alaskan Native %	Asian %	Hispanic %	Black %	White %	Pacific Islander %	Two or More Races %
State	0.86	5.48	42.45	11.29	31.87	1.44	6.61
Clark County SD							
Booker ES		1.24	55.26	35.46	5.15	0.41	2.47
Fitzgerald ES		1.37	42.11	49.89	3.66	0.46	2.52
Hollingsworth ES	0.16	0.8	71.04	14.08	8.8	0.64	4.48
Innovations Charter ES	0.37	1.29	65.13	17.34	10.33	1.29	4.24
Jeffers ES		0.74	85.17	8.28	3.96	0.12	1.73
Kelly ES			15.56	72.91	5.76	1.15	4.61
Lake ES	0.37	4.02	63.66	18.41	8.54	2.2	2.8
Long ES	0.12	2.07	70.73	15.49	7.93	1.34	2.32
Lowman ES	0.11	0.63	36.97	47.69	7.46	1.68	5.46
Manch ES	0.56	1.11	40.53	42.76	8.35	0.22	6.46
McCall ES	0.53		73.14	20.48	3.72		2.13
Reid ES			14.29		75		10.71
Snyder ES	0.47	1.18	63.76	21.65	8.24	0.24	4.47
Sunrise Acres ES	0.13	1.68	65.72	22.77	4.66	0.65	4.4

Name	American Indian / Alaskan Native %	Asian %	Hispanic %	Black %	White %	Pacific Islander %	Two or More Races %
State	0.86	5.48	42.45	11.29	31.87	1.44	6.61
Clark CSD (cont.)							
Vegas Verdes ES	0.56	3.65	73.46	8.71	10.39	1.4	1.83
West Prep ES		0.64	70.24	19.49	7.49	0.64	1.5
Williams (Wendell) ES	0.28		22.63	68.16	4.19	0.84	3.91
Woolley ES	0.27	0.13	71.62	16.84	7.96	1.19	1.99
Elko CSD							
Owyhee ES	93.56	1.49	0.99		2.97		0.99
West Wendover Elementary	0.71	0.18	76.11	0.53	20.86	0.18	1.43
Humboldt CSD							
Mc Dermitt Elementary	87.5		3.13		6.25		3.13
Nye CSD							
Amargosa Vly ES	0.86	N/A	69.83	2.59	25.86	0.86	
Democracy Prep							
DPAC-Agassi ES		0.63	30.69	62.42	3.34	0.21	2.71
Washoe CSD							
Bailey Charter School	1.54	3.08	77.31	3.08	11.92	1.15	1.92
Booth ES	2.62	3.33	58.81	6.43	18.81	2.38	7.62
Natchez ES	88		5.6	0.8	3.2		2.4

Table 6. Victory Demographics for All Middle Schools, 2018-2019 SY

Name	American Indian / Alaskan Native %	Asian %	Hispanic %	Black %	White %	Pacific Islander %	Two or More Races %
State	0.86	5.48	42.45	11.29	31.87	1.44	6.61
Clark CSD							
Monaco MS		0.53	81.77	12.13	4.12	0.31	1.14
Smith (J.D.) MS	0.3	0.4	89.34	7.85	1.31		0.8
West Prep Secondary	0.25	1.32	62.8	29.89	2.84	0.5	2.4
Elko CSD							
West Wendover Junior High	0.58	0.58	76.74	0.58	20.93	0.58	0
Humboldt CSD							
McDermitt Junior High	85.71			4.76	9.52		

Table 7. Victory Demographics All High Schools, 2018-2019

Name	American Indian / Alaskan Native %	Asian %	Hispanic %	Black %	White %	Pacific Islander %	Two or More Races %
State	0.86	5.48	42.45	11.29	31.87	1.44	6.61
Clark County SD							
Desert Rose High School	0.78	0.78	49.61	40.21	5.48	1.04	2.09
Valley High School	0.29	5.72	67.86	14.38	7.8	0.68	3.27
Elko CSD							
Owyhee High School	95.71	2.86			1.43		
Washoe CSD							
Hug High School	0.92	2.88	70.58	4.52	14.42	3.08	3.6

Chronic Absenteeism

The Nevada School Performance Framework (NSPF) provides the following regarding chronic absenteeism:

Research shows that reducing chronic absenteeism is critical to improving student achievement... Chronic Absenteeism is a measure showing the percentage of students missing 10% or more of school days enrolled for any reason, including excused, unexcused, and disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for [calculation purposes].

For the purpose of NSPF accountability school ratings, students that have been enrolled in a given school for at least 91 days of the current school year at any point in the year will be included in the calculation of the school's rate of chronic absenteeism. A student that is absent for 10% or more of the total days enrolled will be identified as chronically absent.

The state chronic absenteeism average for all schools is 18.8%. When compared to the state chronic absenteeism data for all schools, 72% of the Victory elementary schools are higher than the state average. 80% of the Victory middle schools and 100% of the Victory high schools are higher than the chronic absenteeism state average. Figures 1, 2, and 3 provide the chronic absenteeism rates for Victory Schools during the 2018-2019 school year. The information is disaggregated by elementary, middle, and high schools.

Figure 1. Chronic Absenteeism All Victory Elementary Schools 2018-2019 SY

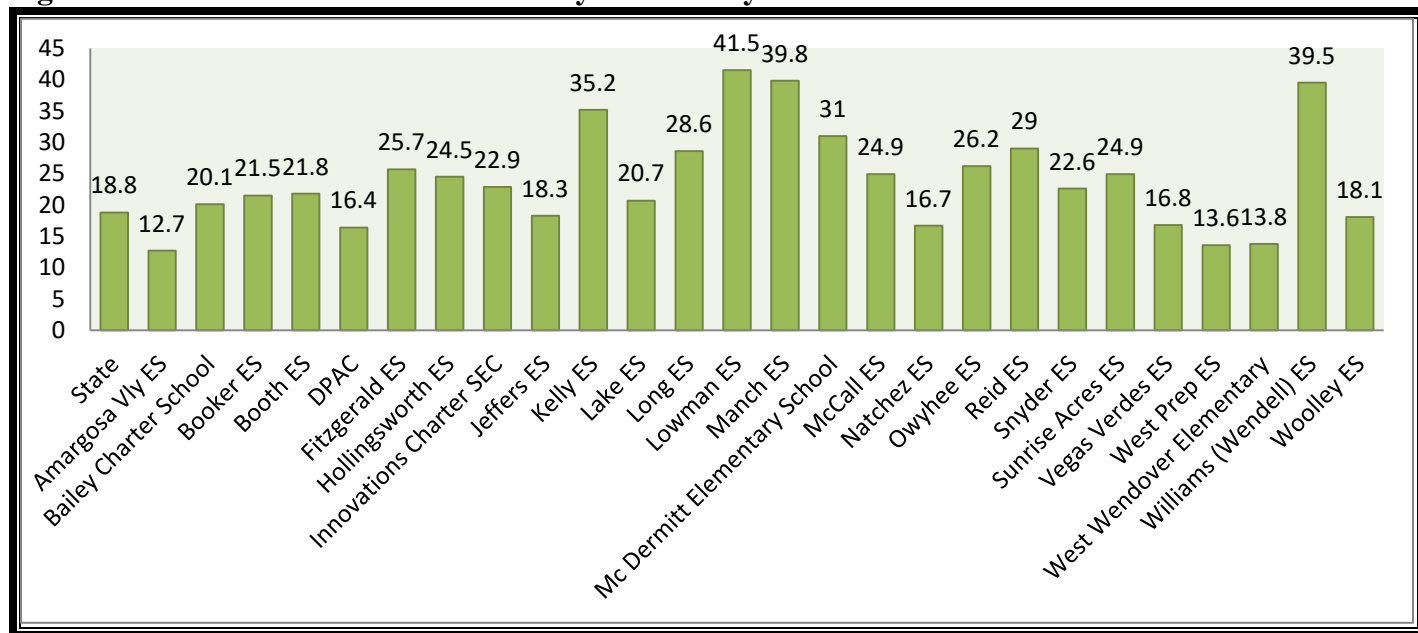


Figure 2. Chronic Absenteeism All Victory Middle Schools 2018-2019 SY

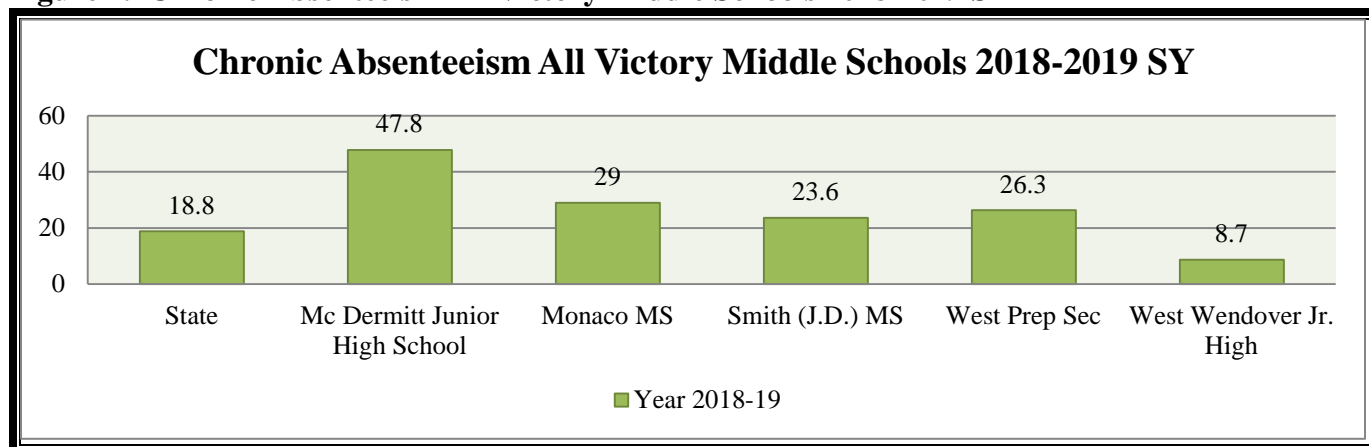
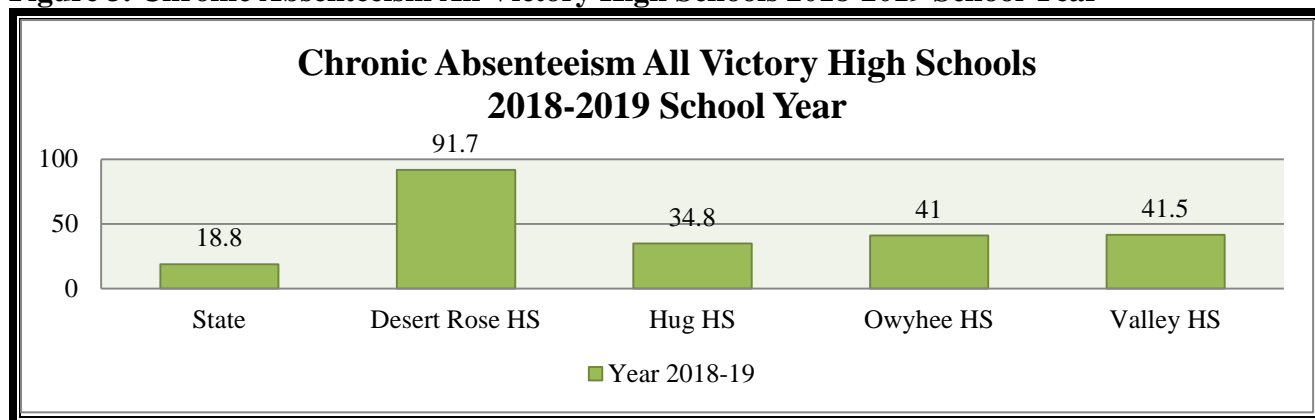


Figure 3. Chronic Absenteeism All Victory High Schools 2018-2019 School Year

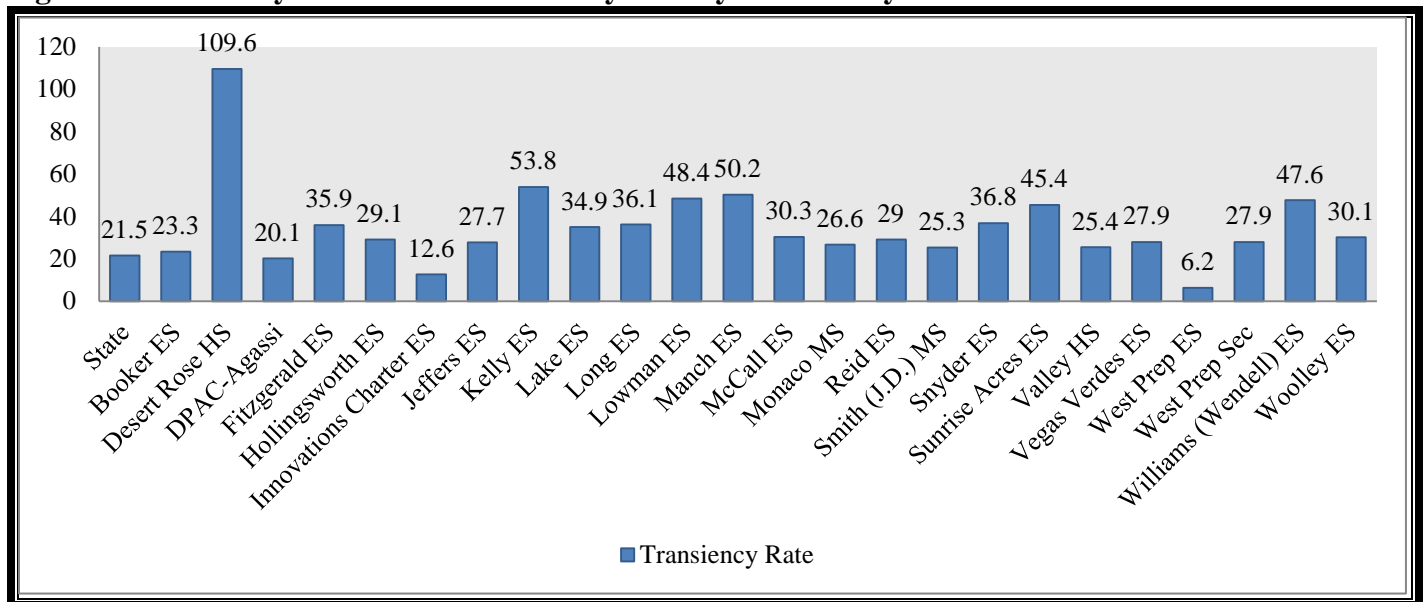


Transiency Rates

The NSPF guidance document defines transiency rate as *the percentage of students who did not finish the school year at the same school they started*. Victory Schools continue to experience a high student transiency rate, especially in the larger urban areas. Transiency is a widespread issue across the nation. Housing, food insecurity, violence, low income level, and community resources impact the reasons why families move during the school year. Moving from school to school creates the opportunity for gaps in learning if curriculum, instruction, and assessment are not aligned within a school district or among schools within close proximity of each other.

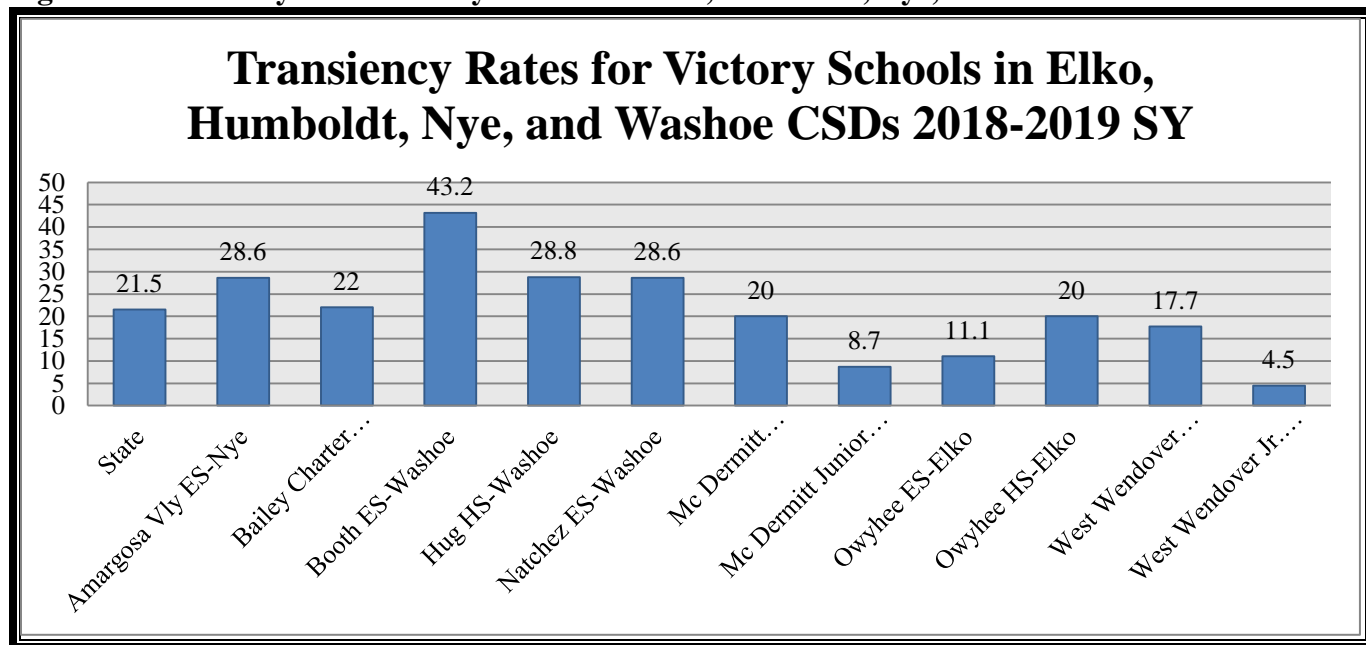
Because of its larger student population, the Clark County School District transiency data is provided separate from the four other Victory Districts. Within each graph, the Victory Schools transiency rates are shown and can be compared to the state average which is 21.5% for all schools. 71% of the Victory Schools are higher than the state average transiency rate. Figure four shows 2018-2019 transiency rates in Clark County Victory Schools. Democracy Prep is included in figure four due to its location in Clark County. Figure five shows 2018-2019 transiency rates of Victory Schools in the Elko, Humboldt, Nye, and Washoe County School Districts.

Figure 4. Transiency Rates All Clark County Victory Elementary Schools 2018-2019 School Year



Desert Rose HS is labeled as an alternative school. As a result of various circumstances experienced by their students, the school reports a higher transiency rate as compared to other Victory Schools.

Figure 5. Transiency Rates Victory Schools in Elko, Humboldt, Nye, and Washoe CSDs 2018-2019 SY



Nevada School Performance Framework (NSPF) Star Ratings

Nevada's public schools receive an index score from 1–100 and an associated one to five star rating under the Nevada School Performance Framework. School ratings are based on indicators and measures specific to each school level. The index score is determined by dividing the total number of points earned across all applicable indicators by the number of points possible for each school based on their performance status for each measure. In order to be rated, schools must meet the minimum n-size requirements (n=10). More detailed information regarding the indicators and index scores can be found on the Nevada School Performance website at nevadareportcard.com.

Tables 7, 8, and 9 shows the star ranges for elementary, middle, and high schools. These tables are helpful to reference when reading Table 10 which provides the Victory Schools trend data from the 2016-2017 school year to the 2018-2019 school year.

Table 8. NSPF 2018-2019 Elementary School Star Ranges

Star Rating	Elementary School Index Score Ranges
1	> 0 and < 27
2	≥ 27 and < 50
3	≥ 50 and < 67
4	≥ 67 and < 84
5	≥ 84 and ≤ 100

Table 9. NSPF 2018-2019 Middle School Star Ranges

Star Rating	Middle School Index Score Ranges
1	> 0 and < 29
2	≥ 29 and < 50
3	≥ 50 and < 70
4	≥ 70 and < 80
5	≥ 80 and ≤ 100

Table 10. NSPF 2018-2019 High School Star Ranges

Star Rating	High School Index Score Ranges
1	> 0 and < 27
2	≥ 27 and < 50
3	≥ 50 and < 70
4	≥ 70 and < 82
5	≥ 82 and ≤ 100

Table 11. Nevada School Performance Framework Trends in Star Ratings and Index Scores

County/School	2016-2017 Star Rating	2017-2018 Star Rating	2018-2019 Star Rating	2016-2017 Index Score	2017-2018 Index Score	2018-2019 Index Score	Index Score Difference from 2017-2018 to 2018-2019 SY
Clark County Schools							
Booker ES	1	2	2	24	29	29	0
Desert Rose HS (APF*)	NR	1	1	NR	4.4	5.5	+1.1
Fitzgerald ES	3	2	2	53	37	42.5	+5.5
Hollingsworth ES	1	1	1	25	23.5	18	-5.5
Innovations ES	2	2	3	49	49	54	+5
Jeffers ES	2	2	2	32	36.5	30.5	-6.5
Kelly ES	1	2	1	10	27	17	-10
Lake ES	2	3	3	34.5	58.5	50.5	-8
Long ES	2	1	1	37	15	20	+5
Lowman ES	1	1	1	23.5	23	19.5	-3.5
Manch ES	1	1	1	11	20.5	15	-5.5
McCall ES	2	1	1	36.5	15	13	-2
Monaco MS	1	1	1	22.5	19	21.5	+2.5
Reid ES	NR	NR	1	NR	5.3	16.92	+11.62
Smith MS	1	2	1	22	30.5	27	-2.5
Snyder ES	3	3	3	62.5	62.5	52	-9.5
Sunrise Acres ES	4	3	2	69	54	48.5	-5.5
Valley HS	NR	2	2	NR	46.5	49.5	+3
Vegas Verdes ES	4	2	3	81	49.5	65	+15.5
West Prep Acad	3	3	2	63.5	60	45	-15
West Prep Sec	2	1	1	31.5	26.5	19	-7.5
Williams Wendell ES	1	1	1	28.5	21	20.5	-.5
Woolley ES	3	2	2	57.5	34.5	44	+9.5
Democracy Prep							
Agassi Elementary	3	2	2	50.5	44	41	-3
Elko CSD							
Owyhee ES	1	1	1	12	16	13	-3
West Wendover ES	1	2	2	24.5	28	28.5	+.5
West Wendover MS	1	2	2	26.5	45.5	40	-5.5
Owyhee HS	NR	2	3		27.6	58.89	+31.29
Nye CSD							
Amargosa Valley ES	2	2	1	46.5	38	23	-15
Humboldt CSD							
McDermitt ES	1	1	1	11	20.8	13.33	-7.77
McDermitt MS	1	1	1	16	12.3	18.39	+6.09

County/School	2016-2017 Star Rating	2017-2018 Star Rating	2018-2019 Star Rating	2016-2017 Index Score	2017-2018 Index Score	2018-2019 Index Score	Index Score Difference from 2017-2018 to 2018-2019 SY
Washoe CSD							
Bailey Charter ES	2	2	2	42.5	38	38	0
Booth ES	1	1	1	25	22.5	19	-3.5
Hug HS	NR	2	2		47	47	0
Natchez ES	1	1	1	11	12	18.33	+6.33

*APF indicates Alternative Performance Framework Desert Rose HS falls into one of four qualifying categories: schools offering credit recovery programs that serve a high-needs population of students.

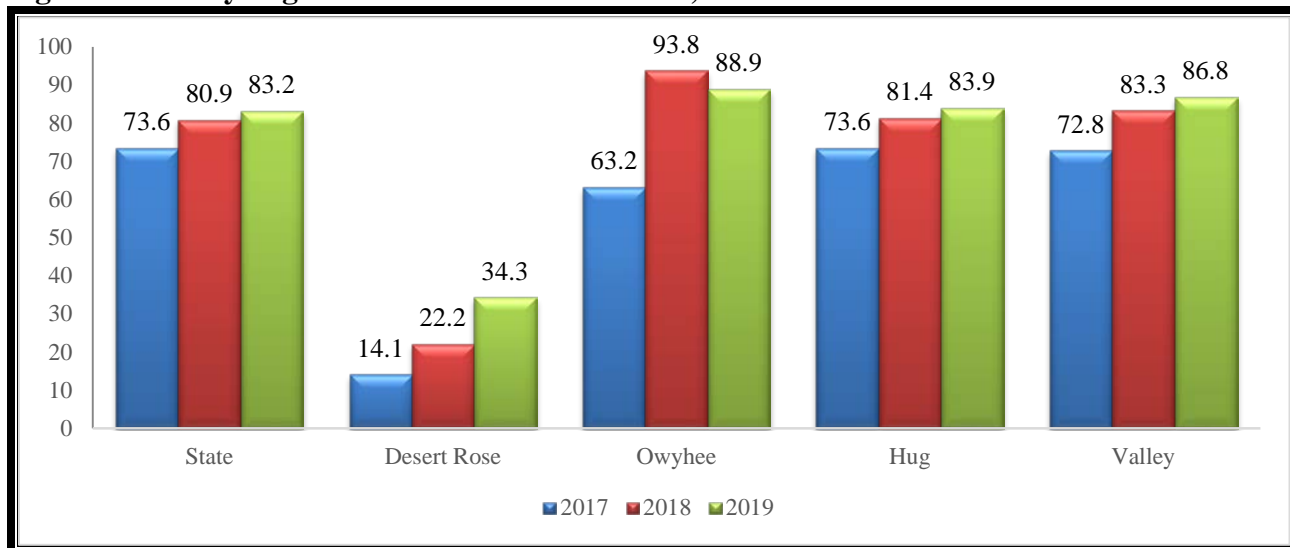
*NR indicates high schools for FY 2017 were not provided star ratings under the new NSPF.

**NR indicates the n-size was not large enough to provide a school performance rating. Reid ES is a small rural school in the Clark County School District.

Graduation Rates

With the exception of Desert Rose HS, which is an alternative high school, three of the four Victory high schools have a graduation rate higher than the state average of 83.2%. It should be noted that Desert Rose HS (Clark) demonstrated a graduation increase of 12.1percentage points between 2018 and 2019, and although Owyhee HS experienced a decrease in its graduation rate between 2018 and 2019, the rate is still higher than the state average of 83.2%. Figure 6 compares the Cohort 4-year graduation rates of each Victory high school with the state average graduation rate.

Figure 6. Victory High Schools' Graduation Rates, 2018-2019 SY



Victory Districts Highlights and Success

The following are highlights and successes as reported by the Victory School Districts:

- **Clark County Victory Schools** have reported that the staff, students, parents, and community perceived a positive increase in the climate and culture of Victory Schools. The increased perception has been achieved through the inclusion of programs for students such as The Leader in Me, fraternities and other civic organizations such as Communities in Schools and Boys Town, and through school beautification projects including murals, landscaping, gardens, and playground refurbishment.

- **Valley HS (CCSD)** reported the creation of a new magnet Program: Military Science Technology & Emergency Management (MSTEM) 4th YR which will be the first graduating class of 2020 for this magnet program
- **Snyder ES (CCSD)** reported a reduction in the percent of chronically absent students at their school.
- **Democracy Prep's** behavior specialist was also able to support scholars' social emotional growth through continued 1:1 conversations and reflective practices.
- **West Wendover ES (Elko CSD)** reported having almost all of their grades levels at 1:1 Chromebooks. This helps in testing, instruction, technology standards, etc.
- **West Wendover MS (Elko CSD)** opened their library and started building a strong collection, giving kids access to books.
- **Owyhee Combined Schools (Elko CSD)** implemented *My Perspectives* by Pearson, providing a common curriculum for grades 7-12. This allowed teachers to stop pulling resources from disparate sources.
- **Hug HS's (WCSD)** graduation rate continues to increase and major discipline decreasing.

Highlights and successes specific to Victory Schools can be found in the appendices.

Report Organization

This document contains district and school reports submitted to NDE in accordance with the reporting requirements in AB447 subsection 2.16 (a-f). These reports are located alphabetically in Appendices A – E. The NDE made only minor edits to the district reports to meet ADA compliance.

Appendix A Clark County School District
Victory Schools Report
Year 4: SY 2018-2019

District Introduction

Funding was made available through the Nevada Department of Education from Senate Bill 467 during the 80th Legislative Session to provide support for Victory Schools in Nevada. Schools that were eligible for this funding have a low star rating and a high number of enrolled students living in poverty. Twenty-two CCSD schools were awarded Victory School funding and implemented services for students, personnel, and families with the overall goal of increasing positive student outcomes.

This report describes how Victory School funding was used at each school, based on the strategies that were implemented and the number of students, staff, and families impacted. In addition, student achievement assessment results for school year 2018-2019 are displayed for each Victory School. Individual school reports are included to allow school staff to provide site specific information about strategies that were implemented, highlights and successes, barriers and lessons learned, and recommendations.

The tables in the first section show expenditures and the number of **students** impacted by Victory School strategy. The second table shows expenditures and the number of **personnel** impacted by Victory School strategy. The third table shows expenditures and the number of **families and students** impacted by Victory School strategies.

- **District Overview of Victory Schools and Expenditures by Victory School Strategy for Students.** This table includes individual school expenditures by strategy and individual school numbers of students impacted for strategies 8a, 8b, 8c, 8g, and 8h. This table also provides totals for expenditures by strategy, total numbers impacted, and cost per pupil.
- **District Overview of Victory Schools and Expenditures by Victory School Strategy for Personnel.** This table includes individual school expenditures by strategy and individual school numbers of personnel impacted for strategies 8d, 8e, and 8f. This table also provides totals for expenditures by strategy, total numbers impacted, and cost per personnel.
- **District Overview of Victory Schools and Expenditures by Victory School Strategy for Families and Students.** This table includes individual school expenditures by strategy and individual school numbers of families and students impacted for strategies 9a, 9b, 9c, 9c, and 9d. This table also provides totals for expenditures by strategy, total numbers impacted, and cost per family and/or student.

District Overview of Victory Schools and Expenditures by strategy– Students

School Name	Expenditure w/ Number Impacted	8a Pre-K	8b Summer Academ y	8c Additional Instructional	8g Reading Skills Center	8h Evidence- based programs & wrap-around services
Kermit R. Booker Sr. ES	Expenditure			\$15,922		\$180,658
	Students Impacted			101		499
Desert Rose High School	Expenditure		\$36,382			\$46,782
	Students Impacted		59			258
H. P. Fitzgerald ES	Expenditure			\$4,841		\$60,753
	Students Impacted			407		400
Howard E. Hollingsworth ES	Expenditure		\$25,782	\$4,444		\$129,899
	Students Impacted		100	125		625
Jay W. Jeffers ES	Expenditure	\$176,584		\$9,682		\$153,542
	Students Impacted	77		176		830
Matt Kelly ES	Expenditure		\$57,980			\$101,544
	Students Impacted		48			300
Robert E. Lake ES	Expenditure			\$3,881		\$87,542
	Students Impacted			100		950
Walter V. Long ES	Expenditure					\$173,232
	Students Impacted					850
Zel & Mary Lowman ES	Expenditure		\$15,881			\$197,436
	Students Impacted		120			300
J. E. Manch ES	Expenditure		\$3,271			\$624,813
	Students Impacted		150			897
Quannah McCall ES	Expenditure		\$10,134	\$846		\$170,302
	Students Impacted		50	30		345

District Overview of Victory Schools and Expenditures by strategy– Students (cont.)

School Name	Expenditure w/ Number Impacted	8a Pre-K	8b Summer Academy	8c Additional Instructional	8g Reading Skills Center	8h Evidence-based programs & wrap-around services
Mario C. & Joanne Monaco Middle School	Expenditure			\$8,219		\$347,677
	Students Impacted			80		1,350
Harry Reid ES	Expenditure					0
	Students Impacted					
J. D. Smith Middle School	Expenditure			\$6,022		\$175,229
	Students Impacted			600		948
William E. Snyder ES	Expenditure			\$15,965		\$223,494
	Students Impacted			350		900
Sunrise Acres ES	Expenditure		\$154,811	\$62,657	\$49,463	\$198,517
	Students Impacted		250	300	800	800
Valley High School	Expenditure		\$27,021	\$89,255		\$1,044,361
	Students Impacted		471	600		2,610
Vegas Verdes ES	Expenditure					\$193,623
	Students Impacted					652
West Prep ES	Expenditure		\$95,588	\$1,441		\$199,338
	Students Impacted		150	150		467
West Preparatory Academy at Charles I West Hall Sec	Expenditure		\$137,301	\$15,210		\$434,795
	Students Impacted		150	120		1,201
Wendell P. Williams ES	Expenditure			\$1,285		\$78,406
	Students Impacted			360		360
Gwendolyn Woolley ES	Expenditure		\$86,484	\$6,552		\$175,445
	Students Impacted		200	734		734
Total Expenditure per Strategy		\$176,584	\$650,635	\$246,223	\$49,463	\$4,997,389
Total Number of Students Impacted		77	1,748	4,233	800	15,328
Cost per Pupil		\$2,293	\$372	\$58	\$62	\$326

District Overview of Victory Schools and Expenditures by strategy – Personnel

School Name	Expenditure w/ Number Impacted	Personnel 8d Professional Development	Personnel 8e Incentives for Hiring & Retention	Personnel 8f Employment of Educational Personnel
Kermit R. Booker Sr. ES	Expenditure	\$10,803	\$44,939	\$336,202
	Students Impacted	37	37	9
Desert Rose High School	Expenditure	\$5,078	\$128,803	\$224,374
	Students Impacted	48	54	3
H. P. Fitzgerald ES	Expenditure	\$14,355	\$21,279	\$302,296
	Students Impacted	25	27	47
Howard E. Hollingsworth ES	Expenditure	\$16,042	\$12,794	\$470,704
	Students Impacted	32	32	32
Jay W. Jeffers Elementary	Expenditure	\$50,809	\$129,332	\$398,276
	Students Impacted	53	53	5
Matt Kelly Elementary	Expenditure	\$37,515	\$64,265	\$141,744
	Students Impacted	48	48	48
Robert E. Lake Elementary	Expenditure	\$16,837	\$56,438	\$727,592
	Students Impacted	90	60	90
Walter V. Long ES	Expenditure	\$29,607	\$118,745	\$671,612
	Students Impacted	46	48	48
Zel & Mary Lowman ES	Expenditure	\$129,573	\$88,021	\$675,973
	Students Impacted	94	94	16
J. E. Manch Elementary	Expenditure	\$72,691	\$88,533	\$380,608
	Students Impacted	66	66	12
Quannah McCall ES	Expenditure	\$4,210	\$16,120	\$280,953
	Students Impacted	15	35	6
Mario C. & Joanne Monaco Middle School	Expenditure	\$43,947	\$97,858	\$944,108
	Students Impacted	66	69	14
Harry Reid Elementary	Expenditure	\$17,229	\$6,651	\$2,575
	Students Impacted	4	4	21

District Overview of Victory Schools and Expenditures by strategy – Personnel (cont.)

School Name	Expenditure w/ Number Impacted	Personnel 8d Professional Development	Personnel 8e Incentives for Hiring & Retention	Personnel 8f Employment of Educational Personnel
J. D. Smith Middle School	Expenditure	\$2,300	\$89,908	\$967,469
	Students Impacted	17	17	6
William E. Snyder Elementary	Expenditure	\$2,300	\$54,059	\$792,316
	Students Impacted	30	30	30
Sunrise Acres Elementary	Expenditure	\$88,220	\$125,198	\$385,225
	Students Impacted	50	57	10
Valley High School	Expenditure	\$325,971	\$193,227	\$1,548,794
	Students Impacted	145	145	17
Vegas Verdes Elementary	Expenditure	\$28,412	\$32,752	\$472,157
	Students Impacted	32	46	46
West Preparatory Academy at Charles I West Hall Elementary	Expenditure	\$14,347	\$38,163	\$156,992
	Students Impacted	3	36	6
West Preparatory Academy at Charles I West Hall Secondary	Expenditure	\$33,616	\$131,365	\$630,064
	Students Impacted	83	83	25
Wendell P. Williams Elementary	Expenditure	\$27,415	\$40,058	\$208,550
	Students Impacted	29	31	20
Gwendolyn Woolley ES	Expenditure	\$43,625	\$47,081	\$353,722
	Students Impacted	64	65	7
Total Expenditure per Strategy		\$1,014,903	\$1,625,590	\$11,072,306
Total Number of Personnel Impacted		1,077	1,137	518
Cost per Personnel		\$942	\$1,430	\$21,375

District Overview of Victory Schools and Expenditures by strategy– Families and Students

School Name	Expenditure w/ Number Impacted	9a Wrap- around and health care services	9b Family Engagement programs and services	9c School Climate & Culture	9d Zone-in Learning & Alignment
Kermit R. Booker Sr. ES	Expenditure			\$13,020	
	Students Impacted			499	
Desert Rose High School	Expenditure	\$104,701		\$101,351	
	Students Impacted	258		317	
H. P. Fitzgerald ES	Expenditure	\$55,465	\$4,660	\$14,900	
	Students Impacted	400	400	400	
Howard E. Hollingsworth ES	Expenditure			\$41,044	
	Students Impacted			625	
Jay W. Jeffers ES	Expenditure			\$64,707	
	Students Impacted			830	
Matt Kelly ES	Expenditure		3,894	\$22,937	
	Students Impacted		300	300	
Robert E. Lake ES	Expenditure		\$3,479	\$146,080	
	Students Impacted		950	90	
Walter V. Long ES	Expenditure	\$5,000		\$129,626	
	Students Impacted	850		950	
Zel & Mary Lowman ES	Expenditure	\$56,134		\$101,214	
	Students Impacted	300		330	
J. E. Manch ES	Expenditure	\$58,646		\$23,273	
	Students Impacted	897		897	
Quannah McCall ES	Expenditure				
	Students Impacted				
Mario C. & Joanne Monaco Middle School	Expenditure				
	Students Impacted				
Harry Reid ES	Expenditure			\$1,500	
	Students Impacted			50	

District Overview of Victory Schools and Expenditures by strategy– Families and Students (cont.)

School Name	Expenditure w/ Number Impacted	9a Wrap-around and health care services	9b Family Engagement programs and services	9c School Climate & Culture	9d Zone-in Learning & Alignment
J. D. Smith Middle School	Expenditure				
	Students Impacted				
William E. Snyder ES	Expenditure				
	Students Impacted				
Sunrise Acres ES	Expenditure	\$84,144	\$2,943	\$33,524	
	Students Impacted	800	1,000	800	
Valley High School	Expenditure	\$93,254		\$397,922	\$100,153
	Students Impacted	2,610		2,610	6,610
Vegas Verdes Elementary	Expenditure				
	Students Impacted				
West Preparatory ES	Expenditure			\$18,214	
	Students Impacted			467	
West Preparatory Academy at Charles I West Hall Secondary	Expenditure		\$2,252	\$577,623	
	Students Impacted		500	1,201	
Wendell P. Williams ES	Expenditure			\$70,752	
	Students Impacted			360	
Gwendolyn Woolley ES	Expenditure	\$61,582		\$98,219	
	Students Impacted	734		734	
Total Expenditure per Strategy		\$518,926	\$17,228	\$1,855,906	\$100,153
Total Number of Families/Students Impacted		6,849	3,150	11,460	6,610
Cost per Family/Student		\$76	\$5	\$162	\$15

District Overview

Established in 1956, Clark County School District (CCSD) is the fifth largest school district in the United States, serving more than 320,000 students enrolled in kindergarten through 12th grade. In school year 2018-2019, CCSD represented nearly 72% of all students in Nevada, consisting of 360 schools and more than 42,000 employees. There were a total of 226 elementary schools, 59 middle schools, 49 high schools, 19 alternative schools, 7 special schools, and 6 sponsored charter schools (that are not part of CCSD).²

CCSD is comprised of a variety of schools, including nationally recognized Magnet Schools and Career and Technical Academies, as well as a fully online secondary school. In school year 2018-2019, CCSD served students who are 46.4% Hispanic/Latino, 24.5% White/Caucasian, 14.1% Black/African American, 6.4% Asian, 6.6% Multiracial, 1.6% Hawaiian/Pacific Islander, and 0.4% Native American. There are a range of programs available to meet the broad spectrum of students' educational needs. CCSD has 63.84% students qualify for Free and Reduced Lunch, 24.77% English Language Learners, and 11.80% receiving special education services to age 21, and 2.10% Gifted Education.

Under the leadership of Superintendent Dr. Jesus Jara, the mission of CCSD is to implement the Five-Year Strategic Plan, *Focus 2024*, which emphasizes a set of priorities and strategies that place students at the core of everything CCSD does. "All work is in service of student success because we know that strengthening instruction, operations, and community connections are critical to achieve our ambitious goals."³

Priority 1: Student Success (Student Academic Performance)

Strong, rigorous, standards-based instruction with appropriate opportunities for support and enrichment for all students:

- Increase student achievement in English language arts, mathematics, and science;
- Decrease student proficiency gaps in English language arts, mathematics, and science;
- Increase access and equity to rigorous curriculum and instruction for all students; and
- Ensure students and staff are safe and engaged at school.

Priority 2: Teachers, Principals, Staff (Educator Recruitment, Support, and Effectiveness)

Education is a people business, and the quality of teachers, principals, staff, and resources available to them has a direct impact on student results.

- Ensure all students have access to highly effective teachers, principals, and school staff

Priority 3: Coherent Governance and Leadership (Communication and Collaboration)

Governance and leadership must allow for the work of education to be completed with fidelity and with the support of the communities we serve.

- Enhance CCSD's Governance and Leadership structures to reflect the needs of the community

Priority 4: Sound Fiscal Management (Financial and Operational Stability)

Financial stability and operational efficiencies will drive funds into classrooms and ensure schools and educators have materials to achieve all goals.

² Fast Facts CCSD Newsroom FY19 [Fast Facts CCSD Newsroom FY19](#)

³ Clark County School District Focus 2024 [Clark County School District Focus 2024](#)

- Improve quality, communication, and understanding of district financial information;
- Improve financial equity and stability and ensure regulatory compliance with finance and budget related requirements;
- Ensure operational effectiveness and efficiency of school and district facilities and operational resources; and
- Reduce the general fund impact caused by safety concerns resulting in injury or damage.

Priority 5: Parent and Community Support (Perception of the District)

Partnering and communicating with parents and community members is imperative to connecting home, school, and community. We must engage our partners to ensure all of our efforts and resources are focused on increasing student outcomes.

- Leverage internal resources to help parents/guardians support student achievement and attendance;
- Secure strategic external resources and community partners; and
- Improve trust in and perception of the District.

Victory Schools Overview

As a requirement of the grant, schools had to identify their specific needs using student data, a community needs assessment, and NCAAT-S data. The schools had to align their Victory School plan to those identified needs. The funds could be utilized to offer the following services as outlined in the Victory legislation:

- Pre-kindergarten programs (8a)
- Summer academy or intersession academy (8b)
- Additional out-of-school time learning opportunities (8c)
- Professional development for educational personnel (8d)
- Recruitment and retention incentives (8e)
- Employment paraprofessionals (8f)
- Reading skills centers (8g)
- Integrated student supports, wrap around, evidenced based programs (8h)
- Social, psychological, health care, or wraparound services (9a)
- Parent engagement activities (9b)
- School climate and culture improvement activities (9c)
- Provide professional development outside zone of school (9d)

CCSD Victory Schools served to create increases in student achievement throughout the 2018-2019 school year indicated by a variety of measures, including the state mandated Smarter Balanced Assessment (SBAC), Measures of Academic Performance (MAPS), Criterion Reference Test in Science (CRT), chronic absenteeism, and the American College Testing (ACT) for students in high school. Other various measures to assess progress in Victory School's individual plans include Teaching Strategies GOLD (TSG) scores, student attendance, parent attendance at school events and participation in family activities, climate survey, teacher evaluations, and teacher turnover. Utilizing the teacher recruitment and retention dollars, Victory Schools aim to stabilize teacher retention and reduce the number of vacancies. CCSD Victory Schools have reported that the staff, students, parents, and community perceived a positive increase in the climate and culture of Victory Schools. The increased perception has been achieved through the inclusion of programs for students such as Leader in Me,

fraternities and other civic organizations such as Communities in Schools and Boys Town, and through school beautification projects including murals, landscaping, gardens, and playground refurbishment.

Victory Schools held School Organization Team (SOT) meetings to provide participants an overview of the CCSD Victory Schools' progress and to gain input regarding school improvement. Victory Plans were discussed in detail and time was spent gathering ideas and suggestions for strengthening the subsequent year's plan. Each Victory School conducted a comprehensive needs assessment to determine which allowable strategies would best address the identified needs of the school. Those strategies included pre-kindergarten programs, summer academies or tutoring before/after school hours, professional development, hiring and retention incentives, employment of paraprofessionals, reading centers, and wrap-around and other services.

Highlights and Successes

Many CCSD Victory Schools reported that the staff, students, parents, and community have noticed an increase in positive aspects of climate and culture at Victory Schools. This is due to programs implemented through Victory allocations (such as Leader in Me) and school beautification projects (such as murals on the school walls). This enhanced sense of climate has contributed to a decrease in expulsions and behavior school recommendations.

CCSD Victory Schools have observed impact on students' academic achievement in the 2018-2019 school year. The tables that follow display assessment scores for SBAC, CRT Science, MAP, ACT, and chronic absenteeism. The data in the tables are further disaggregated by ethnicity and subgroups. Individual school level results for all assessments and subjects are also provided in each Victory School's individual report.

District Victory Schools Data Tables Descriptions

The following tables contain various assessment measures of student performance. A brief description of each assessment along with business rules for data points, are described below.

- **Measures of Academic Progress (MAP)** in mathematics and reading scores: 2018-2019 student test score percentile school average. Data is disaggregated by grade.
- **Smarter Balanced Assessment Consortium (SBAC)** mathematics and reading scores: 2018-2019 math and reading Smarter Balanced Assessment (SBA) Consortium test average percent proficient and student counts by school and grade. Data is also disaggregated by student subgroups of ethnicity, English learner, free or reduced lunch eligible, and individualized education plan.
- **Science Criterion Reference Test (CRT) scores:** 2018-2019 science criterion referenced test average percent proficient and student counts by school and grade. Data is also disaggregated by student subgroups of ethnicity, English learner, free or reduced lunch eligible, and individualized education plan.
- **ACT Mathematics and Reading** percent proficient: 2018-2019 high school math and reading ACT test score average percent proficient and student counts by school and grade. Data is also disaggregated by student subgroups of ethnicity, English learner, free or reduced lunch eligible, and individualized education plan.
- **High school graduation data** (accountability year FY18): High school cohort graduation rates with total advance diploma and total standard diploma counts. Data is also disaggregated by student

subgroups of ethnicity, English learner, free or reduced lunch eligible, and individualized education plan.

- **Chronic Absenteeism** by school and subgroup: 2018-2019 percent chronic absenteeism by school. Data is also disaggregated by ethnicity. Data is also disaggregated by student subgroups of English learner, free or reduced lunch eligible, ethnicity, and individualized education plan.

SBAC mathematics and reading, CRT Science, high school graduation data, and ACT mathematics and reading data was derived from nevadareportcard.com. The following rules apply to this data:

- Data as of: Displayed Testing Periods
- '-' indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.
- IEP = Students with disabilities
- ELL = Students who are English Language Learners
- FRL = Students qualifying for Free/Reduced Price Lunch

MAP mathematics and reading data was obtained from CCSD Datalab. The following rules apply to this data:

- Data as of: Displayed Testing Periods
- '-' indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.
- IEP = Students with disabilities
- ELL = Students who are English Language Learners
- FRL = Students qualifying for Free/Reduced Price Lunch

MAP Mathematics and Reading Mean Test Percentiles by School, by Grade Spring FY19

School Name	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Kermit R. Booker Sr. ES	1	34.16%	80	33.78%	80
	2	38.12%	69	40.17%	69
	3	32.26%	61	35.95%	65
	K	44.53%	75	49.53%	74
H. P. Fitzgerald ES	1	49.22%	51	38.98%	51
	2	30.42%	59	29.64%	59
	3	36.59%	75	32.80%	75
	K	39.22%	59	29.95%	60
Howard E. Hollingsworth ES	1	31.01%	77	25.62%	76
	2	30.46%	94	34.50%	94
	3	30.15%	94	36.32%	94
	K	44.56%	97	53.61%	97
Jay W. Jeffers ES	1	34.28%	95	33.20%	101
	2	31.52%	96	30.27%	99
	3	31.77%	116	35.49%	121
	4	34.59%	110	39.77%	110
	5	34.77%	120	37.25%	118
	K	37.04%	114	33.18%	137
Matt Kelly ES	1	34.60%	47	27.04%	45
	2	20.78%	51	28.48%	50
	3	20.37%	41	16.24%	41
	K	29.42%	52	30.94%	50

MAP Mathematics and Reading Mean Test Percentiles by School, by Grade Spring FY19 (cont.)

School Name	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Robert E. Lake ES	1	36.48%	132	31.88%	132
	2	29.82%	123	34.02%	121
	3	38.37%	142	42.42%	142
	K	53.90%	106	48.79%	106
Walter V. Long ES	1	31.31%	119	31.25%	120
	2	31.13%	135	31.69%	136
	3	38.54%	123	36.89%	123
	K	44.40%	135	39.18%	136
Zel & Mary Lowman ES	1	32.08%	144	33.59%	144
	2	23.79%	121	26.54%	119
	3	32.11%	114	36.89%	114
	K	29.79%	125	31.41%	124
J. E. Manch ES	1	25.39%	121	23.17%	119
	2	17.83%	132	19.04%	133
	3	22.48%	145	25.76%	147
	K	29.75%	150	29.40%	149
Quannah McCall ES	1	23.51%	51	25.82%	51
	2	24.61%	54	23.45%	53
	3	23.53%	49	22.49%	49
	4	23.42%	64	25.11%	64
	5	21.08%	61	21.95%	61
	K	32.87%	47	31.13%	46
Harry Reid ES	1	76.00%	3	66.00%	3
	2	56.75%	8	60.88%	8
	3	81.00%	1	54.00%	1
	K	85.67%	3	90.67%	3
William E. Snyder ES	1	42.23%	113	34.91%	114
	2	34.94%	128	32.37%	128
	3	36.88%	110	36.44%	109
	K	40.45%	145	42.45%	144
Sunrise Acres ES	1	37.41%	111	39.75%	112
	2	28.50%	123	37.58%	118
	3	33.45%	112	35.03%	111
	4	45.13%	117	47.15%	117
	5	34.86%	134	33.46%	136
	K	37.64%	118	30.79%	119
Vegas Verdes ES	1	39.03%	114	43.74%	152
	2	30.92%	91	34.60%	113
	3	39.32%	98	45.10%	142
	4	0.00%	0	0.00%	0
	5	0.00%	0	0.00%	0
	K	40.67%	107	36.12%	111
West Preparatory Academy at Charles I West Hall Secondary	1	45.33%	64	41.19%	64
	2	43.75%	60	42.97%	60
	3	42.00%	67	41.63%	67
	K	45.71%	75	41.41%	74

MAP Mathematics and Reading Mean Test Percentiles by School, by Grade Spring FY19 (cont.)

School Name	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Williams, Wendell ES	1	34.58%	59	29.20%	50
	2	32.15%	48	31.40%	48
	3	23.23%	56	27.52%	56
	K	39.94%	49	40.02%	49
Gwendolyn Woolley ES	1	40.76%	134	41.30%	132
	2	32.26%	102	39.11%	102
	3	35.34%	110	41.74%	220
	K	48.55%	128	43.07%	129

2018-2019 MAP assessment school average in math and reading student test score percentile. This table also disaggregates average MAP test score percentile by grade.

SBAC Mathematics and Reading Percent Proficient by School, by Grade FY19

School Name	Number Enrolled	Math Number Tested	Math % Proficient	Reading Number Tested	Reading % Proficient
Gwendolyn Woolley Elementary School	363	307	31.9	307	46.9
Grade 3	113	95	40	95	48.4
Grade 4	119	104	39.4	104	47.1
Grade 5	131	108	17.6	108	45.4
H P Fitzgerald Elementary School	248	200	31	198	44.9
Grade 3	79	63	47.6	62	40.3
Grade 4	87	66	24.2	65	43.1
Grade 5	82	71	22.5	71	50.7
Harry Reid Elementary School	11	11	18.2	11	9.1
Grade 3	-	-	-	-	-
Grade 4	-	-	-	-	-
Grade 5	-	-	-	-	-
Howard E. Hollingsworth Elementary School	301	265	18.9	265	27.9
Grade 3	96	86	30.2	86	34.9
Grade 4	107	94	17	94	23.4
Grade 5	98	85	9.4	85	25.9
J. D. Smith Middle School	999	868	18	871	24
Grade 6	307	270	16.3	271	27.3
Grade 7	338	285	18.6	285	23.2
Grade 8	354	313	18.8	315	21.9

SBAC Mathematics and Reading Percent Proficient by School, by Grade FY19 (cont.)

School Name	Number Enrolled	Math Number Tested	Math % Proficient	Reading Number Tested	Reading % Proficient
J. E. Manch Elementary School	417	334	16.8	329	22.5
Grade 3	148	119	22.7	117	18.8
Grade 4	134	106	9.4	105	15.2
Grade 5	135	109	17.4	107	33.6
Jay W. Jeffers Elementary School	376	324	26.5	324	31.2
Grade 3	123	109	27.5	109	27.5
Grade 4	124	99	34.3	99	35.4
Grade 5	129	116	19	116	31
Kermit R. Booker Sr ES	233	200	23.5	201	39.8
Grade 3	68	56	25	58	24.1
Grade 4	76	65	35.4	66	53
Grade 5	89	79	12.7	77	40.3
Mario C. & Joanne Monaco MS	1,324	1,166	16.2	1,167	25.3
Grade 6	473	415	16.4	415	24.8
Grade 7	424	370	12.2	372	21
Grade 8	427	381	19.9	380	30
Matt Kelly Elementary School	118	89	11.2	88	13.6
Grade 3	46	35	8.6	35	2.9
Grade 4	37	28	14.3	27	18.5
Grade 5	35	26	11.5	26	23.1
Quannah McCall Elementary School	181	157	14	159	15.1
Grade 3	51	48	22.9	48	12.5
Grade 4	66	57	8.8	57	10.5
Grade 5	64	52	11.5	54	22.2
Robert E Lake Elementary School	442	374	38.8	376	49.2
Grade 3	140	117	51.3	117	53.8
Grade 4	154	129	38.8	130	41.5
Grade 5	148	128	27.3	129	52.7
Sunrise Acres Elementary School	380	331	39.3	332	47
Grade 3	119	101	29.7	101	27.7
Grade 4	123	106	55.7	107	59.8
Grade 5	138	124	33.1	124	51.6
Vegas Verdes Elementary School	329	292	45.2	292	52.1
Grade 3	98	87	48.3	87	50.6
Grade 4	111	99	41.4	99	52.5
Grade 5	120	106	46.2	106	52.8

SBAC Mathematics and Reading Percent Proficient by School, by Grade FY19 (cont.)

School Name	Number Enrolled	Math Number Tested	Math % Proficient	Reading Number Tested	Reading % Proficient
Walter V Long Elementary School	389	333	25.5	332	28.9
Grade 3	125	104	44.2	103	32
Grade 4	132	113	21.2	113	29.2
Grade 5	132	116	12.9	116	25.9
Wendell P. Williams Elementary School	172	133	15	133	23.3
Grade 3	56	37	13.5	37	18.9
Grade 4	66	54	14.8	54	25.9
Grade 5	50	42	16.7	42	23.8
West Preparatory Academy at Charles I West Hall Elem	212	210	39	210	37.1
Grade 3	67	66	48.5	66	39.4
Grade 4	75	74	39.2	74	45.9
Grade 5	70	70	30	70	25.7
West Preparatory Academy at Charles I West Hall Secondary	1,180	1,015	13.6	1,011	26.1
Grade 6	422	371	15.4	369	23.8
Grade 7	416	359	12.3	359	28.7
Grade 8	342	285	13	283	25.8
William E. Snyder Elementary	382	327	43.4	329	39.5
Grade 3	113	91	49.5	91	29.7
Grade 4	147	128	44.5	130	36.9
Grade 5	122	108	37	108	50.9
Zel & Mary Lowman Elementary	384	310	26.1	310	38.1
Grade 3	124	99	41.4	99	39.4
Grade 4	123	100	24	100	41
Grade 5	137	111	14.4	111	34.2

2018-2019 math and reading Smarter Balanced Assessment (SBA) Consortium test average percent proficient and student counts by school and grade. Data is also disaggregated by student subgroups of ethnicity, English learner, free or reduced lunch eligible, and individualized education plan.

Science CRT Percent Proficient by School, by Grade FY19

Group	Enroll Count	Science Number Tested	Science % Proficient
Gwendolyn Woolley ES	130	108	10.2
Grade 5	130	108	10.2
H P Fitzgerald ES	82	71	12.7
Grade 5	82	71	12.7
Harry Reid ES	-	-	-
Howard E. Hollingsworth ES	98	85	8.2
Grade 5	98	85	8.2
J D Smith MS	345	317	10.7
Grade 8	345	317	10.7
J. E. Manch ES	137	110	9.1
Grade 5	137	110	9.1
Jay W. Jeffers ES	129	117	6
Grade 5	129	117	6
Kermit R. Booker Sr ES	89	76	6.6
Grade 5	89	76	6.6
Mario C. & Joanne Monaco MS	424	376	16.8
Grade 8	424	376	16.8
Matt Kelly ES	35	26	3.8
Grade 5	35	26	3.8
Quannah McCall ES	64	54	7.4
Grade 5	64	54	7.4
Robert E Lake ES	148	129	17.1
Grade 5	148	129	17.1
Sunrise Acres ES	136	124	11.3
Grade 5	136	124	11.3
Vegas Verdes ES	120	106	18.9
Grade 5	120	106	18.9
Walter V Long ES	132	116	12.1
Grade 5	132	116	12.1
Wendell P. Williams ES	52	42	7.1
Grade 5	52	42	7.1
West Preparatory Academy at Charles I West Hall ES	70	70	4.3
Grade 5	70	70	4.3
West Preparatory Academy at Charles I West Hall Sec	340	282	12.8
Grade 8	340	282	12.8
William E. Snyder ES	121	107	5.6
Grade 5	121	107	5.6
Zel & Mary Lowman Elementary	137	115	7
Grade 5	137	115	7

ACT Math and Reading Percent Proficient by School, by Grade 11 FY19

School Name	Number Enrolled	Math Number Tested	Math % Proficient	English Number Tested	English % Proficient
Desert Rose High School	166	164	0.6%	164	4.3%
Grade 11	166	164	0.6%	164	4.3%
Valley High School	629	629	10.0%	618	24.9%
Grade 11	629	629	10.0%	618	24.9%

2018-2019 high school math and reading ACT test score average percent proficient and student counts by school and grade. Data is also disaggregated by student subgroups of ethnicity, English learner, free or reduced lunch eligible, and individualized education plan.

Cohort 4 Year Graduation Rates (Reported for Accountability Year FY 18)

Group	Total Students	Total Graduates	Graduation Rate	Total Advanced Diploma	Total Standard Diploma
Desert Rose High School	388	133	34.3%	-	133
Valley High School	691	600	86.8%	98	502

High school cohort graduation rates, with total advance diploma and total standard diploma counts for accountability year FY18. Data is also disaggregated by student subgroups of ethnicity, English learner, free or reduced lunch eligible, and individualized education plan

High school cohort graduation rates, with total advance diploma and total standard diploma counts for accountability year FY18. Data is also disaggregated by student subgroups of ethnicity, English learner, free or reduced lunch eligible, and individualized education plan.

Percent Chronic Absenteeism by School and Subgroup, FY19

School Name	Chronic Absenteeism - All Students	IEP	EL	FRL
Kermit R. Booker Sr. Elementary School	21.5	44.2	13	21.5
Desert Rose High School	91.7	>95	88.6	91.7
H. P. Fitzgerald Elementary School	25.7	44.8	19.8	25.7
Howard E. Hollingsworth Elementary School	24.5	28.8	10.9	24.5
Jay W. Jeffers Elementary School	18.3	27.5	18.1	18.3
Matt Kelly Elementary School	35.2	44.2	17.6	35.2
Robert E. Lake Elementary School	20.7	28.6	13.1	20.7
Walter V. Long Elementary School	28.6	30.4	18.3	28.6
Zel & Mary Lowman Elementary	41.5	39.2	20.1	41.5
J. E. Manch Elementary School	39.8	45.1	19.2	39.8
Quannah McCall Elementary School	24.9	28.9	18.1	24.9
Mario C. & Joanne Monaco Middle School	29	35.4	27.4	29
Harry Reid Elementary School	29	-	-	29
J. D. Smith Middle School	23.6	29	26.5	23.6
William E. Snyder Elementary	22.6	31.3	16.6	22.6

Percent Chronic Absenteeism by School and Subgroup, FY19 (cont.)

School Name	Chronic Absenteeism - All Students	IEP	EL	FRL
Sunrise Acres Elementary School	24.9	28.6	19.2	24.9
Valley High School	41.5	56	39.6	43.2
Vegas Verdes Elementary School	16.8	25.7	15.1	16.8
West Preparatory Academy at Charles I West Hall Secondary	13.6	21.7	8.8	12.4
West Preparatory Academy at Charles I West Hall Elementary	26.3	33.7	17.5	26.5
Wendell P. Williams Elementary School	39.5	47.5	21.4	39.5
Gwendolyn Woolley Elementary School	18.1	29.8	16.1	18.1

2018-2019 percent chronic absenteeism by school. Data is also disaggregated by ethnicity. Data is also disaggregated by student subgroups of English learner, free or reduced lunch eligible, ethnicity, and individualized education plan.

Barriers and Lessons Learned

As with any program, there have been several challenges and unanticipated impediments. Victory School administrators suggested that funds should be made more flexible to meet the unique circumstances of individual schools. At the same time, circumstances and conditions can change mid-year. The needs of schools are known at the beginning of the year via needs assessments, but circumstances and feedback mechanisms throughout the year produce new evidence of unanticipated student and school insufficiencies.

CCSD administrators gained great insights learned through implementation of Victory School professional development. Professional development needs to be re-visited during the school year and questions about what had been learned should be shared at least weekly to help the staff utilize the strategies as a part of long-term learning. Some Victory Schools scheduled follow-up trainings to answer any pertinent questions from staff that arose during implementation, and others would also like to employ similar strategies. Adequate time is necessary for the staff to absorb and process to deliver what they learned effectively and efficiently. Many professional development opportunities, timely follow up and maintenance strategies would be beneficial.

Some school administrators suggested that the curriculum was not being effectively utilized because it did not meet the needs of certain subgroups, or provide enough support for student learning. In some cases, additional Core Curriculum materials were needed or some curriculum was not purchased in its entirety, so teachers were not able to use the program fully. Others reported that it is a challenge to have various consultants simultaneously provide targeted professional development; there must be consistent communication with the administration to maintain a common language, expectations, and messaging.

Recommendations

Maintaining Victory Schools funding will be important to school and student success in the upcoming school years. Victory School funding has allowed CCSD to increase critical student programs that positively affect student academic outcomes but also funding to support other projects that address intermediary factors that are necessary for students to succeed. Many school administrators felt that it would be ideal to find additional ways to strategically hire, recruit, and retain staff (licensed and support).

Also, essential to student success are the Victory School programs that strengthen teacher content knowledge and other professional development and incentives for hiring and retaining our quality teachers. Support for professional development of the staff via monthly STPT's, professional development from the evidence-based curriculum consultants, and early return for new teachers and post-probationary teachers to plan for the start of the school year should be continued.

Victory School funding allows schools to improve overall climate and culture, and engagement of parents, families, and the community. Those vital programs and services include wraparound supports, health and psychological services, early childhood education, and more one-on-one instruction for students. Many Victory School principals and program administrators echoed sentiments that were similar with regard to recommendations for future Victory School funding. Meeting the needs of the "whole child" should continue, to provide wrap-around services to meet their needs, provide programs outside of the regular school day, offer programs to lead students to be career ready by high school, and have the materials necessary for classrooms to fully meet the expectations and standards. It has been important to fund the implementation of the student behavioral structures developed through positive behavior interventions and programs.

CCSD should also be allowed to continue and expand "sharing" Victory funding within other CCSD Victory Schools. A Victory high school principal suggested that this has been successful in allowing high schools to share funds, but allowing all Victory schools to share would allow feeder alignments to work on common goals. Since there are CCSD staff members who work on Victory funding, plan developing, monitoring, supporting schools, and determining outcomes, it is recommended that a portion of the salaries for those individuals be paid through Victory funds. This could be accomplished by setting a percentage of time for key individuals dedicated to Victory work and covering that portion of their salaries with Victory funds.

Clark County School District Individual School Level Reports

Kermit R. Booker Sr. Elementary School

Victory School Grant Allocation for SY 2018-2019: \$601,543.70

Current Star Rating: 2

Current Index Score: 29

School District Victory Strategies 8(a) through 8(h)—SY 2018-2019

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated			\$15,922	\$10,803
Students or Teachers Impacted	-	-	101	37
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$44,939	\$336,202	-	\$180,658
Students or Teachers Impacted	37	9	-	499

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	-	-	\$13,020	-
Students or Teachers Impacted	-	-	499	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Tutoring	8c
Staff Professional Development	8d
Employment of personnel-School Liaison, Learning strategist, Class-Size Reduction teachers. Certified Teacher Tutor's (CTT)	8e
Employment of personnel-School Liaison, Learning strategist, Class-Size Reduction teachers	8f
Envisions Math 2.0 K-5 th , Ready-Gen K-5 th ; MAP growth math, reading, and language; Imagine Learning	8h
Pretty Brown Girls; Storia-reading program; Accelerated Reading; STAR; Engineering for Kids; Disney in Schools	9c

Highlights and Successes:

- Educational-WIDA scores improved
- Academic Programs helped students to maintain academic progress and increase academic achievement in state mandated reading assessments (SBAC)
- STEAM initiative provided 21st century skills for students
- PLCs among grade levels improved teacher effectiveness and collaboration
- AVID training provided a foundational base for teachers to provide quality learning experiences for students
- Teacher implementation of the Academic Curriculum continues to improve

Barriers and Lessons Learned:

On-going training of both Ready-Gen and Envisions 2.0 is necessary for teachers to deliver successful instruction.

Recommendations:

- The state continue to fund Victory Schools to close the achievement gap among minority students
- Provide services (social worker) to improve students' mental, social, emotional, and physical aspects of our students
- Continue to provide resources in tiers 1, 2, and 3 instruction delivery
- Continue employing personnel for class-size reduction, intervention, and wrap-around services.
- Send more teachers to PLC and STEM conferences to prepare our students for 21st century skills.

School Achievement Data for SY 2018-2019

Booker ES SBAC Math and Reading FY19 Percent Proficient

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
Kermit R. Booker Sr. Elementary School	233	200	23.5	201	39.8
Black	82	67	10.4	67	31.3
Hispanic	129	115	26.1	115	41.7
White	11	-	-	-	-
Two or More Races	-	-	-	-	-
Asian	-	-	-	-	-
Pacific Islander	-	-	-	-	-
IEP	28	18	16.7	18	5.6
Not IEP	205	182	24.2	183	43.2
ELL	77	68	22.1	68	20.6
Not ELL	156	132	24.2	133	49.6
FRL	233	200	23.5	201	39.8
Grade 3	68	56	25	58	24.1
Grade 4	76	65	35.4	66	53
Grade 5	89	79	12.7	77	40.3

Booker ES CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
Kermit R. Booker Sr. Elementary School	89	76	6.6
Black	26	20	0
Hispanic	54	48	6.3
White	-	-	-
Two or More Races	-	-	-
Asian	-	-	-
IEP	12	-	-
Not IEP	77	70	7.1
ELL	28	24	0
Not ELL	61	52	9.6
FRL	89	76	6.6
Grade 5	89	76	6.6

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Kermit R. Booker Sr. Elementary School	21.5	N/A	-	18.5	25.9	30.8	-	21.4

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Kermit R. Booker Sr. Elementary School	21.5	44.2	13	21.5

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Kermit R. Booker Sr. Elementary School	1	34.16%	80	33.78%	80
	2	38.12%	69	40.17%	69
	3	32.26%	61	35.95%	65
	K	44.53%	75	49.53%	74

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

Desert Rose High School***Victory School Grant Allocation for SY 2018-2019: \$647,471.19******Current Star Rating: 1******Current Index Score: 5.56 (APF-Alternative Performance Framework)*****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	\$36,382	-	\$5,078
Students or Teachers Impacted	-	59	-	48
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$128,803	\$224,374	-	\$46,782
Students or Teachers Impacted	54	3	-	258

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	\$104,701	-	\$101,351	-
Students or Teachers Impacted	258	-	317	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Pay licensed and support staff extra duty to support summer school program	8b
PBIS, Restorative Justice Conferences	8d
Licensed Recruitment & Retention Pay, Administrative Stipend	8e
Licensed Prep Buy-Out, Support Staff OS II, Dean Position, Licensed Extra-duty Collaboration	8f
Web based instruction programs; Zspace, Yonder Program, Edutyping, Motivating Systems (PBIS), Reading Plus, Renaissance Accelerated Reader/ Math	8h
Licensed Counselor	9a
ACT Test Fees, RTC bus passes, PBIS Posters, student incentives to support PBIS program, Chromebooks and Chromebook Carts	9c

Highlights and Successes:

The creation of a school environment that supports holistic student learning.

Barriers and Lessons Learned:

Attendance did not improve despite issuing bus passes.

Recommendations:

Start the school later to accommodate travel time and obtain school bus routes.

School Achievement Data for SY 2018-2019

Cohort 4 Year Graduation Rates (Reported for Accountability Year FY 18)

Group	Total Students	Total Graduates	Graduation Rate	Total Advanced Diploma	Total Standard Diploma
Desert Rose High School	388	133	34.3	-	133
Am In/AK Native	-	-	-	-	-
Black	113	36	31.9	-	36
Hispanic	207	72	34.8	-	72
White	43	16	37.2	-	16
Two or More Races	17	-	29.4	-	-
Asian	-	-	-	-	-
Pacific Islander	-	-	-	-	-
EVER IEP	53	12	22.6	-	12
NOT EVER IEP	335	121	36.1	-	121
EVER EL	96	34	35.4	-	34
NOT EVER EL	292	99	33.9	-	99
EVER FRL	388	133	34.3	-	133

ACT Math and English FY19

School	Number Enrolled	Math Number Tested	Math % Proficient	English Number Tested	English % Proficient
Desert Rose High School	166	164	0.6%	164	4.3%
Black	63	61	0.0%	61	3.3%
Hispanic	81	81	0.0%	81	3.7%
White	16	16	6.3%	16	12.5%
Two or More Races	-	-	-	-	-
Asian	-	-	-	-	-
Pacific Islander	-	-	-	-	-
IEP	20	20	0.0%	20	0.0%
Not IEP	146	144	0.7%	144	4.9%
ELL	40	40	0.0%	40	0.0%
Not ELL	126	124	0.8%	124	5.6%
FRL	166	164	0.6%	164	4.3%
Grade 11	166	164	0.6%	164	4.3%

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Desert Rose High School	91.7	>95	88.6	91.7

Chronic Absenteeism FY 19 by Ethnicity

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Desert Rose High School	91.7	-	-	91	93.5	82.4	-	92.5

The tables above show:

The cohort 4 year graduation rates reported for accountability year FY18; the overall school average percent proficient for ACT mathematics by grade and subgroups; the overall grade level school average mean percentile on the MAP in reading.

H. P. Fitzgerald Elementary School***Victory School Grant Allocation for SY 2018-2019: \$478,549.24******Current Star Rating: 2******Current Index Score: 42.5*****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	-	\$4,841	\$14,355
Students or Teachers Impacted	-	-	407	25
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$21,279	\$302,296	-	\$60,753
Students or Teachers Impacted	27	47	-	400

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	\$55,465	\$4,660	\$14,900	-
Students or Teachers Impacted	400	400	400	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Licensed Teachers for After School Programs	8c
Professional Development (ASCD, ISTE)	8d
Licensed Recruitment/Retention Pay/ Admin Stipend/ Teacher Incentive	8e
3 Licensed, 3 Kindergarten Aides, ParaPro Tutor	8f
Communities in School Coordinator	8h
Chromebooks, Headphones, Web-Based Instruction	8h
Counselor	9a
Message Board	9b
After-School Sports Program Uniforms, Student Incentives, Medals, Trophies, Lunch with Principal	9b

Highlights and Successes:

- For the third year in a row, Fitzgerald showed an increase in both ELA & Math proficiency, as measured by the SBAC Assessment.
- Since the 2015-16 school year, Fitzgerald has increased school-wide ELA proficiency by 26.9%, as measured by the SBAC Assessments.
- Since the 2015-16 school year, Fitzgerald has increased school-wide Math proficiency by 16.6%, as measured by the SBAC Assessments.

Barriers and Lessons Learned:

- Chronic absenteeism continues to be an obstacle and a deficit area affecting student achievement at Fitzgerald.
- Inconsistency with high level formative assessments and tasks has been a barrier to school progress.

Recommendations:

- Continued professional development in the areas of increasing rigor during math tasks and the implementation of PLCs will be beneficial in increasing student achievement.
- Continued parent trainings on the positive correlation between good attendance and student achievement, as well as continued implementation of student attendance incentive programs.

School Achievement Data for SY 2018-2019

SBAC Math and Reading FY19 Percent Proficient

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
H. P. Fitzgerald ES	248	200	31	198	44.9
Black	114	89	25.8	88	47.7
Hispanic	112	94	36.2	93	41.9
White	-	-	-	-	-
Two or More Races	-	-	-	-	-
Asian	-	-	-	-	-
Pacific Islander	-	-	-	-	-
IEP	35	26	3.8	26	7.7
Not IEP	213	174	35.1	172	50.6
ELL	70	63	23.8	62	25.8
Not ELL	178	137	34.3	136	53.7
FRL	248	200	31	198	44.9
Grade 3	79	63	47.6	62	40.3
Grade 4	87	66	24.2	65	43.1
Grade 5	82	71	22.5	71	50.7

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
H. P. Fitzgerald Elementary School	82	71	12.7
Black	35	29	3.4
Hispanic	38	35	17.1
White	-	-	-
Two or More Races	-	-	-
Asian	-	-	-
IEP	15	11	0
Not IEP	67	60	15
ELL	20	19	0
Not ELL	62	52	17.3
FRL	82	71	12.7
Grade 5	82	71	12.7

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
H. P. Fitzgerald ES	25.7	N/A	-	21.3	30.7	21.4	-	17.6

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
H. P. Fitzgerald Elementary School	25.7	44.8	19.8	25.7

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
H. P. Fitzgerald Elementary School	1	49.22%	51	38.98%	51
	2	30.42%	59	29.64%	59
	3	36.59%	75	32.80%	75
	K	39.22%	59	29.95%	60

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

Howard E. Hollingsworth Elementary

Victory School Grant Allocation for SY 2018-2019: \$700,708.89

Current Star Rating: 1

Current Index Score: 18

School District Victory Strategies 8(a) through 8(h)—SY 2018-2019

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated		\$25,782	\$4,444	\$16,042
Students or Teachers Impacted		100	125	32
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$12,794	\$470,704	-	\$129,899
Students or Teachers Impacted	32	32	-	625

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	-	-	\$41,044	-
Students or Teachers Impacted	-	-	625	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Professional Development using TNTP and sending grade level representatives to conferences to increase knowledge on solid Tier I instruction and meeting expectations for lesson planning	8d
School-Community Liaison and Community In Schools coordinator supported integrating wraparound services and scheduling/providing support for families through classes	8h
Class size reduction teachers and strategists to support new teachers	8d
After School Tutoring and Summer Camp for students	8c
Community In Schools coordinator provided professional development in educating staff on the needs of our diverse population	9c

Highlights and Successes:

- 6% point increase in ELA proficiency on SBAC
- 90% staff retention for the 2019-2020 school year

Barriers and Lessons Learned:

- 85% of teachers are new to District or new to teaching and do not understand standards-based instruction and need more support in quality Tier I instruction based on data-driven decision-making.
- Franchise model was unsuccessful and did not provide the growth in student proficiency or learning anticipated.
- Schoolwide behavior expectations or discipline structure was not consistent and student behaviors took away time from quality Tier I instruction.
- Consistency in curriculum across the school was lacking which resulted in poor quality Tier I instruction.

Recommendations:

- Develop and implement consistent schoolwide behavior expectations and discipline structure. Require teachers develop classroom expectations and discipline structure that is consistently followed.
- Consistently hold weekly PLC meetings with administration present focused on standard studies and data-driven decision making for Tier I instruction.

- Implement consistency in programs used in Tier I instruction to only include Wonders or CIA for Reading, EnVisions for Math, Step Up to Writing for Writing, and FOSS Kits for Science instruction.
- Develop and implement a multi-tiered system of support for students that are at-risk in which they receive 30 minutes of focused intervention using their iReady Learning Path.
- Discuss student data on a 6-week rotational basis to determine if Tier I instruction is working for students and decide which students need more support in Tier II and III to be successful.
- Provide job-embedded coaching using the strategist at least 80% of the time to support quality Tier I instruction focused on standards.
- Focus budgets on providing more consistency within Tier I instruction.

School Achievement Data for SY 2018-2019

SBAC Math and Reading FY19 Percent Proficient

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
Howard E. Hollingsworth ES	301	265	18.9	265	27.9
Black	42	28	7.1	28	7.1
Hispanic	220	205	20.5	205	31.7
White	19	14	14.3	14	7.1
Two or More Races	16	14	21.4	14	35.7
Asian	-	-	-	-	-
Pacific Islander	-	-	-	-	-
IEP	32	29	0	29	0
Not IEP	269	236	21.2	236	31.4
ELL	117	114	6.1	114	12.3
Not ELL	184	151	28.5	151	39.7
FRL	301	265	18.9	265	27.9
Grade 3	96	86	30.2	86	34.9
Grade 4	107	94	17	94	23.4
Grade 5	98	85	9.4	85	25.9

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
Howard E. Hollingsworth Elementary	98	85	8.2
Black	12	-	-
Hispanic	74	67	7.5
White	-	-	-
Two or More Races	-	-	-
Asian	-	-	-
IEP	-	-	-
Not IEP	92	80	8.8
ELL	34	32	0
Not ELL	64	53	13.2
FRL	98	85	8.2
Grade 5	98	85	8.2

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Howard E. Hollingsworth Elementary	24.5	-	-	15.5	40	48.6	-	45.6

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Howard E. Hollingsworth Elementary	24.5	28.8	10.9	24.5

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Howard E. Hollingsworth Elementary	1	31.01%	77	25.62%	76
	2	30.46%	94	34.50%	94
	3	30.15%	94	36.32%	94
	K	44.56%	97	53.61%	97

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

Jay W. Jeffers Elementary School**Victory School Grant Allocation for SY 2018-2019: \$982,931.47****Current Star Rating: 2****Current Index Score: 30.5****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	\$176,584	-	\$9,682	\$50,809
Students or Teachers Impacted	77	-	176	53
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$129,332	\$398,276	-	\$153,542
Students or Teachers Impacted	53	5 staff 187 students	-	830

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	-	-	\$64,707	-
Students or Teachers Impacted	-	-	830	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Funded two pre-k programs (half day programs), materials & supplies	8a
After school enrichment activities	8c
Kagan, Solution Tree (PLC), Tier 1 reading	8d
Recruitment & retention incentive for licensed staff	8e
Hired pre-k assistants, reading center tutors, parent engagement (PBIS)	8f
Facilitator, tutors, supplies & materials	8g
Communities in Schools (CIS) coordinator	8h
PBIS - training, student incentives	9c

Highlights and Successes:

- Improvement in individual student attendance
- Improved school-wide expectations

Barriers and Lessons Learned:

- Have CIS focus mainly on attendance; not attendance, academics, parent engagement, and behavior

Recommendations:

- Complete the End of Year Report at the end of the school year (not in October)

School Achievement Data for SY 2018-2019***SBAC Math and Reading FY19 Percent Proficient***

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
Jay W. Jeffers ES	376	324	26.5	324	31.2
Black	27	23	21.7	23	26.1
Hispanic	329	282	27	282	31.6
White	-	-	-	-	-
Two or More Races	-	-	-	-	-
Asian	-	-	-	-	-
Pacific Islander	-	-	-	-	-
IEP	47	29	17.2	29	10.3
Not IEP	329	295	27.5	295	33.2
ELL	210	180	16.7	180	17.2
Not ELL	166	144	38.9	144	48.6
FRL	376	324	26.5	324	31.2
Grade 3	123	109	27.5	109	27.5
Grade 4	124	99	34.3	99	35.4
Grade 5	129	116	19	116	31

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
Jay W. Jeffers ES	129	117	6
Black	-	-	-
Hispanic	116	104	5.8
White	-	-	-
Two or More Races	-	-	-
Asian	-	-	-
IEP	18	12	8.3
Not IEP	111	105	5.7
ELL	56	49	0
Not ELL	73	68	10.3
FRL	129	117	6
Grade 5	129	117	6

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Jay W. Jeffers Elementary School	18.3	N/A	-	16.2	38.5	14.3	-	17.9

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Jay W. Jeffers Elementary School	18.3	27.5	18.1	18.3

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Jay W. Jeffers Elementary School	1	34.28%	95	33.20%	101
	2	31.52%	96	30.27%	99
	3	31.77%	116	35.49%	121
	4	34.59%	110	39.77%	110
	5	34.77%	120	37.25%	118
	K	37.04%	114	33.18%	137

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

Matt Kelly Elementary School***Victory School Grant Allocation for SY 2018-2019: \$429,879.49******Current Star Rating: 1******Current Index Score: 17*****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	\$57,980		\$37,515
Students or Teachers Impacted	-	48		48
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$64,265	\$141,744	-	\$101,544
Students or Teachers Impacted	48	48	-	300

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	-	\$3,894	\$22,937	-
Students or Teachers Impacted	-	300	300	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Renaissance STAR/AR Web Based Program	8h
eEvaluate Web Based Program	8h
Catapult Summer Learning	8b
Communities in Schools Coordinator	8b/h
Professional Development by Dr. Green	8b/h

Highlights and Successes:

- The ability to provide Saturday and summer learning opportunities for students was a highlight and a success as we were able to more effectively make progress towards meeting the individual needs of students.

Barriers and Lessons Learned:

- Students consistently attending summer school was a barrier to capitalizing on the fullest potential of the summer learning program. A lesson learned was to begin targeting students earlier and incentivizing student attendance.

Recommendations:

- None at this time.

School Achievement Data for SY 2018-2019***SBAC Math and Reading FY19 Percent Proficient***

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
Matt Kelly Elementary School	118	89	11.2	88	13.6
Black	88	67	10.4	66	13.6
Hispanic	20	16	18.8	16	18.8
White	-	-	-	-	-
Two or More Races	-	-	-	-	-
Pacific Islander	-	-	-	-	-
IEP	26	19	5.3	19	0
Not IEP	92	70	12.9	69	17.4
ELL	15	12	25	12	16.7
Not ELL	103	77	9.1	76	13.2
FRL	118	89	11.2	88	13.6
Grade 3	46	35	8.6	35	2.9
Grade 4	37	28	14.3	27	18.5
Grade 5	35	26	11.5	26	23.1

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
Matt Kelly Elementary School	35	26	3.8
Black	25	19	0
Hispanic	10	-	-
IEP	-	-	-
Not IEP	29	21	4.8
ELL	-	-	-
Not ELL	30	22	4.5
FRL	35	26	3.8
Grade 5	35	26	3.8

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Matt Kelly Elementary School	35.2	N/A	-	21.1	37	43.5	-	38.9

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Matt Kelly Elementary School	35.2	44.2	17.6	35.2

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Matt Kelly Elementary School	1	34.60%	47	27.04%	45
	2	20.78%	51	28.48%	50
	3	20.37%	41	16.24%	41
	K	29.42%	52	30.94%	50

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

Robert E. Lake Elementary School**Victory School Grant Allocation for SY 2018-2019: \$1,041,848.80****Current Star Rating: 3****Current Index Score: 50.5****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	-	\$3,881	\$16,837
Students or Teachers Impacted	-	-	100	90
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$56,438	\$727,592	-	\$87,542
Students or Teachers Impacted	60	90	-	950

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	-	\$3,479	\$146,080	-
Students or Teachers Impacted	-	950	90	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
ReadyGen reading curriculum 2017-18	8d, 8g aligned
enVisions math curriculum 2018-19	8d
Two Leader in Me coaching days	8d,9b, c
Evaluate assessment	8d,9c
Retired administrator assistance	8f,9c
Office manager and administrator extra duty pay/stipend	9c
After-school tutoring	8c
After-school activities	8c

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019 (cont.)

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Extra duty pay	8d,8e,9c
Extra duty pay	8d,8e,9c
Licensed pay for performance	9c
Fringes	9c
Technology (student iPads to bring to one-to-one)	9c
General supplies	9c
MyEducation data system	8d,8e,9c
Instructional Coach (literacy and Read by 3)	8f,9c
Behaviorist	8f,9a,9b,9c
4th and 5th grade class-size reduction teachers	8e,8f,9c
Two instructional assistants	8e,8f,9c
Two certified temporary tutors	8e,8f,9c

Highlights and Successes:

The two curriculums provided consistency of teaching throughout the school. Teachers implemented ReadyGen reading and enVisions math curriculum. The school had the specialists implement The Leader in Me (TLIM) curriculum. The Evaluate assessment guided teacher instruction and re-teaching. The other programs/resources assisted with overall school performance.

Barriers and Lessons Learned:

We provided four extra 4th and 5th grade teachers to lower class sizes in those grades. We did not see the increases desired on SBAC assessments. Additionally, we paused TLIM curriculum and gave the program responsibility to the specialists with teachers reinforcing TLIM program. Additionally CTTs were hard to find and were unable to duplicate as much improvement as the teachers, coaches and instructional assistants. The Nevada Educator and Performance (NEPF) coaches (retired administrators) were able to observe and give appropriate feedback to specialists and instructional coaches.

Recommendations:

- Instructional Coach (literacy and Read by 3) - Assist teachers with teaching strategies and assist with small groups (kindergarten)
- Behaviorist - Assist with challenging students, taught skills with behaviors and assist with small groups (1st grade)
- Two 4th and 5th grade class-size reduction teacher - Allowed teachers to give more individual attention to students and work with smaller groups
- Two certified temporary tutors assisted with 3rd and 4th grades small groups
- NEPF (retired administrator) Coach
- Office Specialist II – Assist in front office – customer service
- Substitutes – Planning
- After-School Tutoring and Activities – Assist with overall achievement/morale
- Additional coaches/CTTs helped other grade levels through Title I and ELL monies
- Two instructional assistants - Assisted with small groups – Strategic Budget

Due to the fact we only received 50% of Victory School monies due to our three star status, we had to shift our strategic budget, Title I budget, ELL budget and Victory Schools' budget to meet the needs of our students.

School Achievement Data for SY 2018-2019

SBAC Math and Reading FY19 Percent Proficient

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
Robert E. Lake ES	442	374	38.8	376	49.2
Black	89	56	17.9	58	32.8
Hispanic	272	252	38.5	252	48.4
White	37	30	50	30	63.3
Two or More Races	-	-	-	-	-
Asian	20	18	66.7	18	66.7
Pacific Islander	16	14	71.4	14	71.4
IEP	58	49	14.3	50	18
Not IEP	384	325	42.5	326	54
ELL	177	159	31.4	159	31.4
Not ELL	265	215	44.2	217	62.2
FRL	442	374	38.8	376	49.2
Grade 3	140	117	51.3	117	53.8
Grade 4	154	129	38.8	130	41.5
Grade 5	148	128	27.3	129	52.7

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
Robert E. Lake ES	148	129	17.1
Black	34	24	8.3
Hispanic	88	84	15.5
White	13	11	36.4
Asian	-	-	-
Pacific Islander	-	-	-
IEP	13	10	0
Not IEP	135	119	18.5
ELL	43	38	0
Not ELL	105	91	24.2
FRL	148	129	17.1
Grade 5	148	129	17.1

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Robert E. Lake Elementary School	20.7	-	8.6	17.2	33.8	28	28.6	10.8

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Robert E. Lake Elementary School	20.7	28.6	13.1	20.7

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Robert E. Lake Elementary School	1	36.48%	132	31.88%	132
	2	29.82%	123	34.02%	121
	3	38.37%	142	42.42%	142
	K	53.90%	106	48.79%	106

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

Walter V. Long Elementary School**Victory School Grant Allocation for SY 2018-2019: \$1,127,822.55***Current Star Rating: 1**Current Index Score: 20***School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	-	-	\$29,607
Students or Teachers Impacted	-	-	-	46
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$118,745	\$671,612	-	\$173,232
Students or Teachers Impacted	48	48	-	850

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	\$5,000	-	\$129,626	-
Students or Teachers Impacted	850	-	850	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Employee Training – Magnet Schools of America Conference, iTeach Summer Conference, and Kagan Conference	8d
Licensed – Pay for Performance/Retention	8e
Additional personnel were employed to implement and support the programs, in addition to providing paid Extra Duty, Professional Development, Substitute Release, and Prep Buyout.	8f
Software programs were purchased for students to practice Common Core State Standards (CCSS) and integrated as part of the curriculum: MyOn, Study Island, Reading Eggs, MathSeeds, IXL, MobyMax. Two programs were purchased for benchmark assessment, progress monitoring and student data tracking: AimsWeb and ESGI.	8h
Truancy Court and Future Smiles (Educational Services)	9a
General Supplies (Instructional Supplies), Student Incentives, MakerSpace, Awards, and Mural Materials, STEM; Technology Supplies, Replacement and Repair for iPads, Cables, Switches, Toner, Printers	9c

Highlights and Successes:

- Long had a 5 point increase in STAR rating.
- Long implemented software integration as part of the curriculum.

Barriers and Lessons Learned:

- The previous Franchise Model was unsuccessful and in order to grow, Long must become a data-driven school. Data-driven methods will be employed more robustly in the future.

Recommendations:

- Structured weekly PLC's focused on data
- Site Based Collaboration Time (SBCT) focused on Nevada Educator Performance Framework (NEPF)
- Budgets focused on school academic, behavioral, and attendance, including climate and culture.

School Achievement Data for SY 2018-2019

SBAC Math and Reading FY19 Percent Proficient

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
Walter V. Long Elementary School	389	333	25.5	332	28.9
Black	47	35	11.4	35	14.3
Hispanic	294	261	25.7	260	28.5
White	28	22	27.3	22	36.4
Two or More Races	-	-	-	-	-
Asian	-	-	-	-	-
Pacific Islander	-	-	-	-	-
IEP	54	40	2.5	40	0
Not IEP	335	293	28.7	292	32.9
ELL	172	153	15.7	153	13.7
Not ELL	217	180	33.9	179	41.9
FRL	389	333	25.5	332	28.9
Grade 3	125	104	44.2	103	32
Grade 4	132	113	21.2	113	29.2
Grade 5	132	116	12.9	116	25.9

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
Walter V. Long Elementary School	132	116	12.1
Black	12	11	0
Hispanic	104	93	11.8
White	-	-	-
Asian	-	-	-
Pacific Islander	-	-	-
IEP	22	18	0
Not IEP	110	98	14.3
ELL	55	48	2.1
Not ELL	77	68	19.1
FRL	132	116	12.1
Grade 5	132	116	12.1

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Walter V. Long Elementary School	28.6	-	15	21.8	46.2	58.3	41.7	40.8

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Walter V. Long Elementary School	28.6	30.4	18.3	28.6

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Walter V. Long Elementary School	1	31.31%	119	31.25%	120
	2	31.13%	135	31.69%	136
	3	38.54%	123	36.89%	123
	K	44.40%	135	39.18%	136

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

Zel & Mary Lowman Elementary***Victory School Grant Allocation for SY 2018-2019: \$1,264,231.99******Current Star Rating: 1******Current Index Score: 19.5*****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated		\$15,881		\$129,573
Students or Teachers Impacted		120 students and 12 staff members	-	94
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$88,021	\$675,973	-	\$197,436
Students or Teachers Impacted	94 All licensed staff and admin	16 staff members	-	300 students and 3 staff members

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	\$56,134	-	\$101,214	-
Students or Teachers Impacted	300 students	-	330 All staff, students and admin	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
<p>Increase ELA proficiency rates in grades 3-5. By the end of the 2017-18 school year, 54.7% of all third through fifth grade students will be proficient in ELA as reported by the SBAC assessment.</p> <p>Programs and services: Ron Clark site PD, Summer Academy, Literacy First, iReady student materials, AIMS Web, Scholastic News, Leveled readers, Interventions for reading, SBAC and MAP</p>	<p>8(b) 8(c) 8(d) 8(e) 8(f) 8(h)</p>
<p>Increase math proficiency in grades 3-5. By the end of the 2018-19 school year, 39% of all third through fifth grade students will be proficient in math as reported by the SBAC assessment.</p> <p>Programs and services: Ron Clark site PD, Summer Academy, iReady student material, AIMS Web, Interventions for math, SBAC and MAP</p>	<p>8(b) 8(c) 8(d) 8(e) 8(f) 8(h)</p>
<p>Increase the percentage of school-based personnel trained in cultural competency.</p> <p>Programs and services: Professional Development on teaching students in trauma, Professional Development on teaching students in poverty, Leader in Me, Teaching and engaging with poverty in mind conference</p>	<p>8(d) 8(f) 9(b) 9(c)</p>

Highlights and Successes:

- A 10% increase in ELA to 35% and a 7% increase in math to 31% in iReady.
- Monthly celebrations of classrooms that met the Accelerated Reader goal for the month.
- 95 students increased fact fluency in addition, subtraction, multiplication and division based on Rocketmath.
- A drop in behavioral referrals due to proactive teaching versus reactive teaching.
- ELL instructional rounds providing insight to increase student discourse across all grade levels. SBAC bootcamp to support our 3rd -5th grade students.

Barriers and Lessons Learned:

- Chronic absenteeism, making sure all staff members received PD on working with students in trauma and poverty, lack of academic discourse in classrooms and classrooms being served by long term subs.
- Make commitment to improve chronic absenteeism rate, increase PD on academic discourse, and continue training all staff on working with students in poverty and trauma.
- Our high transiency rate is one of our big barriers as well.

Recommendations:

- Strategic Math and ELA instruction; differentiated grouping structures, double blocking reading/writing instruction, chronic absenteeism program, both with CCSD and Truancy Court.
- Professional development for teachers around student in poverty.
- SEL program and students/family supports with BoysTown, Communities in School and a social worker.
- Additional classroom supports with CTTs and instructional aides, specific math and ELA instruction that is online practice for the students.
- Data insight use and professional development for teachers and administrators, summer academy
- Culturally Responsive Teaching professional development, phonics and phonemic awareness. Curriculum and professional development and increase academic discourse in all classrooms.

School Achievement Data for SY 2018-2019

SBAC Math and Reading FY19 Percent Proficient

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
Zel & Mary Lowman Elementary	384	310	26.1	310	38.1
Black	162	117	13.7	117	23.9
Hispanic	161	147	34.7	147	46.9
White	29	22	27.3	22	40.9
Two or More Races	17	12	25	12	50
Asian	-	-	-	-	-
Pacific Islander	11	-	-	-	-
IEP	37	26	19.2	26	19.2
Not IEP	347	284	26.8	284	39.8
ELL	60	57	22.8	57	21.1
Not ELL	324	253	26.9	253	41.9
FRL	384	310	26.1	310	38.1
Grade 3	124	99	41.4	99	39.4
Grade 4	123	100	24	100	41
Grade 5	137	111	14.4	111	34.2

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
Zel & Mary Lowman Elementary	137	115	7
Black	56	43	0
Hispanic	60	54	11.1
White	-	-	-
Two or More Races	-	-	-
Asian	-	-	-
Pacific Islander	-	-	-
IEP	10	-	-
Not IEP	127	107	7.5
ELL	22	21	0
Not ELL	115	94	8.5
FRL	137	115	7
Grade 5	137	115	7

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Zel & Mary Lowman Elementary	41.5	-	-	25.1	50.9	54.1	57.9	42.2

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Zel & Mary Lowman Elementary	41.5	39.2	20.1	41.5

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Zel & Mary Lowman Elementary	1	32.08%	144	33.59%	144
	2	23.79%	121	26.54%	119
	3	32.11%	114	36.89%	114
	K	29.79%	125	31.41%	124

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

J. E. Manch Elementary School***Victory School Grant Allocation for SY 2018-2019: \$1,043,535.88******Current Star Rating: 1******Current Index Score: 15.5*****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	3,217		72,691
Students or Teachers Impacted	-	150		66
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	88,533	380,608	-	624,813
Students or Teachers Impacted	66	12	-	897

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	58,646	-	23,273	
Students or Teachers Impacted	897	-	897	

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
District Goal: Increase Grade 3rd-5th proficiency rates in reading from 24.2% to 57% and math from 15.6% to 48.5% by 2019 as measured by summative state assessments. Programs and services: Summer Academy, Imagine Learning, Achieve 3,000, Literacy First, Ready student materials, PALS, Leveled readers, Interventions for reading, Kagan, Virtual Reality Lab, SBAC and MAP	8(b) 8(c) 8(d) 8(e) 8(f) 8(h)
Increase the Median Growth Percentile in ELA from 55.5% to 61% by 2019 as measured by state summative assessments. Programs and services: Summer Academy, Imagine Learning, Achieve 3,000, Literacy First, Ready student materials, PALS, Leveled readers, Interventions for reading, Kagan, Virtual Reality Lab, SBAC and MAP	8(b) 8(c) 8(d) 8(e) 8(f) 8(h)
District Goal: Increase the percentage of school-based personnel trained in cultural competency. School Goal: Decrease the number of Required Parent Conferences used to resolve behavior referrals. Programs and services: Summer Academy, Imagine Learning, Achieve 3,000, Literacy First, Ready student materials, PALS, Leveled readers, Interventions for reading, Kagan, Virtual Reality Lab, SBAC and MAP	8(d) 8(f) 9(a) 9(b) 9(d)

Highlights and Successes:

J. E. Manch Elementary School is committed to improving school culture throughout the school year. Through partnerships with Boys Town, Communities in Schools, Victory Funded Social worker, and school counselor, J. E. Manch Elementary School had a 54% decrease in total behavioral incident from 1,143 in 2018 to 525 in 2019.

Manch also saw an 89% decrease in Possession of Weapons, an 83% decrease in threats, a 78% decrease in Unacceptable Behaviors, a 64% decrease in Hitting, and a 56% decrease in fights.

- Though J. E. Manch Elementary School total proficiency rate was not what we wanted, J. E. Manch Elementary School did see academic growth in other areas on SBAC.
- J. E. Manch Elementary School had a Median Growth Percentile Rate (MGP) on SBAC in math of a 48, which was better than 166 other schools in the state of Nevada.
- J. E. Manch Elementary School also had a MGP on SBAC in ELA of 44, which was better than 111 other schools in the state of Nevada.
- J. E. Manch Elementary School showed great growth with consistently enrolled in fifth grade students (students that were enrolled at Manch for 3 or more years).
- On average, 5th grade students in 2018-2019 are performing better than 3rd grade students in 2016-2017 with a 17 point gap below the 5th grade cut-score compared to a 63 point gap below the 3rd grade cut-score.
- Fifth grade students that were enrolled at Manch for five or more school years, saw a 45.7% proficiency rate on SBAC ELA.

Barriers and Lessons Learned:

- Two of the major barriers that J. E. Manch Elementary School faces is chronic absenteeism and high transiency.
- J. E. Manch Elementary School has the highest chronic absenteeism rate CCSD with a rate of 37.5%.
- J. E. Manch Elementary School also has one of the highest transiency rates in the state. Of our current 5th grade students, only 25% have been enrolled at J. E. Manch Elementary School for 5 or more years.
- Other barriers include making sure all staff members received PD, lack of academic discourse in classrooms, lack of consistent Tier 1 instruction in major academic areas, and classrooms being served by long term subs. J. E. Manch Elementary School is commitment to improve chronic absenteeism rate and increase PD on academic discourse and other academic areas.

Recommendations:

- Improve Tier 1 and Tier 2 instructional programs through data analysis and early identification of at risk students, teacher support in the development of instructional practices that target specific needs, progress monitoring tools to measure impact which should result in increased student achievement in ELA and Mathematics.
- Strategic math and ELA instruction; differentiated grouping structures, school wide Writing Workshop instruction, chronic absenteeism program, both with CCSD and Pathway from Poverty, professional development for teachers around Writer's Workshop, Preview Lessons, Number Talks, strategic planning, DOK questioning to assist with Kagan strategies, SEL program and students/family supports with BoysTown, Communities in School and a social worker, additional classroom supports with CTTs and instructional aides, specific math and ELA instruction that is online practice for the students, and Data Insight use and professional development for teachers and admin, summer academy.

School Achievement Data for SY 2018-2019***SBAC Math and Reading FY19 Percent Proficient***

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
J. E. Manch Elementary School	417	334	16.8	329	22.5
Am In/AK Native	-	-	-	-	-
Black	168	127	11	122	18
Hispanic	183	159	16.4	159	23.3
White	27	20	30	20	35
Two or More Races	30	22	31.8	22	31.8
Asian	-	-	-	-	-
IEP	46	36	5.6	35	8.6
Not IEP	371	298	18.1	294	24.1
ELL	79	74	12.2	74	10.8
Not ELL	338	260	18.1	255	25.9
FRL	417	334	16.8	329	22.5
Grade 3	148	119	22.7	117	18.8
Grade 4	134	106	9.4	105	15.2
Grade 5	135	109	17.4	107	33.6

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
J. E. Manch Elementary School	137	110	9.1
Black	57	43	4.7
Hispanic	61	51	7.8
White	-	-	-
Two or More Races	-	-	-
Asian	-	-	-
IEP	15	12	0
Not IEP	122	98	10.2
ELL	25	22	0
Not ELL	112	88	11.4
FRL	137	110	9.1
Grade 5	137	110	9.1

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
J. E. Manch ES	39.8	-	7.7	31.9	46.9	46.8	-	35.9

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
J. E. Manch ES	39.8	45.1	19.2	39.8

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
J. E. Manch ES	1	25.39%	121	23.17%	119
	2	17.83%	132	19.04%	133
	3	22.48%	145	25.76%	147
	K	29.75%	150	29.40%	149

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

Quannah McCall Elementary School***Victory School Grant Allocation for SY 2018-2019: \$482,565.60******Current Star Rating: 1******Current Index Score: 13*****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	\$10,134	\$846	\$4,210
Students or Teachers Impacted	-	50 students	30 students	15 teachers
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$16,120	\$280,953	-	\$170,302
Students or Teachers Impacted	35 teachers	3 class size reduction teachers and 3 aides.	-	345 students

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	-	-	-	-
Students or Teachers Impacted	-	-	-	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Licensed and support staff for Summer School Academy	8b
Licensed and subs for SBAC Saturday Tutoring Camp	8c
After hours collaboration for Licensed and Long-term Subs	8d
Licensed recruitment and retention pay	8e
Class size reduction teachers and Kinder instructional aides	8f
Reach for Reading/Chromebooks/Chromebook carts	8h

Highlights and Successes:

Quannah McCall Elementary School observed an increase in the Student Growth Indicator Math CRT Median Growth Percentile on the Nevada School Performance Framework (NSPF). The success in this area can be attributed to the new math program, Go Math, implemented in 2017 as well as the professional development on teaching to the Nevada Academic Content Standards and the 8 Mathematical Practices provided by our Title I-funded strategists and district personnel. Through stakeholder discussion, it was determined that the RTI Walk (to model for each grade level) implemented in 2017-2018 and 2018-2019 resulted in an increase in Core Phonics mastery of various skills in grades 2, 3, and 4. Additionally, the reduction in students with chronic absenteeism was attributed to the Victory-funded positive supports for reducing absenteeism, and administrators meeting with parents of students with chronic absenteeism.

Barriers and Lessons Learned:

Too many long-term subs in teaching positions/chronic absenteeism still too high.

Recommendations:

Hire licensed teachers/provide incentives to keep teachers. Continue to provide professional development to teachers on teaching to the standards and not the program. Implement home visits to provide support for those families with students with chronic absenteeism; as well as provide positive incentives for those students with perfect attendance.

School Achievement Data for SY 2018-2019***SBAC Math and Reading FY19 Percent Proficient***

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
Quannah McCall Elementary School	181	157	14	159	15.1
Am In/AK Native	-	-	-	-	-
Black	31	23	4.3	23	4.3
Hispanic	139	125	15.2	127	17.3
White	-	-	-	-	-
Two or More Races	-	-	-	-	-
IEP	28	20	10	22	0
Not IEP	153	137	14.6	137	17.5
ELL	100	92	14.1	93	8.6
Not ELL	81	65	13.8	66	24.2
FRL	181	157	14	159	15.1
Grade 3	51	48	22.9	48	12.5
Grade 4	66	57	8.8	57	10.5
Grade 5	64	52	11.5	54	22.2

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
Quannah McCall ES	64	54	7.4
Am In/AK Native	-	-	-
Black	12	-	-
Hispanic	48	44	9.1
White	-	-	-
Two or More Races	-	-	-
IEP	13	10	10
Not IEP	51	44	6.8
ELL	29	26	3.8
Not ELL	35	28	10.7
FRL	64	54	7.4
Grade 5	64	54	7.4

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Quannah McCall ES	24.9	-	-	19.2	35.9	-	N/A	50

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Quannah McCall Elementary School	24.9	28.9	18.1	24.9

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Quannah McCall ES	1	23.51%	51	25.82%	51
	2	24.61%	54	23.45%	53
	3	23.53%	49	22.49%	49
	4	23.42%	64	25.11%	64
	5	21.08%	61	21.95%	61
	K	32.87%	47	31.13%	46

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

Mario C. & Joanne Monaco Middle School**Victory School Grant Allocation for SY 2018-2019: \$1,441,808.77****Current Star Rating: 1****Current Index Score: 21.5****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	-	\$8,219	\$43,947
Students or Teachers Impacted	-	-	80 students	66 teachers
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$97,858	\$944,108	-	\$347,677
Students or Teachers Impacted	69 staff members	13 teachers 1 OS II 1 addition hr. for CM	-	1 CIS 1350 students

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	-	-	-	-
Students or Teachers Impacted	-	-	-	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Pay licensed extra duty for after school tutoring	8c
Pay licensed extra duty and long term substitutes for after school Professional Development for MyPerspectives, Evaluate, ALEKS, Gizmos, Glencoe, Exact Path, Reading Edge and collaboration	8d
Licensed Recruitment and Retention Pay, Administrators Stipend	8e
13 class size reduction teachers, licensed prep buy out for RTI, Robotics, Health/PE, Explorations, PLCs, and Math, Support Staff OS II, campus monitor, and before and after school student and parent support for on-site activities	8f
Communities in Schools Coordinator, student incentives, extra school supplies, band instruments, MyPerspective books, ELA books, Glencoe Math books, Reading Edge books, chromebooks and carts, classroom printers, headphones, radios, AIMSweb, Success for All, Criterion Writing, eValueate, copiers	8h

Highlights and Successes:

For the 2018-19 school year, the school has improved from 19 to 21.5 index points as reported on the Nevada School Performance Framework (NSPF). The successes can be attributed to Victory and Title-1 grant-funded smaller class sizes and having additional professional development opportunities (PD). In addition, discipline events were down 18% from the previous year.

Barriers and Lessons Learned:

- As many of the teachers were new to teaching and struggled with pedagogy and discipline, we struggled with consistent effective and engaging instruction.
- Teachers at Monaco MS struggled with delivering individualized and personalized learning supports for students who struggle with Tier-I instruction.
- Discipline continues to be a barrier of student achievement with most teachers. As we introduced PBIS behavior philosophies last year, we noted that both parts of PBIS were needed to truly change behaviors. We made gains with student behavior last year, but not enough to affect student achievement and make the gains required by the state.
- We provided professional development to the teachers working specifically with our lowest WIDA scoring students, but did not provide enough best practices for our whole staff. In return, our WIDA scores went down. We will need to provide these trainings (including modeling) to all teachers.

Recommendations:

- Monaco will provide professional development for teachers on best practices, high Depth of Knowledge tasks, and rotations.
- Keep our class sizes smaller to allow for instruction that is more individualized.
- Continue to provide teacher incentives in order to hire for hard to fill positions and retain teachers. We will also continue to hire additional personnel and buy teacher prep time to maintain smaller class sizes which allow for more individualized instruction and allow for blended learning.
- We will continue to utilize rotations and the blended model in the classrooms to better address student needs.
- Implementing the Success for All (SFA) reading program for our lowest scoring students on the WIDA assessment.
- Fully implement the PBIS behavior modification philosophies to decrease negative behaviors.

School Achievement Data for SY 2018-2019

SBAC Math and Reading FY19 Percent Proficient

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
Mario C. & Joanne Monaco Middle School	1324	1166	16.2	1167	25.3
Black	183	139	5	139	15.8
Hispanic	1062	963	17.7	965	26.1
White	51	46	17.4	45	33.3
Two or More Races	20	12	16.7	12	25
Asian	-	-	-	-	-
Pacific Islander	-	-	-	-	-
IEP	181	158	3.2	158	4.4
Not IEP	1143	1008	18.3	1009	28.5
ELL	444	399	3.5	400	2.5
Not ELL	880	767	22.8	767	37.2
FRL	1324	1166	16.2	1167	25.3
Grade 6	473	415	16.4	415	24.8
Grade 7	424	370	12.2	372	21
Grade 8	427	381	19.9	380	30

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
Mario C. & Joanne Monaco Middle School	424	376	16.8
Black	59	48	6.3
Hispanic	330	301	19.6
White	23	19	5.3
Two or More Races	-	-	-
Asian	-	-	-
Pacific Islander	-	-	-
IEP	54	44	4.5
Not IEP	370	332	18.4
ELL	137	117	3.4
Not ELL	287	259	22.8
FRL	424	376	16.8
Grade 8	424	376	16.8

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Mario C. & Joanne Monaco Middle School	29	-	-	26.6	38.9	45.8	-	34.5

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Mario C. & Joanne Monaco Middle School	29	35.4	27.4	29

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups.

Harry Reid Elementary School***Victory School Grant Allocation for SY 2018-2019: \$27,955.42******Current Star Rating: 1******Current Index Score: 16.92*****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	-	-	\$17,229
Students or Teachers Impacted	-	-	-	4
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$6,651	\$2,575	-	-
Students or Teachers Impacted	4	21	-	-

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	-	-	\$1,500	-
Students or Teachers Impacted	-	-	50	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Certified Temporary Tutor	8f
Leader in Me	8d, 9c

Highlights and Successes:

- Students are taking more responsibility for their own learning, as homework return rates increased.
- A new attendance incentive program was put into place that rewarded entire families for good school attendance.

Barriers and Lessons Learned:

- Our attendance incentive program, while a step in the right direction, focused too much on extrinsic rewards.
- Too many of our action steps required action from families, but not enough training was given to parents.

Recommendations:

- Adjustments have been made to our attendance incentive program, which will align with the steps we are taking to improve school culture, making school attendance more intrinsically rewarding.
- We have hired a school counselor to be on site 2 times per week to help students overcome personal and family barriers that are currently hindering students' academic progress.

School Achievement Data for SY 2018-2019***SBAC Math and Reading FY19 Percent Proficient***

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
Harry Reid Elementary School	11	11	18.2	11	9.1
Hispanic	-	-	-	-	-
White	-	-	-	-	-
Two or More Races	-	-	-	-	-
IEP	-	-	-	-	-
Not IEP	-	-	-	-	-
Not ELL	11	11	18.2	11	9.1
FRL	11	11	18.2	11	9.1
Grade 3	-	-	-	-	-
Grade 4	-	-	-	-	-
Grade 5	-	-	-	-	-

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Harry Reid Elementary School	29	N/A	N/A	-	N/A	-	N/A	33.3

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Harry Reid Elementary School	29	-	-	29

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Harry Reid Elementary School	1	76.00%	3	66.00%	3
	2	56.75%	8	60.88%	8
	3	81.00%	1	54.00%	1
	K	85.67%	3	90.67%	3

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

J. D. Smith Middle School

Victory School Grant Allocation for SY 2018-2019: \$1,240,928.48

Current Star Rating: 1

Current Index Score: 27

School District Victory Strategies 8(a) through 8(h)—SY 2018-2019

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	-	\$6,022	\$2,300
Students or Teachers Impacted	-	-	600	17 Teachers
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$89,908	\$967,469	-	\$175,229
Students or Teachers Impacted	17 All Teachers	948 Students 6 Teachers	-	948

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	-	-	-	-
Students or Teachers Impacted	-	-	-	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Funds provide students opportunity and supplies for the afterschool chef program	8(c)
Professional Development on ELA & Math Constructed Responses, Engagement, PLCs and EL strategies and Evaluate	8(d)
Provided stipends that aligned with state procedures	8(e)
Six additional Math Teachers and Prep buy-outs for remediation and enrichment	8(f)
Community in School Coordinator	8(h)

Highlights and Successes:

- Math Evaluate assessment data indicated 2% estimated proficiency on the September assessment grew to 8% proficiency on the May assessment
- SBAC math data increased from 18% in 2018 to 19.1% in 2018
- WIDA data indicated 25.8% of ELL students met Adequate Growth Proficiency in 2018-19 compared to the District rate of 22.8%

Barriers and Lessons Learned:

- School frequently short 2-4 substitute teachers daily
- Teachers see the importance of providing short response writing activities in the lessons
- Teachers collaborate and discuss the constructed response writing tasks and rubric
- ELL students must be identified and teachers need their WIDA scores to see where they are at so they can grow

Recommendations:

Over the past years, classroom sizes continued to increase. JD Smith MS has lost six teaching positions since 2014-15. Staff is key to improving learning at schools. Additional support that is needed will be utilized to create appropriate classroom sizes so teachers can effectively impact student learning at a school that faces unique challenges due to the large number of students performing two to three grade levels below.

School Achievement Data for SY 2018-2019

SBAC Math and Reading FY19 Percent Proficient

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
J. D. Smith MS	999	868	18	871	24
Am In/AK Native	-	-	-	-	-
Black	77	53	9.4	53	7.5
Hispanic	887	796	18.3	799	24.7
White	22	-	-	-	-
Two or More Races	-	-	-	-	-
Asian	-	-	-	-	-
IEP	138	102	3.9	102	6.9
Not IEP	861	766	19.8	769	26.3
ELL	337	286	2.1	289	2.1
Not ELL	662	582	25.8	582	34.9
FRL	999	868	18	871	24
Grade 6	307	270	16.3	271	27.3
Grade 7	338	285	18.6	285	23.2
Grade 8	354	313	18.8	315	21.9

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
J. D. Smith Middle School	345	317	10.7
Black	21	18	5.6
Hispanic	316	293	10.9
White	-	-	-
Two or More Races	-	-	-
Asian	-	-	-
IEP	39	29	0
Not IEP	306	288	11.8
ELL	122	111	0
Not ELL	223	206	16.5
FRL	345	317	10.7
Grade 8	345	317	10.7

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
J. D. Smith Middle School	23.6	-	-	19.6	50.5	71.4	N/A	37.5

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
J. D. Smith Middle School	23.6	29	26.5	23.6

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups.

William E. Snyder Elementary School**Victory School Grant Allocation for SY 2018-2019: \$1,088,133.34****Current Star Rating: 3****Current Index Score: 57****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	-	\$15,965	\$2,300
Students or Teachers Impacted	-	-	350	30
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$54,059	\$792,316	-	\$223,494
Students or Teachers Impacted	30	30	-	900

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	-	-	-	-
Students or Teachers Impacted	-	-	-	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Tutoring/STEM	8(c)
Professional development	8(d)
Hiring and retaining	8(e)
Intervention and small groups w/ IA's; Classroom teachers for improved Tier I instruction	8(f)
Everyday Math; Communities in Schools; Reading Center Materials; Technology Supports; Web-based Instruction & Assessment	8(h)

Highlights and Successes:

- Continued status as a 3-Star school
- Improved results in the area of math proficiency
- Reduction in the percent of chronically absent students

Barriers and Lessons Learned:

Continued struggles with parent participation, need to determine more ways to garner parent attendance at after school events and during the school day

Recommendations:

- Continue to maintain focus on math instruction using existing strategies
- Increase focus on closing gaps in the early grades in both math and reading
- Utilize MAP data to target learning gaps in foundational skills

School Achievement Data for SY 2018-2019***SBAC Math and Reading FY19 Percent Proficient***

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
William E. Snyder Elementary	382	327	43.4	329	39.5
Am In/AK Native	-	-	-	-	-
Black	67	47	21.3	49	22.4
Hispanic	267	237	47.7	237	42.2
White	21	21	47.6	21	33.3
Two or More Races	19	14	50	14	71.4
Asian	-	-	-	-	-
Pacific Islander	-	-	-	-	-
IEP	30	26	15.4	26	11.5
Not IEP	352	301	45.8	303	41.9
ELL	154	141	32.6	141	22.7
Not ELL	228	186	51.6	188	52.1
FRL	381	327	43.4	329	39.5
Grade 3	113	91	49.5	91	29.7
Grade 4	147	128	44.5	130	36.9
Grade 5	122	108	37	108	50.9

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
William E. Snyder ES	121	107	5.6
Black	22	14	0
Hispanic	87	81	4.9
White	-	-	-
Two or More Races	-	-	-
Asian	-	-	-
IEP	11	-	-
Not IEP	110	98	6.1
ELL	39	38	2.6
Not ELL	82	69	7.2
FRL	121	107	5.6
Grade 5	121	107	5.6

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
William E. Snyder Elementary	19.5	-	-	17.9	32.2	31.9	-	15.4

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
William E. Snyder Elementary	19.5	25.4	12.7	19.5

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
William E. Snyder ES	1	42.23%	113	34.91%	114
	2	34.94%	128	32.37%	128
	3	36.88%	110	36.44%	109
	K	40.45%	145	42.45%	144

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

Sunrise Acres Elementary School***Victory School Grant Allocation for SY 2018-2019: \$1,184,702.10******Current Star Rating: 2******Current Index Score: 48.5*****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	\$154,811	\$62,657	\$88,220
Students or Teachers Impacted	-	250 students	300 students	50 teachers
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$125,198	\$385,225	\$49,463	\$198,517
Students or Teachers Impacted	57 staff	10 staff	800 students	800 students

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	\$84,144	\$2,943	\$33,524	-
Students or Teachers Impacted	800 students	800 students/200 parents/	800 students	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
19 teachers; 8 support staff; instructional supplies; printing services; curriculum (Reading Wonders, Everyday Math, Ready/iReady, Accelerated Reader, Lexia, FOSS kits, EIE kits)	8b
Before and After School Extra Duty Tutoring by licensed and support staff	8c
Out of state PD conferences; trainer of trainers model; professional development book studies; Leader in Me conference-trainer of trainers model	8d
Licensed Personnel; Tier I and III recruitment and retention pay; Administrative stipend	8e
CSR Teachers; school counselor; learning strategist, 2 CTTS	8f
Literacy Lab; classroom library sets for Accelerated Reader Program; iPads/Chromebooks and Chromebook cart; 2 projectors; 50 desktop computers; 200 headphones; and 2 laptop MacBook Airs (Administration tools-observations and evaluations)	8g
CIS Coordinator on-site; AIMSweb for K-5; MAP for 4-5; iPads/Chromebooks and Chromebook carts; Reading Wonders, Everyday Math, Ready/iReady, Accelerated Reader, Lexia; ST Math; FOSS kits, EIE kits; audio visual aids for classrooms; Lexia; printers for Reading Skills/Literacy Lab; 2 projectors; 50 desktop computers; 200 headphones; and 2 laptop MacBook Airs (Administration tools-observations and evaluations)	8h
School counselor; Future Smiles	9a
School community family nights to promote parent/family engagement	9b
Attendance, academic, and behavior student incentives	9c

Highlights and Successes:

Sunrise Acres ES observed a significant increase in the English Language Arts (ELA) proficiency on state summative assessments. The success in this area can be attributed to the use of Victory-funded Reading Wonders curriculum, Accelerated Reader incentive system in all grades, and i-Ready curriculum in grades 3-5. After reviewing our data with stakeholders, it was determined that effective implementation of the curriculum and interventions with additional support provided by learning strategists and administration demonstrated significant impact on student gains in ELA, especially in grades 4 and 5. Moving forward, the school will utilize Victory funds to purchase i-Ready for all grades and implement the same support structure schoolwide. Stakeholders also identified that it has been beneficial to have additional learning opportunities and a strong emphasis on school culture. For this reason, Sunrise Acres ES will continue to provide before and after school tutoring and enrichment programs as well as a Summer Academy. We will also focus on further strengthening our climate and culture through our “6 Houses, 1 Family” structure.

- Vertical PLCs has improved vertical alignment and increased collaboration among the grade level teams.
- Sunrise Acres was “TSI notified” last year. Vertical PLCs and collaboration strengthened classroom instruction so that our student groups could accelerate. Sunrise Acres did not receive a designation of TSI for 2018-19.

Barriers and Lessons Learned:

Sunrise Acres ES fell to a two star school. The decreases in student growth are an area of concern for Sunrise Acres ES. Many of the growth rates remain in the category of “typical growth,” but we would like to focus on improving beyond this typical level. The schoolwide emphasis on providing consistent Tier I instruction and effective differentiation with our Victory-funded programs will provide each student the opportunity to meet

his/her individual growth targets. We are also focused as a leadership team on providing consistent support to our teachers in their classrooms.

- New principal started on August 27, 2019.
- Long term substitutes were needed to cover vacancy in third grade until January.
- Long term substitutes lacked the teaching skills necessary for sustained progress and growth.

Recommendations:

- Provide ongoing training and professional development for long term substitute teachers in vacancies to ensure consistency, rigor, skill mastery, and acceleration.
- Continue to provide resources in Tier I, II, and III instruction.
- Focus on STEAM and provide science labs for inquiry based learning.
- Continue to focus on class size reduction, interventions, and wrap-around services.

School Achievement Data for SY 2018-2019

SBAC Math and Reading FY19 Percent Proficient

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
Sunrise Acres ES	380	331	39.3	332	47
Black	75	53	22.6	53	35.8
Hispanic	273	250	40.4	251	47.8
White	13	10	70	10	70
Two or More Races	10	-	-	-	-
Asian	-	-	-	-	-
Pacific Islander	-	-	-	-	-
IEP	48	39	2.6	39	10.3
Not IEP	332	292	44.2	293	51.9
ELL	162	148	28.4	149	25.5
Not ELL	218	183	48.1	183	64.5
FRL	380	331	39.3	332	47
Grade 3	119	101	29.7	101	27.7
Grade 4	123	106	55.7	107	59.8
Grade 5	138	124	33.1	124	51.6

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
Sunrise Acres ES	136	124	11.3
Black	24	18	11.1
Hispanic	104	99	9.1
White	-	-	-
Two or More Races	-	-	-
Asian	-	-	-
IEP	11	-	-
Not IEP	125	115	12.2
ELL	50	47	2.1
Not ELL	86	77	16.9
FRL	136	124	11.3
Grade 5	136	124	11.3

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Sunrise Acres Elementary School	24.9	-	38.5	17.3	38	36.4	-	30.2

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Sunrise Acres Elementary School	24.9	28.6	19.2	24.9

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Sunrise Acres Elementary School	1	37.41%	111	39.75%	112
	2	28.50%	123	37.58%	118
	3	33.45%	112	35.03%	111
	4	45.13%	117	47.15%	117
	5	34.86%	134	33.46%	136
	K	37.64%	118	30.79%	119

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

Valley High School**Victory School Grant Allocation for SY 2018-2019: \$3,819,959.76****Current Star Rating: 2****Current Index Score: 49.5****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated		\$27,021	\$89,255	\$325,971
Students or Teachers Impacted	-	10 Teachers 471 Students	600	145
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$193,227	\$1,548,794	-	\$1,044,361
Students or Teachers Impacted	145	17	-	2,610

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	\$93,254		\$397,922	\$100,153
Students or Teachers Impacted	2,610		2,610	6610 Feeder Schools Served (4): Orr MS, KO Knudson, Beckley ES, John Park ES

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Instructional Supplies	8(b)
Saturday School & Summer Academy	8(b) & 8(c)
APEX Credit Retrieval	8(c)
Professional Development/ Conferences: Link Crew (Boomerang), IB Conference, NSTA Math Conference, T3 International Conference, NABE Conference, TESOL Conference, Science Conference, Leadership of Excellence- Disney Institute, ASCD Conference, CADA Conference, IB Online Course, CDEA Dance Conference, FETC Conference, IB Los Angeles Workshop, Leadership Network Conference, PBIS Conference, CATESOL Conference	8(d)
Licensed Substitutes for Professional Development	8(d)
Springboard & Consultants for Professional Development (ELA & Math)	8(d)
NAEP: National Academic Educational Partners (Professional Development-Lesson Studies)	8(d)
Data Insight Partners: School-Wide Data Dashboard for Progress Monitoring	8(d)
Prep Buy Outs for Class size reduction (Remediation and enrichment)	8(f)
Certified Teacher Tutors (CTT): Cooperative Consultant Push into ELL Transition Classes	8(f)
Personnel: Social Workers, Licenses Personnel, Instructional Coach, Data Coach, Registrar, Office Specialist	8(f)
Achieve 3000 Programming: ELL Intervention	8(h)
Technology Purchased: Blended Learning	8(h)
Software licenses (Managebac, Renaissance Math, Gizmos, Cengage, Playposit, Nearpod, Question Bank, Edgenuity, Edulastic and JAMP	8(h)
Wraparound Services: Social Worker(s)	9(a)
Extra Duty Pay for teacher collaboration (Vertical Alignment and Common Assessment)	9(d)
Parent Center Materials-parenting books and language materials	9(b)
Testing Fees (AP exams for FRL) (IB/ Credit by Exam/ CPR: First Aid Exam)	9(c)
Student Incentives for improving attendance and culture/climate- (MTSS) Positive Behavior Supports	9(c)
Professional Development at Valley High School and feeder middle schools	9

Highlights and Successes:

- Graduation rate increased from 66.94% to 87% (4YR Cohort) 83.7% (5 YR Cohort)
- 9th grade credit sufficiency rate increased from 54.98% to 86.2%
- Reduction in expulsions and suspensions through PBIS implementation from:
Expulsions – 22 (2017-2018) to 50 (2018-2019) (Please note: Increase is due to mandatory expulsion for second time substance possession. During SY20, this policy is no longer in effect.)
Suspensions – 285 (2017-2018) to 238 (2018-2019)
RPCs -689 (2017-2018) to 649 (2018-2019)
- Creation of a new magnet Program: Military Science Technology & Emergency Management (MSTEM) 4th YR which will be the first graduating class of 2020 for this magnet program
- Link Crew mentoring program has yielded gains in freshman class attendance, credit sufficiency, and behavior data.
Increased overall ACT Composite score for junior class from 14.9 to 15.64 (YR2018)

- Valley HS is 0.4 points away ACT Interventions have yielded gains in ACT English, Reading, Science, Math, and Writing sections. In fact, from meeting the Nevada state average on the ACT Writing subsection. Both the ACT English and ACT Reading section averages have increased by 1-point.
- The graduating class of 2019 has earned over 7.8 million in scholarships and grants. Graduated seniors have pursued post-secondary opportunities at prestigious universities including: Columbia University, Loyola Marymount University, and University of California, Los Angeles (UCLA).
- The 4-year graduating cohort for the SY 17-18 improved in all subgroups except IEP was Above the Measured Interim Progress percentage, note: English Learners Current and Former was 84.5% compared to 81.7 (MIP) and the Economically Disadvantaged was 82.7% compared to 76.8% (MIP).
- The Black/African-American subgroup was above District average in earning 13.9% Advanced Diplomas compared to the District average of 11.2%.
- The Two or more Races subgroup was slightly above District average in earning 28.5% Advanced Diplomas compared to the District average of 28%.
- Participation on State Assessments was 99.8% for both math and ELA.
- The staff and administration have focused on the whole child (social/emotional learning skills) knowing the student population (over 200) is over 78% Free-Reduced Lunch and one of the highest homeless student populations in CCSD with a transient rate of over 33%. Valley High School has been identified at 100% FRL for the current 2019-20 SY. The focus on the whole child has significantly improved the safety, climate and culture which has shown growth of student performance and outcomes. It needs to be noted that students of poverty come with significant trauma (ACES) and encounter social/environmental barriers which impede their academic success. Wraparound services and Valley High School's Wellness Center has afforded many students assistance with basic needs, mental-health counseling, and additional resources to provide stability in order to retain them in school. Additionally, our Communities in Schools (CIS) site-based coordinators provided services at Tier II interventions to improve attendance, grades, and behavior. Hence, Victory resources are a necessity due to the fact that more resources are needed to accommodate students with trauma.
- Administrators have implemented leadership professional development to continue to engage in crucial conversations about using data to inform best, research-based instructional practices.
- Administrators have been able to strategically design action plans for continuous school improvement focusing on monitoring student learning goals and holding licensed personnel accountable for student outcomes and academic achievement.
- Teacher leaders are expected to implement and present professional development to their colleagues in order to improve current instructional practices. Once they take ownership of their own professional growth, there is investment in implementing the professional development. Due to the culture of being risk-takers and innovators at Valley HS, teachers are not inhibited to immediately implement professional development or form committees to target a Problem of Practice (POP) to improve student outcomes/achievement. Examples of some committees formed have been the ACT Committee, Improved Attendance Committee, Advanced Placement Society, Site Based Collaboration Committee, Positive Behavior Instructional Supports/ Multi-Tiered Systems of Supports Committee, Safety Committee, and the Valley Advanced Scholars. They continue to take initiative to develop systems and processes of implementation that improve student-centered learning and performance. Teachers have been empowered and supported to implement continuous improvement practices therefore there has been increased teacher retention and collaboration for a culture that we "all" are committed to ensuring that students success is our primary focus- One School- One Goal- Student Success.

Barriers and Lessons Learned:

- It is a challenge to have various consultants simultaneously provide targeted professional development; there must be consistent communication with administration to maintain common language, expectations, and messaging.

- Sustaining systems and protocols within the school when there is staff turn-over at every level. It is key to provide consistent oversight of these systems and processes. The amount of time and energy spent by providing oversight from the administration can become overwhelming. Difficulty to retain administrative/teachers/support staff personnel and burn-out is a consequence of working at a high needs school. The volume of workload is not comparable to non-Title I school sites.
- Ensure you select the appropriate teachers to attend professional development. These individuals must have the capacity to present and share this learning with their colleagues. The expectation is that they have the will and skill to implement and be reflective learners.
- It is noted that we have an International Baccalaureate Magnet Program that has been awarded as a School of Excellence from IB International Organization. There, a difficulty has been to retain teachers in the IB Program, we have had teachers solicited and hired at other schools that are offering this same IB Program in more affluent communities. There are four other IB high schools in the district. There is consistent recruiting of teachers to other schools, most other sites are non-Title I in the suburbs.
- Knowing that teachers in Title I schools, like Valley High School, have to work significantly harder becomes a challenge for retaining teachers to choose to remain teaching student populations with high needs student populations.
- When teachers attend professional development, it is removing a highly qualified teacher from the classroom which may impact student's instructional focus and affect the school's climate and culture due to a break in routines and procedures.
- The District's surplus placement of administrators, teachers, and support staff (at times) impedes the ability to have the principal select their teams. Personnel placements do not allow the autonomy for the "right fit" with aligned values and work ethic to be able to promote continuous improvement efforts. If a site consistently has personnel placements, it restricts the improvement process to accelerate in the timelines expected. At times, the administration must focus on progressive discipline for ineffective placements; it is wasted time and effort spent.

Recommendations:

- Victory paid for: 10 licensed teachers, 1 counselor, 3 social workers. It is imperative that the licensed and support staff are retained at Valley High School. There are systems and processes in place that have yielded "high" return on investment for the betterment of all students. If these positions were removed, it would significantly, adversely impact the improvement trajectory of student achievement at Valley High School.
- In order to continue to improve student performance consistently of these strategies, programs/services, professional development, and supports need tie to be consistently implemented with a focus on rigorous, standards-based Tier I instruction, in addition to targeted support to underperforming subgroups. Our Northwest Accreditation walk-throughs and data revealed an ongoing need to increase the rigor of classroom curriculum. Through purposeful, job-embedded Professional Development, school-wide instructional rounds, instructional coaching, etc., Valley HS has made gains, but would like to continue improving the quality and rigor of classroom instruction. Continue lesson studies in math and ELA, science, and expand to Social Studies. This professional development has yielded the highest return on investment. We will continue this process as a Trainer of Trainer model throughout the school.
- Data Insight Partners will continue to provide professional development and technical support for teachers to utilize Customized Data Dashboard and to inform their instructional practices.
- Continue to provide our entire staff trauma-based social-emotional learning professional development.
- Continue to add Dual Enrollment Coursework with partnerships with post-secondary institutions: CSN, Nevada State College and UNLV.
- Continue to focus on improving ACT/AP/IB/CTE scores & College/Career Readiness pathways
- Reduce Chronic Absenteeism

- Improvement for English Language Learner student outcomes and academic achievement (e.g. improve WIDA scores and reduce achievement gaps)

Based on site needs assessment the following strategies are being requested for future consideration:

- Create trauma-sensitive safe spaces on campus- rooms with furniture conducive for students to reflect, deescalate, and calm down when necessary
- Re-design and re-purpose the Dean's Office to align with new "Student Success" administrative roles/responsibilities and allow space to be more conducive for MTSS interventions (e.g. Peer Mediation)
- Spring 2020 Trauma Based Schools Conference in Atlanta, GA to further training and implementation of interventions in response to student needs- fund 3 licensed team members (1 administrator and 2 teachers)
- During the 2017-2018 NW Accreditation walk-throughs, the fifth domain of "Digital Learning" scored the lowest across grade levels 9-12. To increase College & Career Readiness and ensure that students are competitive post-graduation, we must ensure that technology is included in plan to sustain and maintain existing technology on-site and
- Fall 2019 Feeder Schools Mariachi Conference- fund consultant and teacher compensation
- Dance floor request to improve instruction
- Dance Consultant for Fall 2019- fund consultant and teacher compensation off contract hours
- Band Summer Musical Conference- fund consultant and teacher compensation
- MSTEM educational capstone field trip to Washington DC- collaborate with cybersecurity high school and have educational field trip experience at Federal Bureau of Investigation (FBI Offices)
- Teen Mental Health professional development registration fees for licensed and support personnel
- IB holocaust/Mob Museum/ Nevada History Museum educational field trips in Los Angeles and Las Vegas
- Increase administrative and licensed personnel incentive retention stipend
- Add support staff incentive retention stipend
- Trauma-Informed Consultant for Spring 2019- Find consultant to organize and lead job-embedded professional development in response to student need and MTSS intervention

School Achievement Data for SY 2018-2019

Cohort 4 Year Graduation Rates (Reported for Accountability Year FY 18)

Group	Total Students	Total Graduates	Graduation Rate	Total Advanced Diploma	Total Standard Diploma
Valley High School	691	600	86.8	98	502
Black	81	59	72.8	10	49
Hispanic	473	418	88.4	55	363
White	59	52	88.1	15	37
Two or More Races	23	18	78.3	-	13
Asian	48	46	95.8	13	33
Pacific Islander	-	-	-	-	-
EVER IEP	67	40	59.7	-	38
NOT EVER IEP	624	560	89.7	96	464
EVER EL	226	185	81.9	16	169
NOT EVER EL	465	415	89.2	82	333
EVER FRL	634	550	86.8	79	471
NOT EVER FRL	57	50	87.7	19	31

ACT Math and English FY19

School	Number Enrolled	Mathematics - Number Tested	Mathematics - % Proficient	English - Number Tested	English - % Proficient
Valley High School	629	629	10.0%	618	24.9%
Am In/AK Native	-	-	-	-	-
Black	95	95	6.3%	93	18.3%
Hispanic	435	435	9.2%	426	24.2%
White	45	45	15.6%	45	37.8%
Two or More Races	15	15	6.7%	15	33.3%
Asian	34	34	23.5%	34	32.4%
Pacific Islander	-	-	-	-	-
IEP	69	69	0.0%	65	1.5%
Not IEP	560	560	11.3%	553	27.7%
ELL	179	179	0.0%	169	3.0%
Not ELL	450	450	14.0%	449	33.2%
FRL	508	508	9.4%	500	22.6%
Not FRL	121	121	0.124	118	0.347
Grade 11	629	629	10.0%	618	24.9%

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Valley High School	41.5	56	39.6	43.2

Chronic Absenteeism FY 19 by Ethnicity

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Valley High School	41.5	90.9	19.3	38.6	53.3	54.6	58.3	46.8

The tables above show:

The cohort 4 year graduation rates reported for accountability year FY18; the overall school average percent proficient for ACT mathematics by grade and subgroups; the overall grade level school average mean percentile on the MAP in reading.

Vegas Verdes Elementary School**Victory School Grant Allocation for FY 2018-2019: \$726,944.27****Current Star Rating: 3****Current Index Score: 65****School District Victory Strategies 8(a) through 8(h) - SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	-	-	\$28,412
Students or Teachers Impacted	-	-	-	32
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$32,752	\$472,157	-	\$193,623
Students or Teachers Impacted	46	46	-	652

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	-	-	-	-
Students or Teachers Impacted	-	-	-	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Increase the percent of 3rd grade students proficient in ELA from 47.5% (17-18 SBAC) to 52% by 2019 as measured by state summative assessments. All students will increase proficiency in 4th and 5th grade ELA/Math from 55.4% (ELA) /49% (Math) to 57% (ELA) / 55% (Math) by 2019 as measured by state summative assessments (SBAC).	8 (d, e, f) 8 (d, e, f)
Reduce the percent of chronically absent students from 11.3% in 2017-2018 to 9% in 2018-2019 as measured by Infinite Campus and reported on the Nevada School Performance Framework (NSPF).	8 (h)

Highlights and Successes:

- Vegas Verdes moved from 2-Star (49.5 NSPF Points) to 3 Star (65 NSPF Points)
 - 15.5 point increase in total points
- Chronic absenteeism dropped almost an entire percentage and we increased our overall population by about 150 students.

Barriers and Lessons Learned:

- Student improvement in math increased (MGP and AGP). However, we have decided to create a system that will provide for cross grade level conversations and a common language for math by moving away from Ready Math and moving back to Everyday Math, which was so successful several years ago.
- Our barrier is to create a school climate and culture that mimics what we have done for the previous years. Funding is an issue when we are successful as the school receives less money for moving to 3 Star. Class size reduction funds in addition to 50% of Victory funds will be taken for the 2020-2021 school year.

Recommendations:

- Our Parent Center (CIS) played a key role in addressing attendance concerns and providing support to our community. We will continue to provide CCSD resources and outside entities to help families (food bank, School Bell, Legal Aide of Southern Nevada, etc.).
- Administration rolled over a significant amount of money for the following school year in order to maintain the current staff numbers for 2020-2021.

School Achievement Data for SY 2018-2019***SBAC Math and Reading FY19 Percent Proficient***

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading Number Tested	Reading - % Proficient
Vegas Verdes Elementary School	329	292	45.2	292	52.1
Am In/AK Native	-	-	-	-	-
Black	33	21	33.3	21	38.1
Hispanic	251	229	45.9	229	52.4
White	17	17	35.3	17	58.8
Two or More Races	-	-	-	-	-
Asian	11	11	72.7	11	63.6
Pacific Islander	-	-	-	-	-
IEP	35	29	10.3	29	10.3
Not IEP	294	263	49	263	56.7
ELL	137	120	35.8	120	34.2
Not ELL	192	172	51.7	172	64.5
FRL	329	292	45.2	292	52.1
Grade 3	98	87	48.3	87	50.6
Grade 4	111	99	41.4	99	52.5
Grade 5	120	106	46.2	106	52.8

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
Vegas Verdes Elementary School	120	106	18.9
Black	14	10	30
Hispanic	91	81	17.3
White	-	-	-
Two or More Races	-	-	-
Asian	-	-	-
Pacific Islander	-	-	-
IEP	12	-	-
Not IEP	108	97	19.6
ELL	37	31	0
Not ELL	83	75	26.7
FRL	120	106	18.9
Grade 5	120	106	18.9

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Vegas Verdes ES	16.8	-	-	13.4	33.3	38.9	15.4	20.6

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Vegas Verdes ES	16.8	25.7	15.1	16.8

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Vegas Verdes ES	1	39.03%	114	43.74%	152
	2	30.92%	91	34.60%	113
	3	39.32%	98	45.10%	142
	4	0.00%	0	0.00%	0
	5	0.00%	0	0.00%	0
	K	40.67%	107	36.12%	111

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

West Preparatory Academy at Charles I West Hall Elementary
Victory School Grant Allocation for SY 2018-2019: \$1,955,968.96
Current Star Rating: 2
Current Index Score: 45

School District Victory Strategies 8(a) through 8(h)—SY 2018-2019

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	\$95,588	\$1,441	\$14,347
Students or Teachers Impacted	-	150 (S) 11 (T)	150 (S) 3 (T)	3 (T)
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$38,163	\$156,992	-	\$199,338
Students or Teachers Impacted	36 (T)	6 (T)	-	467 (S)

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	-	-	\$18,214	-
Students or Teachers Impacted	-	-	467 (S)	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Teachers and support staff	8(b)
Licensed support for SBAC training	8(c)
Substitute to cover training, Achieve 3000, iReady, Everyday Math, Ready Gen, ASCD, ISTE	8(d)
Licensed recruitment and retention pay	8(e)
1 Licensed personnel, prep periods for PLC, AVID enrichment I.A additional hour for support in the classroom, FASA additional hour for support	8(f)
Student uniforms, AVID teachers, Ready Gen, Everyday Math, Leader In Me, library books, Chromebook, active slates, web based instruction (iReady, Aimsweb, eValueate, Achieve 3000)	8(h)
Student and teacher incentives, West Prep swag, lunch with Administration, gift cards, trophies, student uniforms, supplies	9(c)

Highlights and Successes:

- West Prep Elementary has continued to implement Professional Learning Communities (PLC) to assist teachers in the planning and development of effective instruction.
- Teachers participated in on-going professional development to learn best practices and effective strategies aligned to the NVACS.
- Students received extra instruction in English Language Arts through our Reading center.
- Monthly student incentives engaged students to actively participate in class and create a positive climate and culture.
- 150 students enrolled in our Summer Academy to strengthen their academic skills through fun and engaging lessons.
- Based on our WIDA assessment, students scoring a bridging or reaching achievement level increased from 37.7% in 2018 to 46.2% in 2019.
- Students in 3rd grade increased their proficiency rate on our SBAC assessment in math from 37% in 2018 to 49% in 2019. This is the highest proficiency rate to date.

Barriers and Lessons Learned:

- Being limited to only vendors that are on state approved list, even though outside vendors maybe researched based and aligned to school goals.
- Create and budget for a plan in order to minimize amendments.

Recommendations:

- Release Victory funds in a timelier manner in order to allow schools to be best prepared at the beginning of the school year.

School Achievement Data for SY 2018-2019

SBAC Math and Reading FY19 Percent Proficient

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
West Preparatory Academy at Charles I West Hall Elementary	212	210	39	210	37.1
Black	40	39	30.8	39	33.3
Hispanic	160	159	39.6	159	37.7
White	-	-	-	-	-
Two or More Races	-	-	-	-	-
Asian	-	-	-	-	-
IEP	23	23	17.4	23	17.4
Not IEP	189	187	41.7	187	39.6
ELL	112	112	27.7	112	22.3
Not ELL	100	98	52	98	54.1
FRL	194	192	38.5	192	37
Not FRL	18	18	44.4	18	38.9
Grade 3	67	66	48.5	66	39.4
Grade 4	75	74	39.2	74	45.9
Grade 5	70	70	30	70	25.7

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
West Preparatory Academy at Charles I West Hall Elementary	70	70	4.3
Black	17	17	0
Hispanic	50	50	4
White	-	-	-
Asian	-	-	-
IEP	-	-	-
Not IEP	66	66	4.5
ELL	32	32	3.1
Not ELL	38	38	5.3
FRL	64	64	3.1
Not FRL	-	-	-
Grade 5	70	70	4.3

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
West Preparatory Academy at Charles I West Hall Elementary	13.6	N/A	-	10.2	24.7	-	-	12

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
West Preparatory Academy at Charles I West Hall Elementary	13.6	21.7	8.8	12.4

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
West Preparatory Academy at Charles I West Hall Elementary	1	45.33%	64	41.19%	64
	2	43.75%	60	42.97%	60
	3	42.00%	67	41.63%	67
	K	45.71%	75	41.41%	74

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

West Preparatory Academy at Charles I West Hall Secondary
Victory School Grant Allocation for SY 2018-2019: \$1,962,226.15
Current Star Rating: 1
Current Index Score: 19

School District Victory Strategies 8(a) through 8(h)—SY 2018-2019

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	\$137,301	\$15,210	\$33,616
Students or Teachers Impacted	-	150 Students 13 Teachers	120	83
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$131,365	\$630,064	-	\$434,795
Students or Teachers Impacted	83	25	-	1201

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	-	\$2,252	\$577,623	-
Students or Teachers Impacted	-	500	1201	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Licensed and Support staff for Summer Academy	8B
Licensed staff before and after school tutoring	8C
Training for programs: MyPerspectives, Glencoe, iReady, Achieve 3000, eValue, and Edgenuity.	8D
All licensed teachers and admin stipend	8E
Three licensed for class-size reduction/ Additional 1 hour for all classroom support staff and CSMs	8F
Two Communities in Schools personnel/ student standard attire uniforms/ Band instruments/ Books-classroom instructional textbooks and readers-also for library/ w-based instructional programs	8H
Support staff participation in family nights to include Open House and Literacy Night	9B
Campus beautification, including murals/ Student incentives/ Band and Mariachi replacement equipment / Chromebooks and technology supplies/ Radio Tower	9C

Highlights and Successes:

West Prep continued to implement Professional Learning Communities (PLC) to assist teachers in the planning and development of effective instruction. Teachers participated in on-going professional development to learn best practices and effective strategies. Students were provided the opportunity to retrieve lost credits using the Edgenuity Online Learning Management System at West Prep's Summer Academy. Incoming sixth graders attended West Prep's weeklong Summer Bridge Program where students became familiar with school norms, expectations, and campus layout, met new friends, and engaged in learning activities. Teachers and staff provided monthly student incentives including Student of the Month and A/B Honor Roll.

Barriers and Lessons Learned:

Being limited to only vendors that are on state-approved list even though outside vendor/services may be researched-based and aligned to school goals create and budget a detailed plan that will minimize the need for amendments.

Recommendations:

The state could release funds in a timelier manner in order to allow schools to be more prepared and supplied at the beginning of the school year.

School Achievement Data for SY 2018-2019***SBAC Math and Reading FY19 Percent Proficient***

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
West Preparatory Academy at Charles I West Hall Secondary	1180	1015	13.6	1011	26.1
Am In/AK Native	-	-	-	-	-
Black	414	337	5.6	337	16.9
Hispanic	676	604	16.9	600	30.3
White	31	26	15.4	26	23.1
Two or More Races	34	27	18.5	27	29.6
Asian	13	12	58.3	12	83.3
Pacific Islander	-	-	-	-	-
IEP	226	193	1.6	193	4.7
Not IEP	954	822	16.4	818	31.2
ELL	303	273	4	272	6.6
Not ELL	877	742	17.1	739	33.3
FRL	1099	945	13.2	941	25.3
Not FRL	81	70	18.6	70	37.1
Grade 6	422	371	15.4	369	23.8
Grade 7	416	359	12.3	359	28.7
Grade 8	342	285	13	283	25.8

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
West Preparatory Academy at Charles I West Hall Secondary	26.3	-	<5	16.8	41.6	61.7	45.5	32

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
West Preparatory Academy at Charles I West Hall Secondary	26.3	33.7	17.5	26.5

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
West Preparatory Academy at Charles I West Hall Secondary	340	282	12.8
Am In/AK Native	-	-	-
Black	125	101	5
Hispanic	195	165	17
White	-	-	-
Two or More Races	-	-	-
Asian	-	-	-
Pacific Islander	-	-	-
IEP	55	47	2.1
Not IEP	285	235	14.9
ELL	86	72	2.8
Not ELL	254	210	16.2
FRL	306	253	11.1
Not FRL	34	29	27.6
Grade 8	340	282	12.8

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups.

Wendell P. Williams Elementary School**Victory School Grant Allocation for SY 2018-2019: \$426,465.56****Current Star Rating: 1****Current Index Score: 20.5****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	-	\$1,285	\$27,415
Students or Teachers Impacted	-	-	360	29
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$40,058	\$208,550	-	\$78,406
Students or Teachers Impacted	31	20	-	360

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	-	-	\$70,752	-
Students or Teachers Impacted	-	-	360	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Professional Development	8 (d)
Prep Buy-Out	8 (d)
Teacher Retention Pay	8 (e)
Class Size Reduction Teacher	8 (f)
Purchased the following instructional materials: Wonders, Everyday Math, Renaissance, ST Math , Lexia, Scholastic News, Science Studies Weekly Learning Strategist	8 (f)
Purchased the following instructional materials: Wonders, Everyday Math, Renaissance, ST Math , Lexia, Scholastic News, Science Studies Weekly Learning Strategist	8 (h)

Highlights and Successes:

- SBAC Data -4th grade ELA earned 27.5% proficient rate in 2018 compared to 19.51% in 2017, an increase of 7.99% 5th grade ELA.
- Students earned 23.4% proficient rate in 2018 compared to 21.62% in 2017, an increase of 1.78%.
- Fifth grade Math earned 23.91% proficient rate in 2018 compared to 16.61% in 2017, an increase of 7.3%.

Barriers and Lessons Learned:

- Wraparound services data, such as the CIS data.
- Choose data related to the SPP Addendum Goals and action steps.

Recommendations:

- Reduce the number of absences from 32.09 to 22.09% as measured by Infinite Campus and the Nevada School Performance Framework.
- Increase family engagement by 25% as measured by sign-in sheets from family activities throughout the school year.

School Achievement Data for SY 2018-2019***SBAC Math and Reading FY19 Percent Proficient***

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
Wendell P. Williams ES	172	133	15	133	23.3
Black	124	93	14	93	19.4
Hispanic	34	31	12.9	31	35.5
White	-	-	-	-	-
Two or More Races	-	-	-	-	-
Pacific Islander	-	-	-	-	-
IEP	22	21	0	21	0
Not IEP	150	112	17.9	112	27.7
ELL	18	17	5.9	17	23.5
Not ELL	154	116	16.4	116	23.3
FRL	172	133	15	133	23.3
Grade 3	56	37	13.5	37	18.9
Grade 4	66	54	14.8	54	25.9
Grade 5	50	42	16.7	42	23.8

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
Wendell P. Williams ES	52	42	7.1
Black	34	28	3.6
Hispanic	13	12	16.7
White	-	-	-
Two or More Races	-	-	-
IEP	11	-	-
Not IEP	41	33	9.1
ELL	-	-	-
Not ELL	46	37	8.1
FRL	52	42	7.1
Grade 5	52	42	7.1

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Wendell P. Williams ES	1	34.58%	59	29.20%	50
	2	32.15%	48	31.40%	48
	3	23.23%	56	27.52%	56
	K	39.94%	49	40.02%	49

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Wendell P. Williams ES	39.5	-	N/A	26.7	43.3	47.4	-	38.1

Chronic Absenteeism by Subgroup FY19

Name	All Students	IEP	EL	FRL
Wendell P. Williams ES	39.5	47.5	21.4	39.5

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

Gwendolyn Woolley Elementary School**Victory School Grant Allocation for SY 2018-2019: \$872,709.90****Current Star Rating: 2****Current Index Score: 44****School District Victory Strategies 8(a) through 8(h)—SY 2018-2019**

Strategy	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction Outside of Regular School Time	8(d) Professional Development
Funds Allocated	-	\$86,484	\$6,552	\$43,625
Students or Teachers Impacted	-	200	734	64
Strategy	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-Professionals and Other Personnel	8(g) Reading Skills Center	8(h) Integrated Student Supports, Wrap Around, Evidence- Based
Funds Allocated	\$47,081	\$353,722	-	\$175,445
Students or Teachers Impacted	65	7	-	734

School District Victory Strategies 9(a) Through 9(d)—SY 2018-2019

Strategy	9(a) Provide Social, Psychological, Health Care Services, to Pupils and Their Families	9(b) Provide Programs and Services Designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide Instruction or Professional Development Outside Zone of Attendance of a Victory High School
Funds Allocated	\$61,582	-	\$98,219	-
Students or Teachers Impacted	734	-	734	-

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory Funding	Aligned Victory Strategy
Summer Academy paid for licensed and support staff	8b
Before and after school tutoring	8c
Professional Development-PD, collaboration, license subs, NASA, iTeach, ISTE, NAEA, ASCD, iReady	8d
Recruitment and incentive pay for teacher retention	8e
Class size reduction teacher, prep buy, and 4 IA for additional support, CTT (2), Admin Sub	8f
General supplies, books, Reach for Reading, Everyday Math, Scholastic readers, iReady/Ready, AR, STAR reading, ST Math, Learning A to Z, Reading A to Z, Vocabulary A to Z, and Raz Kids.	8h
Social Worker	9a
Chromebooks, Chromebook carts, headphones, radios	9c

Highlights and Successes:

Gwendolyn Woolley Elementary School is a Title 1, Victory school located on the north side of Region 1 of the Clark County School District. The student population has remained consistent over the last several years. Enrollment for the 2019-20 school year is 724 students. Analysis of Data Gwendolyn Woolley Elementary School showed that we maintained a 2-star status from 2017-2018 to 2018-2019 and improved from 34.5 to 44 as reported on the Nevada School Performance Framework (NSPF). The increase in NSPF points was observed most drastically in the student growth and closing the opportunity gaps.

Gwendolyn Woolley Elementary School has observed that student growth and closing opportunity gaps has increased in 2018-2019. The adequate growth percentile and median growth percentile has improved in both math and ELA. The chronic absenteeism has decreased from 22% to 13.9%. The successes in this area can be attributed to the use of Victory-funded wraparound services utilizing both the Community in Schools and social workers to establish an attendance policy and incentive reward system to support our chronic absenteeism. The utilization of iReady to differentiate and provide support to all students in both math and ELA may be a factor for the increase in growth and closing the opportunity gap.

In April of 2019, a needs assessment survey was sent to stakeholders to gather valuable information. 71.4% of all staff participated in the survey as well as 25.7% of parents. The top three areas staff should focus on were effective and engaged teachers, instruction with using updated technology, and individualized and personalized learning supports for students who struggle. Additionally, stakeholders feel we can improve our climate through the use of mentoring programs, positive behavioral supports and interventions, and promoting a safe and positive school climate and culture.

School Achievement Data for SY 2018-2019***SBAC Math and Reading FY19 Percent Proficient***

Group	Number Enrolled	Math Number Tested	Math % Proficient	Reading - Number Tested	Reading - % Proficient
Gwendolyn Woolley Elementary School	363	307	31.9	307	46.9
Am In/AK Native	-	-	-	-	-
Black	73	48	14.6	48	31.3
Hispanic	255	231	35.9	231	48.9
White	19	15	40	15	73.3
Two or More Races	11	-	-	-	-
Pacific Islander	-	-	-	-	-
IEP	32	27	3.7	27	3.7
Not IEP	331	280	34.6	280	51.1
ELL	122	114	21.9	114	28.9
Not ELL	241	193	37.8	193	57.5
FRL	363	307	31.9	307	46.9
Grade 3	113	95	40	95	48.4
Grade 4	119	104	39.4	104	47.1
Grade 5	131	108	17.6	108	45.4

CRT Science (New NV Standards), Year 2018-2019

Group	Number Enrolled	Science - Number Tested	Science % Proficient
Gwendolyn Woolley Elementary School	130	108	10.2
Black	29	18	11.1
Hispanic	87	79	10.1
White	10	-	-
Two or More Races	-	-	-
Pacific Islander	-	-	-
IEP	11	-	-
Not IEP	119	99	11.1
ELL	31	29	0
Not ELL	99	79	13.9
FRL	130	108	10.2
Grade 5	130	108	10.2

Chronic Absenteeism by Ethnicity FY19

Name	All Students	American Indian/ Alaskan Native	Asian	Hispanic	Black	Two or More Races	Pacific Islander	White
Gwendolyn Woolley ES	18.1	-	-	15.2	23.2	31.6	36.4	24.6

Chronic Absenteeism FY 19 by Subgroup

Name	All Students	IEP	EL	FRL
Gwendolyn Woolley ES	18.1	29.8	16.1	18.1

MAP Mean Test Percentile Spring 2018-2019

School	Grade	Math Mean Percentile	Count	Reading Mean Percentile	Count
Gwendolyn Woolley ES	1	40.76%	134	41.30%	132
	2	32.26%	102	39.11%	102
	3	35.34%	110	41.74%	220
	K	48.55%	128	43.07%	129

The tables above show:

The overall school average percent proficient for SBAC mathematics by grade and subgroups; the overall school average percent proficient for SBAC reading by grade and subgroups; the overall school average percent proficient for CRT Science by subgroups; the overall school average chronic absenteeism by school and subgroups; the overall grade level school average mean percentile on the MAP in reading.

Appendix B Democracy Prep at Agassi Elementary School (SPCSA)
Victory Schools Report
Year 4: SY 2018-2019

Democracy Prep at the Agassi Campus
District Overview of Victory Schools and Expenditures
Section 8 a – h strategies

Victory Schools	Expenditures and Number of Students Impacted	8(b) Summer Academy	8(c) Additional Instruction outside of regular school time	8(d) Professional Development	8(f) Employment of Para-professionals and other Personnel	8(g) Reading Skills Center
DPAC Elementary	Expenditure	\$10,287	\$22,310	\$113,161	\$295,545	\$42,426
DPAC Elementary	Students Impacted	125	180	29	29	475
Total Victory Expenditure per Strategy		\$10,287	\$22,310	\$113,161	\$295,545	\$42,426
Total Number of Students Impacted		125	180	29	29	475
Cost per Pupil		\$82.30	\$123.94	\$3,902.10	\$9,708.45	\$89.32

Section 9 a – d strategies

Victory Schools	Expenditures and Number of Students Impacted	9(a) Provide Social, Psychological, Health Care Services, to pupils and their families	9(c) Provide Programs to Improve School Climate and Culture
DPAC Elementary	Expenditure	32,622	\$84,149
DPAC Elementary	Students Impacted	475	475
Total Expenditure per Strategy		32,622	\$84,149
Total Number of Students Impacted	N/A	475	475
Cost per Pupil	N/A	\$68.68	\$177.16

District Narrative

Highlights and Successes

One of the tenets of the Democracy Prep model is providing students with “more time to learn.” The effectiveness of this intervention in Democracy Prep schools has been confirmed by external evaluations. Using Victory Funds, Democracy Prep at the Agassi Campus (DPAC) Elementary School was able to provide our highest need scholars an additional four weeks of instruction. In addition, Victory Funds allowed us to offer more individualized learning opportunities in the classroom by decreasing the scholar to teacher ratio to 15:1 through the co-teacher model. DPAC’s behavior specialist was also able to support scholars’ social emotional growth through continued 1:1 conversations and reflective practices. These interventions were part of an overall school performance strategy that resulted in the growth in the number of scholars proficient and above proficient from 22 percent to 34 percent in math over the past two school years.

Barriers and Lessons Learned

While scholars who were familiar with DPAC’s routines and norms are showing that our school model leads to students’ success, we did not design our programming to support scholars who were new to DPAC Elementary School. In addition, teacher and leader turnover impeded our overall growth. Conservative budgeting, revamped student recruitment and family engagement, and leader coaching from the Democracy Prep Public Schools network Office of the Superintendent has been incorporated into planning for this school year in order to address these areas in need of improvement.

Recommendations

- Leverage funding to provide additional incentives for attendance
- Leverage funding to provide teachers more training in high need areas (i.e., phonics and close reading)
- Provide scholars more opportunities to gain foundational skills
- Find additional human capital classroom supports to provide teachers more time to work with the highest need scholars
- Find strong RTI curriculum resources to help bridge skill gaps with scholars
- Provide scholars with additional opportunities to get comfortable with computer testing.

School Name: Democracy Prep at the Agassi Campus Elementary School
Victory School Grant Allocation for SY 2018-2019: \$718,891
Current Star Rating: 2
Current Index Score: 41

School District Victory Strategies—SY 2018-2019

Strategy	8(b)	8(c)	8(d)	8(f)	8(g)	9(a)	9(c)
Funds Allocated	\$10,287	\$22,310	\$113,161	\$295,545	\$42,426	32,622	\$84,149
Students Impacted	125	180	29	29	475	475	475

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory funding	Aligned Victory strategy
Increase learning time through Summer Academy	8(b)
Increase learning time through Saturday Academy	8(c)
Train teachers to work with the highest need scholars	8(d)
Individualize learning by implementing co-teaching model	8(f)
Improve student performance in reading	8(g)
Improve social-emotional growth of scholars	9(a)
Offer a safe and welcoming learning environment	9(c)

School Achievement Data 2018-19
MAP Math Proficiency

Grade	Percent Proficient
K	50
1	59
2	36
3	37
4	51
5	53

2018-19 MAP Reading Proficiency

Grade	Percent Proficient
K	53
1	52
2	39
3	45
4	53
5	52

From the school year 2017-2018, DPAC students in grades 3, 4, and 5 had an average increase of 6.4 percent in MAP Reading scores. From the school year 2018-18 to 2018-19, DPAC students in grades 3, 4, and 5 had an average increase of 3.78 percent in MAP Math scores.

2018-19 SBAC Proficiency

Grades	Assessment	2018-19 Percent Proficient
3-5	SBAC ELA	40
3-5	SBAC Math	34

The number of scholars proficient and above proficient grew from 22 percent to 34 percent in math over the past two school years.

Appendix C Elko County School District

Victory Schools Report

Year 4: SY 2018-2019

Elko County School District - Overview of Victory Schools and Expenditures

Section 8 a – h strategies

Victory Schools	Expenditures and Number of Students Impacted	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction outside of regular school time	8(d) Professional Development	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-professionals and other Personnel	8(g) Reading Skills Center	8(h) Integrated student supports, wrap around services, and evidence-based programs
West Wendover Elementary School	Expenditure	N/A	\$23,965.50	\$31,231.60	\$7,200.00	\$120,500.00	\$104,743.00	\$196,687.84	N/A
	Students Impacted	N/A	80	274	54	8	1	553	N/A
West Wendover Middle School	Expenditure	N/A	N/A	\$10,363.44	\$8,060.00	\$20,000	\$46,228.00	103,298.34	N/A
	Students Impacted	N/A	N/A	100	8	161	161	161	N/A
Owyhee Combined	Expenditure	\$43,595.56	N/A	N/A	\$8,264.60	\$45,081.69	N/A	\$70,517.70	\$33,436.96
	Students Impacted	23	N/A	N/A	297	108	N/A	179	21
Total Victory Expenditure per Strategy		\$43,595.56	\$23,965.50	\$41,595.04	\$23,524.60	\$185,581.69	\$150,971	\$370,503.91	\$33,436.96
Total Number of Students Impacted		23	80	127	359	277	162	893	21
Cost per Pupil		\$1,895.46	\$299.57	\$327.52	\$65.53	\$669.97	\$931.92	\$414.90	\$1,592.24

Section 9 a – d strategies

Victory Schools	Expenditures and Number of Students Impacted	9(a) Provide Social, Psychological, Health Care Services, to pupils and their families	9(b) Provide Programs and Services designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture	9(d) Provide additional instruction or other learning opportunities for pupils and professional development for teachers at an elementary or middle school within the zone of attendance of a Victory High School
West Wendover Elementary School	Expenditure	\$128,127.00	N/A	\$167,052.50	N/A
	Students Impacted	553	N/A	553	N/A
West Wendover Middle School	Expenditure	N/A	N/A	\$16,431.37	N/A
	Students Impacted	N/A	N/A	161	N/A
Owyhee Combined	Expenditure	N/A	N/A	\$14,423.41	N/A
	Students Impacted	N/A	N/A	79	N/A
Total Expenditure per Strategy		\$128,127.00	N/A	\$197,907.00	N/A
Total Number of Students Impacted		553	N/A	793	N/A
Cost per Pupil		\$231.69	N/A	\$249.57	N/A

West Wendover Elementary

School Highlights and Successes

- In 2018-19 West Wendover Elementary moved to having their ESL and SPED teachers go into the classrooms for Tier 2 interventions. K-3rd grades had 1 hour of interventions and 4th-6th grades had 30 minutes of interventions. They had at least 3 teachers in the classroom for that time and they did small group rotations. Their SBAC scores in ELA increased by 7 percentage points.
- WWE continued with Wonders Curriculum (2nd year) and Eureka Math Curriculum (3rd year). Their Math also increased by 3 percentage points.
- WWE instituted curriculum mapping sessions for all our grades. This gave the teachers a working map for the year.
- We were able to send 12 people to LIM conference. They came back energized to change their classrooms for the positive.
- Peer observations were instituted for a positive.
- Central office had Admin working with TNTP for more classroom observations, etc.
- Testing procedures were changed to include more teachers to be involved (MAP, DIBELS, etc.)
- Implemented the Fast Forward program in February and saw, on average, a year growth in the majority of students in just a few months.
- In the past 2 years WWE went from 10 Long term subs to getting their teacher license. We've created teachers from our community to improve teacher retention.
- Almost all our grades levels are 1-1 Chromebooks. This helps in testing, instruction, technology standards, etc.
- Monthly RBG3 professional development led to better instruction and more instructional strategies.

Barriers and Lessons Learned

- WWE had a new Vice Principal who had no experience in elementary.
- When instituting a program it is essential to have buy-in from staff and community for successful implementation.
- When teachers are moving grade levels access to that grade level electronic curriculum was delayed until the 1st day of school. It should have been available in May/June when they knew so they could begin planning.
- Very limited SBAC released questions to use with our students and teachers to help them prepare for the tests.
- Since SBAC scores are all computerized the scores can be sent back to the schools within a day but we have to wait until August to get results. This should change, especially for planning purpose and teacher issues.
- Attendance: Parents should be held accountable in some fashion. Or schools should be given more ways to hold parents accountable.

Recommendations

- Time is needed for departmental collaboration, whether ESL, SPED, grade levels, etc. This will better facilitate communication, planning, instructional strategies, spiraling, etc.
- Time for efficient implementation of new programs to show success (Fast Forward, Daily 5, technology, curriculums, testing, etc.).

West Wendover Middle School

Highlights and Successes

- WWMS implemented an after school academic tutoring program. 100% of our students returned permission slips allowing them to stay after school whenever their grades dropped or when they struggled with academic concepts.
- WWMS implemented **My Perspectives** by Pearson, giving us a common curriculum previously teachers pulled from their own resources.
- WWMS sent 2 people to a Kagan conference to increase engagement and student discourse in the classroom.
- Administration worked with TNTP to provide instructional coaching to all new staff members and our long term subs.
- WWMS were able to provide one on one devices and implement reading skills centers school-wide. This also helped with instruction and testing.
- WWMS opened our library and started building a strong collection, giving kids access to books.
- WWMS implemented Achieve 3000 into our Advisory curriculum and saw the number of college and career ready students grow from 4 to 21.
- WWMS' math teachers took a 2 credit course on middle school math which focused on the SBAC testing and "stopping the drop" and attended a conference.
- WWMS instituted incentive programs to recognize students for academic growth and to encourage better attendance. We improved culture and climate with projects like our "buddy benches."

Barriers and Lessons Learned (WWMS)

- 3 of our 7 full time staff members were long term subs. Our job openings were posted late and we did not get any certified applicants for the jobs.
- WWMS scheduling is tied to the high school. The schedule is very UNbalanced (example our ELA teacher has a class of 34 students and the next one has 6 students. We MUST find a way to make class sizes equitable across the board.
- WWMS shares a counselor with the high school. The counselor gives 2 hours on Tuesday afternoon to the middle school and 3 hours on Friday mornings only. WWMS need a full-time person to support students with mental and emotional health.
- WWMS' campus is not set up for middle autonomy. We still have to travel for the high school to eat lunch and many of our middle school kids have classes at the high school.
- Many of our students (particularly 18-19 7th grade students) lack personal intrinsic motivation. We have trouble instilling GRIT and the perseverance to work hard for personal growth.
- Teachers didn't have adequate resources to help them prepare students for the SBAC tests.
- Lacked a common math curriculum.
- Attendance continued to be issue among our students.

Recommendations (WWMS)

- Working this year to implement a math curriculum that is focused on rigor and tasking for students. Our teachers need to show commitment and fidelity to the program.
- Need to continue working with NNRDPD on effective data analysis, including rich text into lessons, and ensuring appropriate rigor tied to the standards.
- Need time for Professional Development for effective implementation of Why Try, a character ed program developed to increase student motivation.

Owyhee Combined Schools

Highlights and Successes

- Owyhee implemented **My Perspectives** by Pearson, giving us a common curriculum for grades 7-12. This allowed teachers to stop pulling resources from disparate sources.
- We brought in a Kagan presenter to train our entire staff to increase engagement and student discourse in the classroom.
- Administration worked with TNTP to provide instructional coaching to all new staff members and our long term subs.
- We increased the number of computers and Smart TVs in the classrooms. This helped with instruction and test administration.
- Our math teachers attended a training on "Utah Math" to improve our middle school math instruction.
- We instituted incentive programs to recognize students for academic growth and to encourage better attendance.
- All teachers were given release time to visit high performing teachers in each discipline with in the district.
- We completely revamped our Family Engagement Center to make it more inviting and increased our outreach to bring families on to the school campus for positive activities.
- Our high school leadership team held several events to promote positive behaviors for our student body.

Barriers and Lessons Learned

- We employed three long term substitutes in certified positions due to the difficulties in hiring and retaining fully certified staff in such an isolated rural community.
- Teachers didn't have adequate resources to help them prepare students for the SBAC tests.
- We lacked a common math curriculum.
- High levels of absenteeism continues to be a problem for our students.
- As we increased the number of computers, we noticed an increase of problems with connectivity.
- Overcoming an indifferent attitude toward education throughout the community is still a struggle.

Recommendations

- We need to increase our fidelity of use for our Math intervention program, Dreambox.
- We need to improve our effective use of data analysis to improve our instructional practices, including rich text into lessons and ensuring appropriate rigor tied to the standards.
- We are purchasing Lexia, a Tier 1 through Tier 4 intervention software, to continue our growth in the area of English Language Arts.

West Wendover Elementary School**Victory School Grant Allocation for SY 2018-2019: \$779,507.44****Current Star Rating : 2****Current Index Score: 28.5****Elko County School District Victory Strategies—SY 2018-2019**

Strategy	8(b) Summer Academy	8(c) Additional Instruction outside of regular school time	8(d) Professional Development	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para- professionals and other Personnel	8(g) Reading Skills Center	9(a) Provide Social, Psychological, Health Care Services, to pupils and their families	9(c) Provide Programs to Improve School Climate and Culture
Funds Allocated	\$23,965.50	\$31,231.60	\$7,200.00	\$120,500.00	\$107,743.00	\$196,687.84	\$128,127.00	\$167,052.50
Students Impacted	80	274	54	8	1	553	553	553

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory funding	Aligned Victory strategy
WWE has the ESL and SPED teachers/aides pushing into the regular education classrooms for Tier 2 interventions. We were able to hire 4 more paraprofessionals to assist the teachers during the interventions. This means we have 3-4 teachers in each room for approximately an hour every day.	8G
Our full time Literacy Strategist goes into the classes to assist the teachers in rigorous instruction and CC aligned material.	8F
We are able to pay a bonus to get quality teachers to come to Wendover. We are also building teachers in the community to increase teacher retention.	8E
Through Victory we were able to purchase the Fast Forward program which is helping get student on grade level twice as fast as normal.	9A
Victory has helped us become a Leader in Me school. This is really helping our students to become leaders and take charge of their education.	9C
Community in Schools has become a vital part of our Parent Involvement.	9C

West Wendover Elementary School Achievement Data for SY 2018-2019 SBAC Data

-	ELA	Math
3rd	21%	17%
4th	32%	16%
5th	27%	15%
6th	25%	18%
Total	26%	17%

Our ELA SBAC scores show a 7 point increase compared to our results from the 2017-18 SY (19%) and a 3 point increase in our SBAC Math test scores from last year (14%).

West Wendover Elementary MAP Data

2019 Spring MAP	RIT ELA	RIT Math
KG	67%	74%
1st	58%	80%
2nd	56%	68%
3rd	48%	41%
4th	57%	44%
5th	40%	67%
6th	56%	33%
Total	54%	58%

The above chart shows our student percentage of the RIT score achieved. We had a total of 54% make their ELA RIT score on the Spring 2019 MAP test. We also had a total of 58% make their MATH RIT score on the Spring 2019 MAP test. Our goal was to make 50% RIT pass rate in the Spring of SY 2018-19.

- Credit sufficiency data
- Graduation rate data
- ACT data
- Wraparound services data, such as the CIS data; choose data related to the SPP Addendum Goals and action steps.
- Other data such as chronic absenteeism, improvement in family engagement activities and/or services.

West Wendover Middle School**Victory School Grant Allocation for SY 2018-2019: \$219,482.45****Current Star Rating: 2****Current Index Score: 33.3****School District Victory Strategies—SY 2018-2019**

Strategy	8(c) Additional Instruction outside of regular school time	8(d) Professional Development	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para- professionals and other Personnel	8(g) Reading Skills Center	9(c) Provide Programs to Improve School Climate and Culture
Funds Allocated	\$10,363.44	\$8,060.00	\$20,000	\$46,228	\$103,298.34	\$16,431.67
Students Impacted	100	8	161	161	161	161

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory funding	Aligned Victory strategy
WWMS has an literacy aide that helps our teachers with reading skills centers	8G
We were able to purchase one to one devices (ChromeBooks) for our reading skills centers	8G
We were able to recruit new certified staff members with the signing bonus	8E
We purchased Achieve 3000 for use in reading skills centers during advisory block so students are introduced to rich text to build stamina and Lexile levels.	8G
Victory funds helped implement programs around the school that improve the climate of the school (buddy benches and our Wolf Den that give kids a place to be during lunch where they can get help with homework, use technology and play games.	9C
Funds were used to send 2 staff members to Kagan Cooperative Learning PD to increase effective student interaction in the classroom.	8D
We were able to provide to ALL students who fell behind in class or needed extra help learning concepts	8C

West Wendover Middle School Achievement Data for SY 2018-2019 SBAC Data

Grade	ELA	Math
7th	15%	13%
8th	24%	10%
Total	20%	11%

Our ELA and MATH SBAC scores show a decline when compared to our results from the 2017-18 SY, 6% in ELA and 4% in math. Although our 7th grade scores were significantly lower than the 17-18 7th grade class, they did show improvement when compared to their cohort scores in 6th grade – We grew these students from 6% proficient in SBAC MATH to 13% proficient. In ELA SBAC scores grew from 9% proficient to 15% proficient.

2018 Spring MAP Data

	ELA	Math	Reading	Science
WWMS	64%	64%	65%	71%

The above chart shows our student percentage of students meeting their median conditional RIT growth.

West Wendover Middle School Achievement Data for SY 2018-2019

- SBAC Data
- MAP Data
- Credit sufficiency data
- Graduation rate data
- ACT data
- Wraparound services data, such as the CIS data; choose data related to the SPP Addendum Goals and action steps.
- Other data such as chronic absenteeism, improvement in family engagement activities and/or services, etc.

Owyhee Combined School

Victory School Grant Allocation for SY 2018-2019: \$338,994.38

Current Star Rating: HS 3 Star; Elementary School: 1 Star

Current Index Score HS 58.80; Elementary School: 13

School District Victory Strategies—SY 2018-2019

Strategy	8(a) Pre-K	8(d) Professional Development	8(e) Recruitment for Hiring and/or Retaining Personnel	8(g) Reading Skills Center	8(h) Integrated student supports, wrap around services,	9(c)) Provide Programs to Improve School Climate and Culture
Funds Allocated	\$43,595.86	\$8,264.60	\$45,081.69	\$70,517.70	\$33,436.96	\$14,423.41
Students Impacted	23	297	108	179	54	79

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory funding	Aligned Victory
OCS has a literacy aide that helps our teachers with reading skills centers	8G
We began a Pre-School program to increase Kindergarten readiness	8A
We were able to recruit new certified staff members with the signing bonus	8E
We purchased Dreambox for use during advisory block for math intervention	9A
Victory funds allowed us to improve our Family Engagement Center and increase our outreach to Families and increase their involvement in the school and their child's education.	9C
Funds were used to bring a Kagan Cooperative Learning specialist to Owyhee to train the entire staff how to increase effective student	8D
We were able to provide training in a new method of teaching Math for our junior high math teachers utilizing Victory funds.	9D

School Achievement Data for SY 2018-2019

OCS SBAC data for 2018-19	ELA	Math
7th	23%	3%
8th	17%	0%
Total	20%	2%

Our ELA scores show a marked improvement when compared to our results from the 2017-18 SY. We increased from 10% to 20% passing in ELA. Our Math scores on the SBAC increased from 0% passing to 2%. These rates are not acceptable and show a need for a new math curriculum to be purchased by the district. We will work at implementing our math intervention with greater fidelity this year.

2019 Spring MAP Data

OCS	ELA	Math	Reading
	23%	14%	26%

The above chart shows our student percentage of students who are at or above the Norm Grade Level Mean RIT.

Appendix D Humboldt County School District
Victory Schools Report
Year 4: SY 2018-2019

Humboldt County School District Overview of Victory Schools and Expenditures

Section 8 a – h strategies

Victory Schools	Expenditures and Number of Students Impacted	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-professionals and other Personnel
McDermitt Elementary School	Expenditure	\$11,538.14	\$19,079.60
	Students Impacted	75	19
McDermitt Junior High School	Expenditure	\$16,964.64	
	Students Impacted	23	
Total Victory Expenditure per Strategy		\$28,502.78	\$19,079.60
Total Number of Students Impacted		98	19
Cost per Pupil		\$290.84	\$1,004.19

Section 9 a – d strategies

Victory Schools	Expenditures and Number of Students Impacted	9(a) Provide Social, Psychological, Health Care Services, to pupils and their families	9(b) Provide Programs and Services designed to Engage Parents and Families
McDermitt Elementary School	Expenditure	\$31,920.27	\$0
	Students Impacted	75	0
McDermitt Junior High School	Expenditure	\$17,192	\$0
	Students Impacted	23	0
Total Expenditure per Strategy		\$49,112.27	\$7,429.78
Total Number of Students Impacted		98	0
Cost per Pupil		\$501.15	\$-75.81

Humboldt County School District Narrative

Highlights and Successes

McDermitt Elementary and Middle School experienced success with three strategies supported by Victory funding 8e, 8f and 9a. Utilizing the 8f category for multiple years with Victory funding, 18-19 funding allowed for the continuation of funding a qualified paraprofessional to support the kindergarten and first grade classroom. The challenges faced in a multi-grade classroom can be overwhelming for a teacher. The addition of the paraprofessional assisted with balancing the tier I and tier II needs of both high risk grade levels. The second strategy, 8e, intensive, personalized coaching was successful for two reasons. The first is that teachers who elected to be part of intensive coaching cycles received compensation for their time and hard work outside their normal workday. The second highlight is that teachers were pushed to refine their craft by being hyper focused on their instruction using a four week coaching cycle to meet their individual needs that included intentional planning, observations, feedback and celebrations. The final highlight, 9a is the continuation of the Behavioral Specialist position in McDermitt. The lack of mental health supports in McDermitt creates challenges for students and staff at McDermitt Combined School. Leveraging Victory funding to support the mental health needs of the school, McDermitt Combined staff continued to fund a Behavioral Specialist position for the fourth year in a row.

Barriers and Lessons Learned

McDermitt Combined School operates as three separate schools in regards to allocation of funds, accountability measures and state reporting requirements. This causes barriers when the funding is for the Elementary and Junior High School; however, it does not allow for the intervention at the high school level. Additional barriers that will continue to be a topic of discussion in McDermitt are attracting and retaining highly qualified teachers, ensuring the right curriculum is in a place and professional development is rooted in ongoing supports and coaching for all staff.

The process of reflection related to lessons learned is an ongoing process in McDermitt. Strategy 8e, initially developed to build a system to attract and retain highly qualified teachers, fell short of the goal. The funding for that strategy created a system in which teachers and paraprofessionals would be eligible for stipends based on completing coaching cycles tailored to individual needs as they related to their students. While teachers completed the coaching cycles, there was no mechanism to measure perception data on the impact toward their classroom or application to direct ties to their current classroom. In the end, it appeared to be a compliance activity tied to an incentive rather than a systematic structure that could be replicated for future practice demonstrating a benefit on student outcomes. More work and research would need to occur on the right conditions to establish a compensation that benefits teacher's pay, as well as having a direct return on increased student achievement.

Lastly, the most vital lesson learned at McDermitt Combined School is that a limited number of priorities and support to develop those priorities is essential in growing an instructional leader. In previous years, McDermitt Combined leadership was expected to balance three different "thought partners" all which had different ideas, tools, resources and implementation plans to narrow the focus. This provided a problematic learning environment for the leader and caused confusion for the teachers thus affecting the students. This lesson allowed the McDermitt team to select the most vital partnership, Achievement Network, to create a sustainable plan for leadership and teachers that will demonstrate student achievement results.

Challenges

McDermitt faces significant challenges each year balancing high staff turnover, building and sustaining relationships with the local tribe, lack of basic resources within the town of McDermitt and ensuring high quality education is at forefront of the student's school day. McDermitt Combined School is located seventy-

five miles away from the Humboldt County School District infrastructure and five miles away from Fort McDermitt Paiute and Shoshone reservation, McDermitt Combined School is a K-12 system in need of a differentiated approach to learning. This site, designated as a Victory and Title I site, has 100% qualification for free or reduced lunch, approximately 85 % Native American, 7% Hispanic and 8% other demographics. According to Humboldt County Sheriff reports and varied sources, the overall crime rate for Fort McDermitt is 90% higher than the national average. Students in McDermitt have a 1 in 19 chance of becoming a victim of reported crimes. The number of school incidents that have required lock downs based on threats within the community has increased dramatically over the past few years.

During the 2018-2019 school year, there was an administrative change to the school. This has been a trend over time with administrators only staying two to three years in the position based on numerous factors. The previous administrator retired and was responsible for hiring the remaining staff. The new administrator encountered resistance by the staff with the implementation of new initiatives, expectations for changes to instructional practices and follow through on established systematic structures.

As the new administrator prepared to lead the 2018-2019 school year, three partnerships were in place to support the work. Working with Achievement Network, TNTP and Kids First Consulting became an extremely hard task to effect change when all three companies did not align on their outcomes and plans for McDermitt. This caused a frustrating and confusing experience for the new administrator. It was evident that at the completion of the 2018-19 school year, one partnership would need to remain and would need to align with the Humboldt County School District's Strategic Plan to better support the administrator and staff in McDermitt. Another significant challenge faced at McDermitt Combined School is the current level of proficiency of students in ELA and Math. It was important to spend time digging into each of the curriculums that were in place in McDermitt and ensure alignment to ESSA requirements with ensuring both were evidence based curriculums. Secondary teachers were without an evidence-based curriculum to use in all core content areas. At the elementary level, what was uncovered in ELA is that while the current curriculum was evidence based, it did not align with the rest of the district materials thus not supported by internal structures. The elementary curriculum allowed too much autonomy.

Recommendations

Continued use of utilizing the 8f category from Victory funding allows for the continuation of funding a qualified paraprofessional to support the kindergarten and first grade classroom. The challenges faced in a multi-grade classroom can be overwhelming for a teacher. The addition of the paraprofessional assisted with balancing the tier I and tier II needs of both high-risk grade levels. McDermitt's first grade MAP scores for Fall 2019 in ELA support that this is a beneficial use of funds as none of the four first grade students were noticed for RBG 3 indicating that all students preformed at the 40 percentile or greater. Historically this has not been the trend.

Continued use of Victory funds to purchase and support the implementation of ESSA supported Tier II curriculum is vital if McDermitt students are to receive an equitable education in HCSD. For the 2019-20 school year, McDermitt was able to purchase Foundations & Just Words (phonics programs), Phonemic Awareness Programing K-2 by Heggerty, and Level 1 of the GEODES which pair as sister programs for Wit and Wisdom. These are recognized as both Tier I and II support programs of Wit and Wisdom, an ESSA supported curriculum.

For future educational partnerships, McDermitt Combined should focus collaborative efforts with one partnership that aligns with the Humboldt County School District's Strategic Plan to better support the administrator and staff in McDermitt.

To utilize educational partnerships for professional development at McDermitt Combined Schools in the most efficient capacity possible, there should be a shift in the structure of the coaching cycles. The focus should shift to outlining intentional planning time around new curriculum and alignment to Nevada Instructional Standards with expectations delivered through continuous professional development. Weekly accountability should be built in for all K-12 teachers.

McDermitt Combined School

Victory School Grant Allocation for SY 2018-2019: 100,281.93

1 star/CSI School, McD Elementary School 2018-2019 Index Score: 13.3

1 star/CSI School, McD Junior High School 2018-2019 Index Score: 18.3

3 stars/CSI School, McD High School 2018-2019 Index Score: 64.6

Humboldt County School District Victory Strategies—SY 2018-2019

Strategy	8e	8f	9a	9b
Funds Allocated	\$28,502.78	\$19,079.60	\$49,112.27	\$7,429.78
Students Impacted	98	19	98	0

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory funding	Aligned Victory strategy
Personalized Coaching for McDermitt Teachers and Aides (stipends for completing coaching cycles)	8e
Paraprofessional	8f
Behavioral Specialist	9a
Family Engagement	9b

McDermitt Combined School for SY 2018-2019

McDermitt Combined Summative Assessment Results

2018-2019 SBAC Results	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Reading	6.67%	0%	13.3%	0%	0%	40%
Math	0%	0%	0%	0%	0%	40%

The data in the above chart is representative of McDermitt Combined's SBAC data for the past four years. This trend is consistent and the achievement gap continues to be present starting in third and not closing as students' transition from grade to grade at McDermitt Combined.

McDermitt Combined ACT Assessment Results Trend Analysis

ACT Performance Trends	2016-2017	2017-2018	2018-2019
Composite	15.1	15.85	15.77
Math	16.66	18	17.44
English	12.86	13.85	13.22
Reading	15.4	13.85	14.77
Writing	4.86	5.28	5.71
Science	14.73	17.5	16.66

The ACT data demonstrates an ongoing trend related to the Summative Assessment patterns. McDermitt has experienced growth in ACT; however the growth is not enough to close the gap and demonstrate that the students of McDermitt High School are college or career ready according to their performance on the ACT.

Appendix E Nye County School District
Victory Schools Report
Year 4: SY 2018-2019

Nye County School District Overview of Victory Schools and Expenditures
Section 8 a – h strategies

Victory Schools	Expenditures and Number of Students Impacted	8(c) Additional Instruction outside of regular school time	8(d) Professional Development	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-professionals and other Personnel
Amargosa Elementary	Expenditure	\$8,034.50	\$100,386.97	\$7,695.00	\$29,137.57
	Students Impacted	88	5	2	40
Total Victory Expenditure per Strategy		\$8,034.50	\$100,386.97	\$7,695.00	\$29,137.57
Total Number of Students Impacted		88	5	2	40
Cost per Pupil		\$91.31	\$20,077.40	\$3,847.50	\$728.44

Nye County School District Overview of Victory Schools and Expenditures
Section 9 a – d strategies

Amargosa Valley Elementary School did not apply grant funds to strategies in section 2.9(a-d).

Amargosa Elementary

Victory School Grant Allocation for SY 2018-2019: \$146,102.49

Current Star Rating: 1

Current Index Score: 23

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory funding	Aligned Victory strategy
Paraprofessional	F
Summer Literacy Program	B
Professional Development – Reciprocal Teaching, Standards Institute, Kagan, NWEA MAP, ESEA and Model Schools	D
Family Engagement	B

Highlights and Successes

Out of the 40 students that were tutored by the paraprofessional, 32 showed growth in Reading and 38 showed growth in math according to MAP (Winter to Spring).

Elementary school students showed 39% of the students met the growth targets in ELA which was higher than the middle school by 26%

Chronic Absenteeism went down from 7.5% to 6.7%

Read by Grade 3 proficiency is 7.2% higher than the district rate of 35.5

Barriers and Lessons Learned

The 5th grade teacher was moved to middle school math and it increased the number of proficient students in middle school math but decreased the number of proficient students at the elementary level.

Language acquisition for EL students is a barrier that will be addressed in the 2019-2020 SPP.

Recommendations

- Additional PD on language acquisition strategies that all teachers will use regularly in the classroom. Teachers will model and practice teaching with the new strategies and utilize peer review and receive feedback on their implementation of strategies.
- Identify and provide language acquisition activities parents can do at home.
- Ensure that all ELL students master the components (scope and sequence) of systematic phonics and effective standards aligned Tier 1 instruction.
- ELL students who fall in the lowest 25% of systematic phonics or grade level assessments will received additional assistance.
- Staff will be trained in Reciprocal Teaching and receive continued and ongoing training on Kagan structures.
- Kagan structures will be used and modeled in quarterly Family Engagement meetings. Teachers may video Kagan and Reciprocal strategies and share with parents. Classroom teachers will implement Kagan and/or Reciprocal Teaching and other cooperative learning activities.

Appendix F Washoe County School District
Victory Schools Report
Year 4: SY 2018-2019

Washoe County School District Overview of Victory Schools and Expenditures
Section 8 a–h Strategies

Victory Schools	Expenditures and Number of Students Impacted	8(a) Pre-K	8(b) Summer Academy	8(c) Additional Instruction outside of regular school time	8(d) Professional Development	8(e) Recruitment for Hiring and/or Retaining Personnel	8(f) Employment of Para-professionals and other Personnel	8(g) Reading Skills Center	8(h) Integrated student supports, wrap around services, and evidence-based programs
Bailey Charter ES	Expenditure				10,123.52		168,694.15	14,633.07	
	Students Impacted				269		269	269	
Libby Booth ES	Expenditure			31,221.92	4,950.38		277,047.81	64,929.23	
	Students Impacted			420	420		420	420	
Natchez ES	Expenditure			16,776.31	5,467.22		56,400.52	34,836.69	
	Students Impacted			125	125		125	125	
Hug HS	Expenditure		42,104.79	45,866.46	120,864.26	797,668.57	410,758.64	44,543.48	127,065.60
	Students Impacted		1,519	1,519	1,519	1,519	1,519	1,519	1,519
Total Victory Expenditure per Strategy			42,104.79	93,864.69	141,405.38	797,668.57	912,901.12	158,942.47	127,065.60
Total Number of Students Impacted			1,519	2,064	2,333	1,519	2,333	2,333	1,519
Total Cost per Pupil			\$27.72	\$ 45.48	\$ 60.61	\$525.13	\$391.30	\$68.13	\$83.65

Washoe County School District Overview of Victory Schools and Expenditures
Section 9 a–d Strategies

Victory Schools	Expenditures and Number of Students Impacted	9(a) Provide Social, Psychological, Health Care Services, to pupils and their families	9(b) Provide Programs and Services designed to Engage Parents and Families	9(c) Provide Programs to Improve School Climate and Culture
Bailey Charter ES	Expenditure	62,838.57	42,915.25	
	Students Impacted	269	269	
Libby Booth ES	Expenditure	149,378.60		1,561.22
	Students Impacted	420		420
Natchez ES	Expenditure	81,400.00		
	Students Impacted	125		
Proctor Hug HS	Expenditure	164,295.00		166,948.35
	Students Impacted	1,519		1,519
Total Expenditure per Strategy		457,912.17	42,915.25	168,509.57
Total Number of Students Impacted		2,333	269	1,939
Cost per Pupil		\$196.28	\$159.54	\$86.91

District Narrative Bailey Charter School

Highlights and Successes

Some of the biggest highlights and successes from SY 2018-2019 were:

- **Parent Involvement with Social and Emotional Learning:** Bailey Charter School partnered with Washoe County School District's Family School Partnership Department to offer some workshops on SEL. They also worked with their counselor to develop site specific parent support and workshops in this area. Through Victory funding, they were able to support these efforts with stipends and materials.
- **Academics:** Bailey Charter School saw an increase in ELA scores on both SBAC and MAP. The additional instructional assistants (TA)s helped to provide additional small group instruction to students and were also able to oversee the class so that teachers could also provide this small group instruction to students.

Barriers and Lessons Learned:

Through a comprehensive review of student achievement, needs assessment and climate and culture data, barriers and lessons learned were identified as follows:

- **Attendance:** Bailey Charter School is continually trying to overcome the challenge of getting students to school consistently. Although they have put some resources in place to attend to this issue, they have not seen a lot of change with these resources. They see the need to strengthen parent-school relationships and will be having a new person work with parents in the next school year.
- **Academic Achievement:** A need for appropriate differentiation within instructional has been identified as a needed area of focus. By providing the appropriate differentiation to students during learning, teachers can meet students where they are and then appropriately scaffold and push them to grade level expectations. This differentiation will help teachers to focus on growth for all students, across all subjects.

Recommendations:

Bailey makes the following recommendations for SY 2019-2020 in order to address the barriers and lessons learned outlined above:

- **Attendance:**
 - Continue to use SEL as a focus in both parent and student engagement;
 - Continue to increase student engagement in the classroom so that students want to be at school and participating;
 - Begin partnership with Communities in Schools (CIS) with a focus on student attendance; and
 - Continue to have school counselor work with families and students to increase attendance rates.
- **Academic Achievement:**
 - Provide teachers with professional learning around instructional practice and differentiation.
 - Provide professional learning around the true meaning of a Professional Learning Community (PLC) and how to evaluate data frequently to plan effective and responsive instruction.
 - Literacy Specialist and Dean will provide required professional development per Nevada Read by Grade 3 legislation. The annual focus will be on assessing and instructing foundational reading skills for struggling readers in all elementary grade levels, as well as improving literacy block design.
 - Provide instructional staff time to work in PLC (professional learning community) groups to dissect grade level ELA standards to create purposeful skill progression charts. These will help guide Tier 1 instruction throughout the year.
 - Provide instructional coaching and feedback around literacy instruction by engaging teachers in the coaching cycle with the Literacy Specialist.
 - Continue to provide targeted interventions to students who may not be working at grade level yet.

- Continue to employ teacher assistants to provide support in core instruction as well as small group support; and
- Use technology to enhance student learning and 21st Century skills.

District Narrative Libby Booth Elementary School

Highlights and Successes

Some of the biggest highlights and successes from SY 2018-2019 were:

- **Teacher Assistants (TAs):**
 - By training all teacher assistants in guided reading, Booth was able provide students equitable opportunity for small group reading instruction. Guided reading was one component of the school's literacy block during which the teacher and TA provided support for small, flexible groups of beginning readers. The teacher and TA helped students learn to use reading strategies, such as context clues, letter and sound knowledge, and syntax or word structure, as they read a text or book that is unfamiliar to them. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers.
 - TAs were also able to pull students 1:1 for additional support with both academics and behavior. This was a crucial component for Booth as it allowed students who may be struggling with behavior to have support in the classroom and spend more time engaged in instruction.
 - The TAs were also able to engage the students in class activities when needed so that the teacher could work with students in small groups and individually and both behavior and academics.
- **Extended Day:** The extended school day model using Leveled Literacy Intervention (LLI) provided opportunity for students to receive additional small group reading instruction, outside of the school day, in order to improve reading proficiency.
- **Professional Learning:** Booth was able to purchase professional resources and sub days which allowed for the leadership team to provide aligned professional learning, support, planning and resources to staff through grade level and whole staff PL. By having aligned resources and time to meet together, teachers were better able to discuss instructional practice and data with one another.

Barriers and Lessons Learned:

Through a comprehensive review of student achievement, needs assessment and climate and culture data, barriers and lessons learned were identified as follows:

- **Culture and Climate:** Booth continues to see a need to improve staff-student relationships as well as decrease negative student behavior. With one of the highest transiency rates among elementary schools and a large number of Children in Transition (CIT), a focus on providing a safe and secure learning environment is imperative to the overall well-being of the students. Many students who attend Booth have also experienced various levels of trauma in their life; therefore, professional learning around trauma informed practices is a need.
- **Academic Achievement:**
 - While teachers were able to engage with one another through collaborative planning time and PLCs, there is still a need for teachers to have more professional learning in assessment literacy and data analysis to inform instruction.
 - A need for more aligned curriculum, especially in ELA, was also noted as a need for Booth in order to provide students with more access to grade level material and a guaranteed and viable curriculum across classrooms.
 - Teachers also found themselves spending a lot of time on supporting students impacted by trauma, which took away from instructional time

Recommendations:

Booth makes the following recommendations for SY 2019-2020 in order to address the barriers and lessons learned outlined above:

- **Culture and Climate:**
 - Hire a Behavior Specialist to provide behavioral supports to the staff with student discipline, restorative practices and responsive classroom support for escalated students. The Behavior Specialist will also lead the staff through professional learning on Trauma Informed Practices.
 - Hire a Behavior Interventionist to work directly with students in a mentor/coaching capacity. This differs from a counselor as this position will spend time with students in classroom coaching in a small group and/or 1:1 capacity, specifically targeting behaviors in order to help students engage in academics. The Behavior Interventionist will also facilitate student behavior committees and coach teachers when working with difficult students.
 - Send staff to Trauma Informed Practices Conference in order to train a team of staff who can then train other staff and help with the implementation across the school.
- **Academic Achievement:**
 - Hire a full time Literacy Specialist to engage teachers in the Plan Do Study Act and coaching cycle in literacy in order to improve instructional practice and student achievement. This person will also provide professional learning in literacy instruction, intervention and assessment.
 - Implement the new ELA curriculum with integrity in order to ensure all students have the opportunity to engage in grade level instruction.
 - Continue to provide targeted interventions to students who may not be working at grade level yet.
 - Hire a math interventionist to provide targeted intervention in math.
 - Continue to employ teacher assistants to provide support in core instruction as well as small group support.
 - Use technology to enhance student learning and 21st Century skills.

District Narrative Natchez Elementary School

Highlights and Successes

Some of the biggest highlights and successes from SY 2018-2019 were:

- **Increased student attendance rates:** The partnership with Communities in Schools allowed Natchez ES to have an individual really focus on student attendance with students, staff and families. With this increased focus and work on attendance, student chronic absenteeism went from 43% to 17% in one academic year.
- **Academic Achievement:** Natchez ES accomplished all of the targets they set for themselves in their SPP in SY18-19. This is attributed to an increased focus on instructional practice and working hard to recruit, hire and retain effective and highly effective teachers.
- **Culture and Climate:** Students ranked Natchez ES higher in virtually every category having to do with safety and the physical environment of the school. The categories of Bullying, Student respect, and Victimization were at or above district averages and increased significantly from previous school year results. Additionally, staff survey data (n=25, a 100% response rate) rated Natchez ES higher in every category compared to previous year ratings, except Early Release Wednesdays and Quality of WCSD. This data clearly shows improvement of the climate and culture at Natchez Elementary School.

Barriers and Lessons Learned:

Through a comprehensive review of student achievement, needs assessment and climate and culture data, barriers and lessons learned were identified as follows:

- **Culture and Climate:** While culture and climate is a highlight for Natchez in certain areas, it is also continues to be a needed area of focus.

- Natchez continues to see a need to improve relationships between all stakeholders as well as decrease negative student behavior and increase both staff and student attendance.
- There is a continued need to improve SEL practices with both children and adults, as well as a need for a continued focus on SEL and Positive Behavior Intervention Supports (PBIS) practices with students.
- **Academic Achievement:** Although Natchez did meet all of their SPP goals for 18-19, there is still a need to increase the number of students performing at grade level across content areas. Designing coherent instruction and engaging students in their learning are two focus areas identified for the staff at Natchez in order to improved student achievement.

Recommendations:

Natchez makes the following recommendations for SY 2019-2020 in order to address the barriers and lessons learned outlined above:

- **Culture and Climate:**
 - Offer staff incentive pay to encourage Natchez Staff as a whole school community to achieve SPP goals as the Summative Target through staff attendance and student performance achievement/growth.
 - Continue to partner with Communities in Schools. This nationally, recognized dropout prevention non-profit provides a social worker on staff to support students and their families with social service needs. At Natchez, the focus will continue to be around student attendance.
 - Purchase additional counseling curriculum to support students with bullying and other social and behavioral issues.
 - Continue to participate in 2019-20 PBIS Tier 2 training to strengthen positive behavior support for teachers and students
 - Continue to provide opportunities for professional learning opportunities outside of contract time, with pay, so that teachers can enhance their PBIS and SEL practices with students and adults.
- **Academic Achievement:**
 - Offer staff incentive pay to encourage Natchez Staff as a whole school community to achieve SPP goals as the Summative Target through staff attendance and student performance achievement/growth.
 - Provide sub days for teachers to engage in collaborative planning with the new ELA curriculum and existing math curriculum in order to ensure all students have the opportunity to engage in grade level instruction and that there is a guaranteed and viable curriculum across classrooms.
 - Continue to provide targeted interventions to students who may not be working at grade level yet.
 - Continue to employ teacher aide to provide support in core instruction as well as small group support.
 - Continue to provide opportunities for professional learning opportunities outside of contract time, with pay, so that teachers can enhance their instructional practices.
 - Continue with the 1:1 technology initiative. The technology used in the classroom allows students to engage in differentiated learning, conduct research, and explore the world. The technology is also improving student engagement.

District Narrative Proctor R. Hug High School

Highlights and Successes

Hug High School made the following gains in student data during the SY 2018-2019.

- Graduation rate has continued to increase yearly, going from 84% in SY 2017-2018 to 86% in 2018-2019;
- ACT ELA and Math scores increased from: ELA: 20% to 25% , Math: 9% to 13%;
- 10th grade credit attainment increased from 55% to 61%;
- Major discipline events decreased school-wide, going from 1,769 to 1,669;
- Suspensions decreased from 987 to 634;
- Increase in parent/guardian conferences from 166 to 460;
- Students' feelings about school safety increased positively;
- Social Emotional Learning opportunities were provided for all 9th grade students; and
- Starting second year of school-wide professional learning with a focus on equity.

Some specific areas that Hug would like to highlight are:

- **Communities in Schools:** Communities in Schools (CIS) supports Hug HS students and families by providing resources that go above and beyond academics. The CIS Coordinators mentor students who need on-going social emotional support to stay engaged and they monitor and provide attendance incentives. Additionally, CIS provides a food pantry that is available weekly to our students and families. They also assist with connecting our families with community organizations that support in different areas such as medical assistance.
- **Extended learning time:** Saturday School and intersession are critical to Hug's continued student achievement growth. Offering our students the opportunity to attend school during non-school days provides the additional time needed for tutoring or working on credit recovery courses. During Saturday and Intersession, students are provided with additional learning opportunities. These opportunities have been instrumental in increasing our graduation rate.
- **Professional Development and Student Support:** Extra duty pay for prep buy-outs, PLCs and professional learning opportunities provide our teachers an opportunity to continue to support student learning during non-contract time. Due to the incentive, teachers are able to collaborate and review student data which in turn improves the teaching and learning process. Additionally, sending teachers to national conferences has allowed continue professional growth improving our Tier I instruction.

Barriers and Lessons Learned

In reviewing multiple sources of data, including academic achievement, needs assessment and climate and culture data, barriers were identified in the following areas:

- **Equity:** Expectations and enforcement of rules and policies is not always equitable among staff and students. Along with this, there is a need to increase quality staff-student - family relationships and engagement. Hug HS also recognizes the need to enhance their differentiated instruction in order to meet the needs of all students.
- **Tier 1 Instruction:** While working hard in this area, Hug HS recognizes there is still a need to improve Tier I instruction and standards-based practices for grading and instruction. There is a continued need for student work to consistently reflect grade-level/content area standards, the use of student feedback to inform student performance, and for the staff to implement a written curriculum both vertically and horizontally. Along with this, Hug HS identified a continued need for school leadership to regularly provide constructive feedback to instruction staff regarding instructional effectiveness as well as for the administration and teacher leadership team to continue to enhance their practice of collecting and analyzing data to inform instruction.
- **Climate and Culture:** Faculty and staff agree that the school's culture and climate needs to be a continuous focus to ensure a positive environment that supports student success and access to

college/career opportunities. The physical environment, safety, work stress, student disruptive behaviors and truancy continue to pose barriers at Hug and will remain a focus moving into the SY19-20. The entire school community also recognizes a need to celebrate school success school-wide throughout the year.

- **MTSS/ Interventions:** Hug HS's student population comes with varying needs including poverty, English Learners (ELs), high transiency rates and chronic absenteeism. There is a continued need for better implementation of the Multi-Tiered System of Supports (MTSS) and as increased opportunities for intersession opportunities in order to adequately meet the needs of all students and assist students who need additional supports and time to gain academic credits
- **Family Engagement:** There is a high need to increase family and community engagement at Hug HS in order to support the overall goal of increasing student success. All parents need to feel welcome in the school and regularly volunteer to help the school. School staff also recognizes that they need to increase how often they are actively seeking out and supporting parental involvement in educational activities for student academic achievement.

Recommendations:

In order to address the barriers and lessons learned above, Hug HS will continue with programs and practices outlined in the highlights and successes areas and also recommends the following for SY 2019-2020:

- **Equity:**
 - Hire an Equity and Implementation Specialist.
 - Engage staff in monthly equity professional learning.
 - Review current practices and procedures through the equity lens.
- **Tier 1 Instruction:**
 - Conduct focused classroom walkthroughs with feedback aligned to grade level standards.
 - Engage teachers in the Plan Do Study Act (PDSA) cycle with student data during PLC time, both in and out of contract time.
 - Provide both on and off-site professional learning opportunities for teachers in order to enhance their instructional practice as well as using substitutes for Instructional Rounds and professional learning during contract time.
 - Purchase additional resources, supplies, curriculum and items needed to support and enhance academics.
 - Use technology to enhance student learning and 21st Century skills.
- **Climate and Culture:**
 - Establish clear and concise expectations for student learning and student behaviors.
 - Meet with community businesses to establish partnerships.
 - Build teacher leadership opportunities and shared decision making with parents, teachers and students.
 - Increase college and career opportunities by establishing a Scholarship. Committee to meet after contract hours.
 - Hire a Behavior Implementation Specialist to work with students.
 - Improve safety by increasing the number of campus monitors.
 - Enhance PBIS practices to celebrate students, faculty and staff.
 - Hire additional counselors to improve and increase student utilization of counseling services.
- **MTSS/ Interventions:**
 - Provide additional resources, supplies, and items needed to support and enhance our students' learning success.
 - Offer intersessions when regular school is not in session.
 - Conduct MTSS Committee meetings after contract hours.

- Monitor and re-engage chronically absent students with an additional attendance clerk.
- Continue to employ Prevention/Intervention Assistants to work with students.
- **Family Engagement:**
 - Collaborate with WCSD Department of Family School Partnerships to provide on-going family engagement activities such as Family Information Nights, Freshman Welcome Night, Senior Information Days, and other campus functions.
 - Increase parent/guardian conferences with teachers and counselors and engage in more routine positive home visits and phone calls home.
 - Conduct Family Engagement Committee meetings after contract hours.
 - Hire additional counselors to increase parent/guardian communication.

School Level Funding

Bailey Charter Elementary School

Victory School Grant Allocation for SY 2018-2019: \$299,204.56

*Current Star Rating: 2***

Current Index Score: 38

Washoe County School District Victory Strategies—SY 2018-2019

Strategy	8d	8f	8g	9a	9b
Funds Allocated	\$10,123.52	\$168,694.15	\$14,633.07	\$62,838.57	\$42,915.25
Students Impacted	269	269	269	269	269

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory funding	Aligned Victory strategy
Instructional Assistants (TAs) - SPP Goals 1, 3	8f
Learning Strategist – SPP Goal – SPP Goals 1, 3	8d
Instructional materials/kits (LLI, Word Study, F&P books) – SPP Goals 1, 3	8g
SEL book collections – SPP Goal 3	9a
School Social Worker – SPP Goal 3	9a
Counselor – SPP Goal 3	9a
Family Engagement – SPP Goal 3	9b

Libby Booth Elementary School***Victory School Grant Allocation for SY 2018-2019: \$529,089.16****Current Star Rating: 1***Current Index Score: 19***Washoe County School District Victory Strategies—SY 2018-2019**

Strategy	8c	8d	8f	8g	9a	9c
Funds Allocated	\$31,221.92	\$4,950.38	\$277,047.81	\$64,929.23	\$149,378.60	\$1,561.22
Students Impacted	420	420	420	420	420	420

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory funding	Aligned Victory strategy
Teacher Assistants – SPP Goal 1	8f
Teacher Aides – SPP Goal 1	8f
Long Term Sub Intervention Teacher – SPP Goal 1	8f
Hourly Pay for teachers for extended learning day and Professional Learning (PL) – SPP Goal 1	8c
Substitutes for teacher to attend PL – SPP Goal 1	8d
Counselor – SPP Goal 1	9a, 9c
Communities in Schools – SPP Goal 1	9a

Natchez Elementary School Data***Victory School Grant Allocation for SY 2018-2019: \$194,880.74****Current Star Rating: 1***Current Index Score: 18.33***Washoe County School District Victory Strategies—SY 2018-2019**

Strategy	8c	8d	8f	8g	9a
Funds Allocated	\$16,776.31	\$5,467.22	\$56,400.52	\$34,836.69	81,400.00
Students Impacted	125	125	125	125	125

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory funding	Aligned Victory strategy
Instructional Aide – SPP Goals 1, 2	8f
Extended Learning Day – SPP Goal 1	8c
Substitutes for PL – SPP Goal 1	8d
Hourly pay for professional learning – SPP Goal 1	8d
Communities in Schools – SPP Goal 2	9a

Proctor R. Hug High School**Victory School Grant Allocation for SY 2018-2019: \$1,920,115.15***Current Star Rating: 2****Current Index Score: 47***Washoe County School District Victory Strategies—SY 2018-2019**

Strategy	8b	8c	8d	8e	8f	8g	8h
Funds Allocated	\$42,104.79	\$45,866.46	\$120,864.26	\$797,668.57	\$410,758.64	\$44,543.48	\$127,065.60
Students Impacted	1,519	1,519	1,519	1,519	1,519	1,519	1,519

Washoe County School District Victory Strategies—SY 2018-2019 (Continued)

Strategy	9a	9c
Funds Allocated	\$164,295.00	\$166,948.35
Students Impacted	\$1,519	\$1,519

School Performance Plan (SPP) Addendum Long-term Goals – SY 2018-2019

Programs and Services Provided by Victory funding	Aligned Victory strategy
Teachers – SPP Goals 1, 2	8e, 8f
Paraprofessionals – SPP Goals 1, 2	8f
Additional Instruction outside of regular school time – SPP Goals 1, 2	8b, 8c, 8f
Communities in Schools	9a
Hourly Pay (prep buy-out, MTSS) – SPP Goals 1, 2, 4	8h
Professional Learning – SPP Goals 1, 4	8d
Health Science Academy – SPP Goal 2	8c
Campus Monitor – SPP Goal 3	8f
Instructional Materials – SPP Goal 1,	8e, 8g, 8h, 9c
Tuition and Fees for Students – SPP Goal 1	8h
Communities in Schools – SPP Goal 3, 4	9a
School Climate and Culture – SPP Goal 1, 3, 4	9c

District Data

Year 4: 2018-2019
Washoe County School District:

Bailey Charter Elementary School

Grades Served: K-6

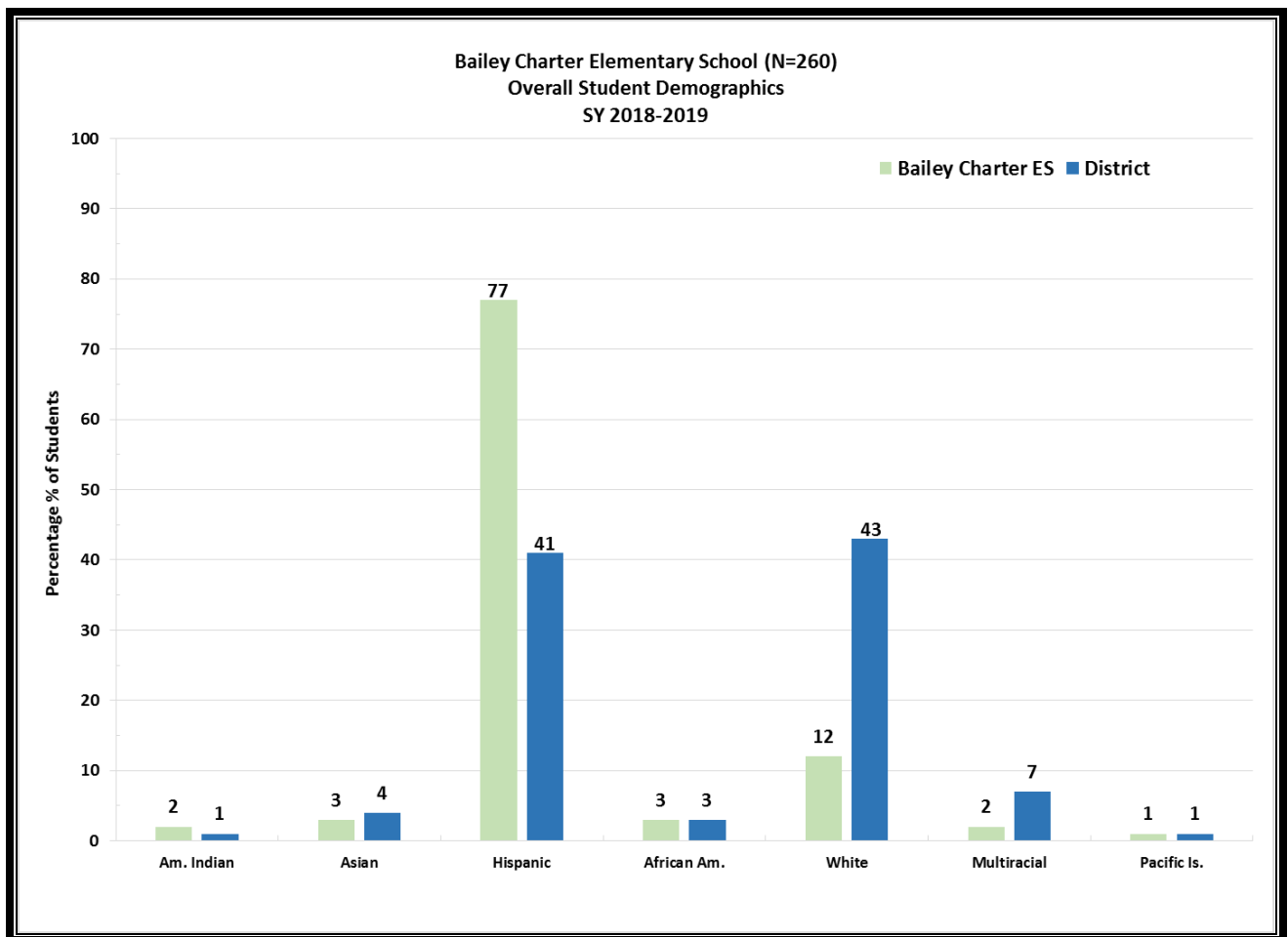
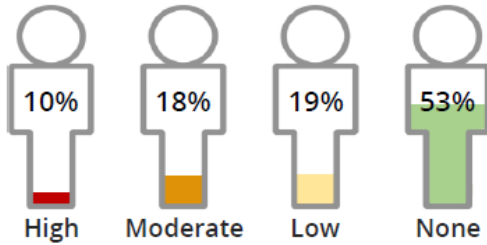
Count Day Enrollment: N=269

STAR Rating: 2 **

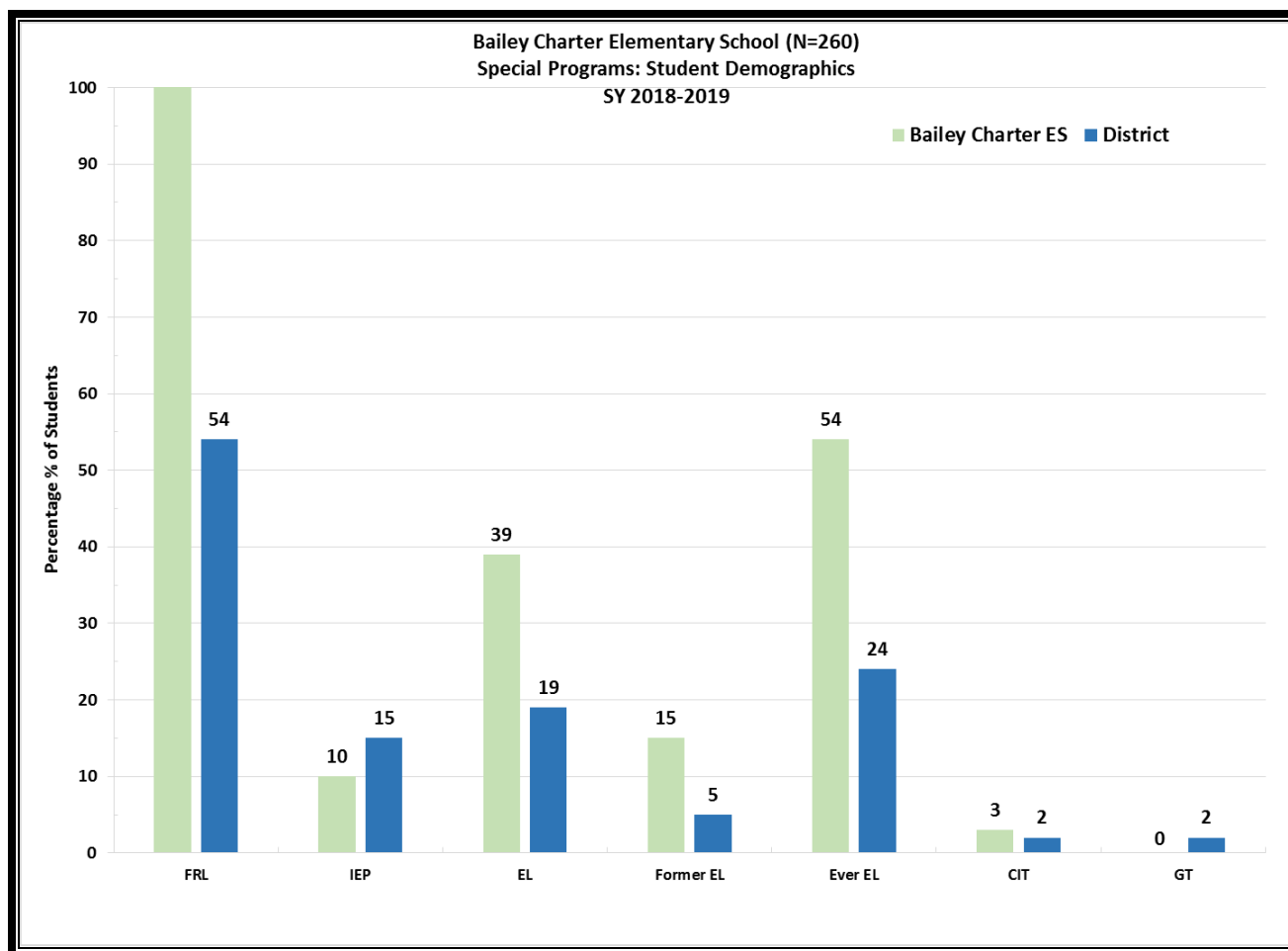
Index Score: 38

Transiency Rate: 22%

Early Warning/Risk System:



NOTE: Percentages may not total 100% due to rounding

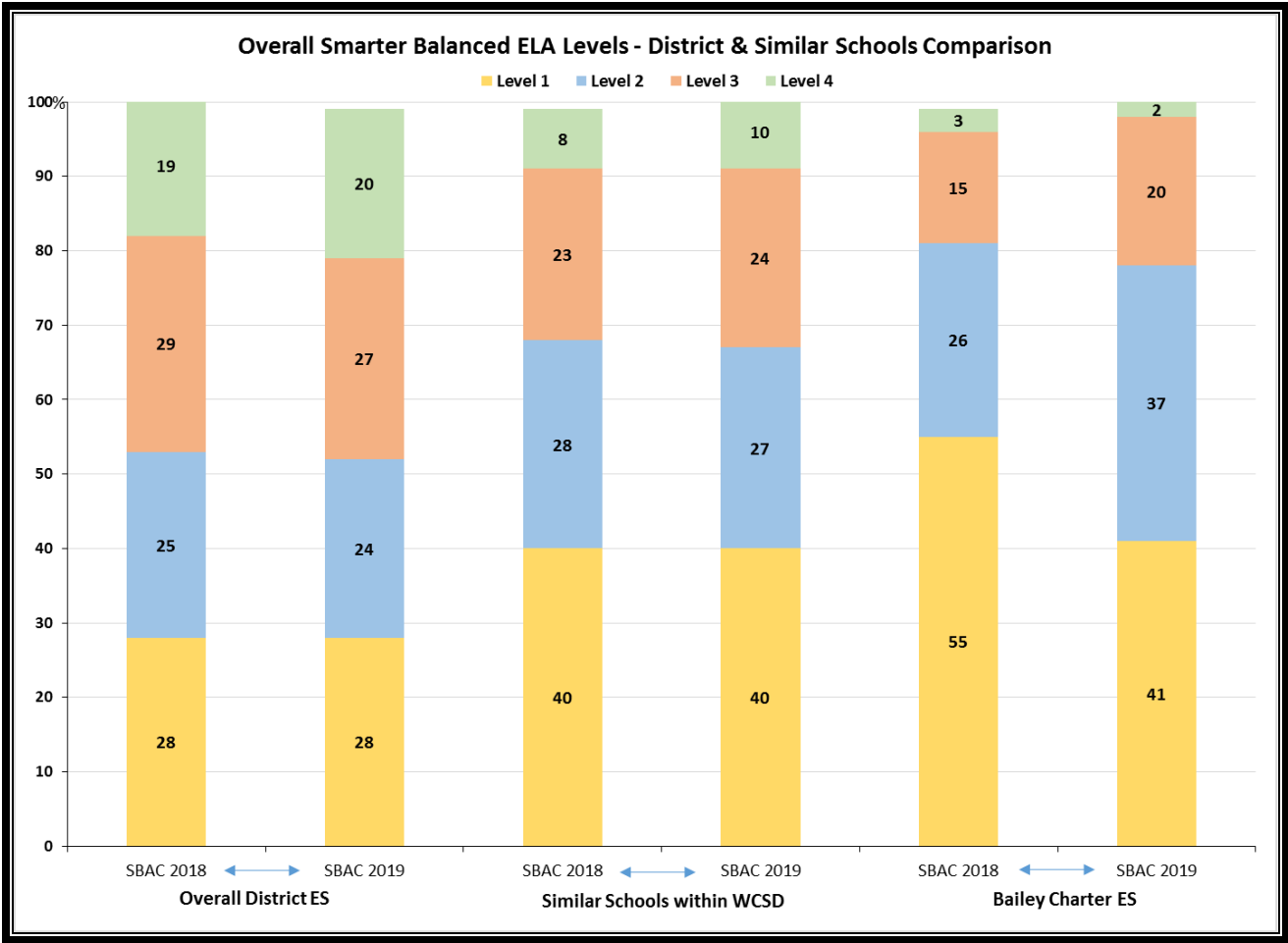


FRL=Free and Reduced Lunch; **IEP**=Individualized Education Plan; **EL**=English Learner;
CIT=Children in Transition; **GT**=Gifted and Talented

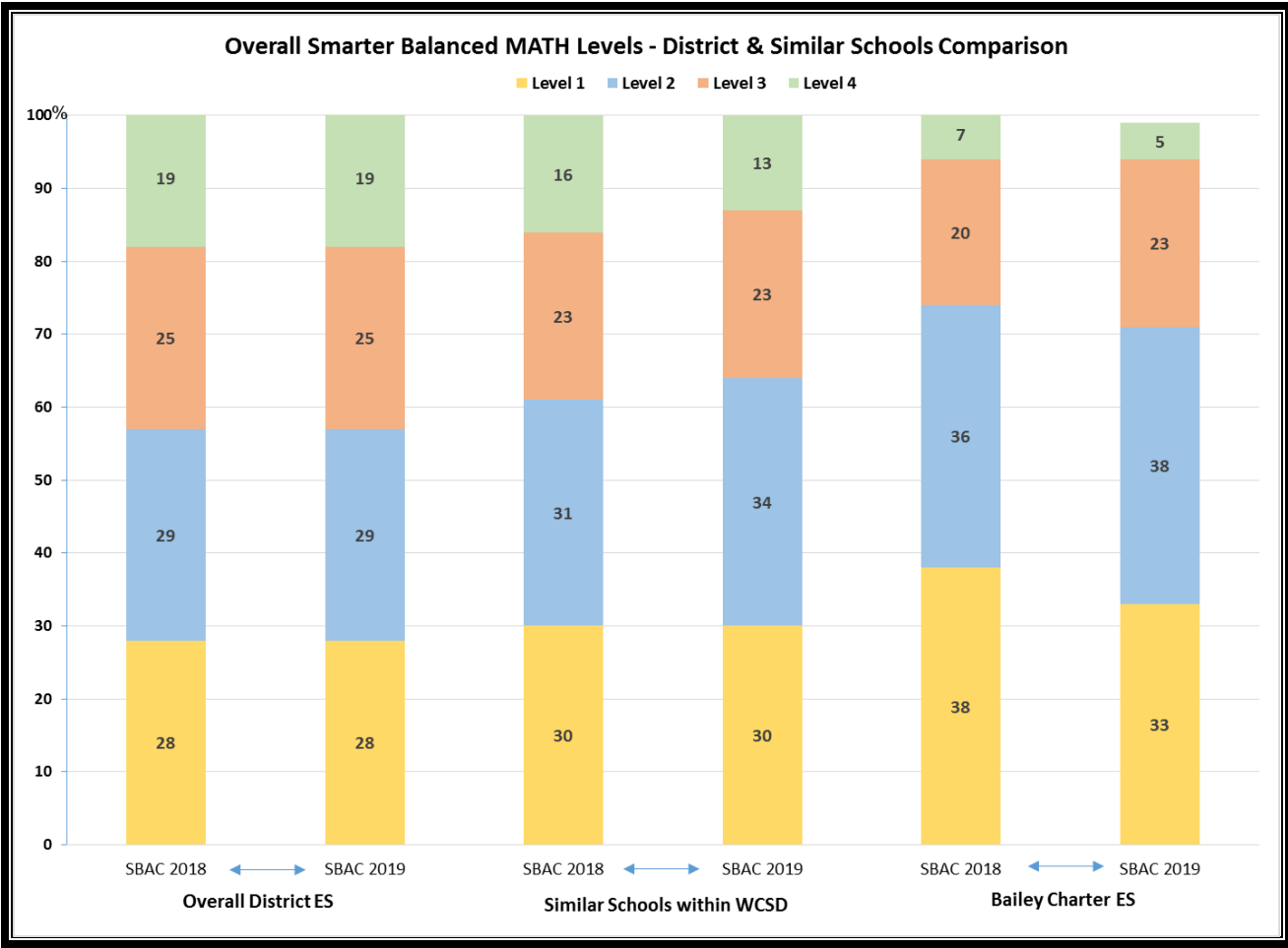
SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)

The Nevada State Law (NRS 392.750-775) known as Read by Grade 3, is designed to ensure all children acquire the reading skills they need to be successful learners. Reading proficiency is defined as achieving a Level 3 or Level 4 on the Smarter Balanced Assessment Consortium (SBAC)-ELA summative assessment for Grades 3-8 students. SBAC-Math proficiency is also defined at the Level 3 or Level 4 for students in Grades 3-8. SBAC is administered at the end of the school year and consists of two parts: a computer adaptive test and a performance task.

Bailey Charter Elementary School: SBAC-ELA & SBAC-MATH Results, Years 3-4

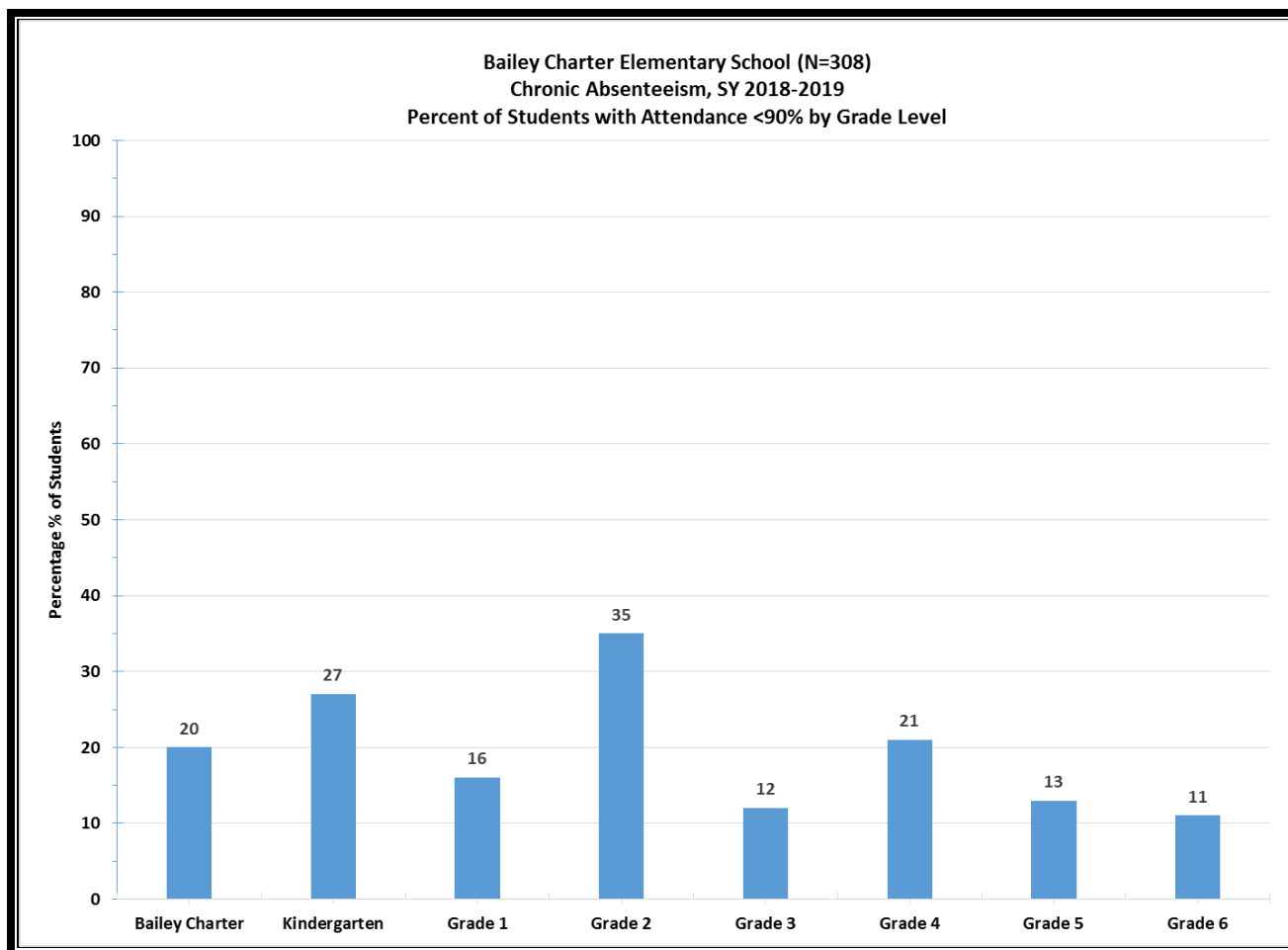


NOTE: Percentages may not total 100% due to rounding

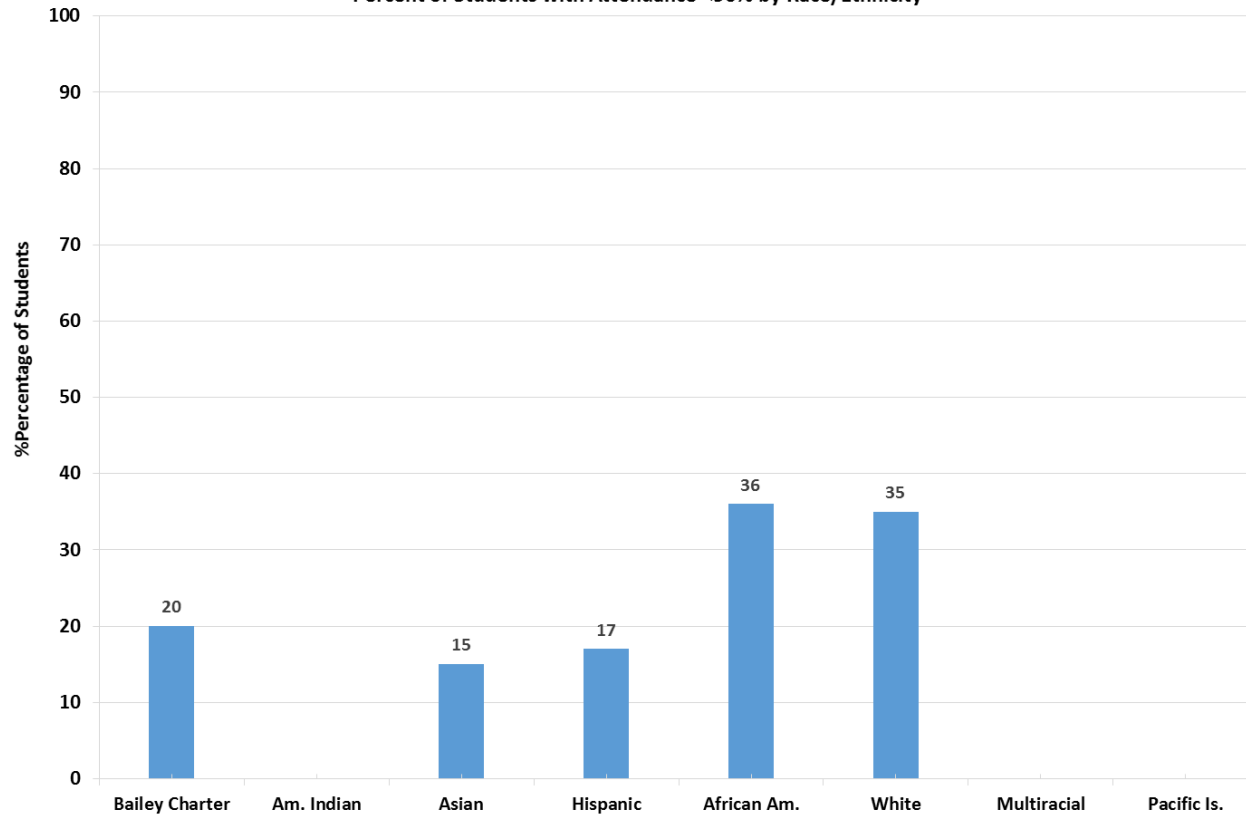


NOTE: Percentages may not total 100% due to rounding

Chronic Absenteeism: A student must be enrolled for a minimum of 10 days at a school to be included in the calculation. Students missing 10% or more of enrolled days are Chronically Absent.



Bailey Charter Elementary School (N=308)
Chronic Absenteeism, SY 2018-2019
Percent of Students with Attendance <90% by Race/Ethnicity



Bailey Charter Elementary School (N=260) — Student Achievement Results for Years 1-4

Measure	Baseline 2014-2015 %	2015- 2016 %	2016-2017 %	2017-2018 %	2018-2019 %	SY2018 to SY2019 ± % Change
*NVKR Proficiency: Spring MAP Growth-Reading >40th Percentile Overall School	---	---	---	---	37.2	---
<i>Kindergarten</i>	---	---	---	---	35.6	---
<i>Grade 1</i>	---	---	---	17.1	40.7	+23.6
<i>Grade 2</i>	---	---	---	35.3	25.0	-10.3
<i>Grade 3</i>	---	---	---	41.2	42.2	+1.0
<i>Grade 4</i>	---	---	---	42.8	42.4	-0.4
% SBAC—ELA At or Above Standard (AL 3 or 4) Overall School	20	30	27	18	22	+4
<i>Grade 3</i>	18	26	33	17	22	+5
<i>Grade 4</i>	13	28	36	17	14	-3
<i>Grade 5</i>	36	31	19	18	22	+4
<i>Grade 6</i>	13	35	22	21	35	+14
% SBAC—MATH At or Above Standard (AL 3 or 4) Overall School	31	33	32	27	29	+2
<i>Grade 3</i>	33	50	42	27	28	+1
<i>Grade 4</i>	20	20	42	34	28	-6
<i>Grade 5</i>	39	23	17	21	17	-4
<i>Grade 6</i>	33	42	28	23	50	+27
***% Chronically Absent Overall School	14	10	8	14	20	+6
<i>Kindergarten</i>	---	---	---	9	27	+18
<i>Grade 1</i>	---	---	---	20	16	-4
<i>Grade 2</i>	---	---	---	11	35	+24
<i>Grade 3</i>	---	---	---	20	12	-8
<i>Grade 4</i>	---	---	---	3	21	+18
<i>Grade 5</i>	---	---	---	12	13	+1
<i>Grade 6</i>	---	---	---	NA	11	--
<i>CIT</i>	---	---	---	24	35	+11
% High Risk for Dropout	---	---	5	9	10	+1
% CIT	---	---	4	14	3	-11
% FRL	97	100	100	100	100	0
% Transiency Rate	27	20	19	21	22	+1
% Teacher Retention	---	---	---	---	---	---

---Data not available; *No longer reporting DRA— new assessment MAP Growth Reading; **No longer reporting ADA—new assessment Chronic Absenteeism

Year 4: 2018-2019
Washoe County School District:

Libby Booth Elementary School

Grades Served: K-6

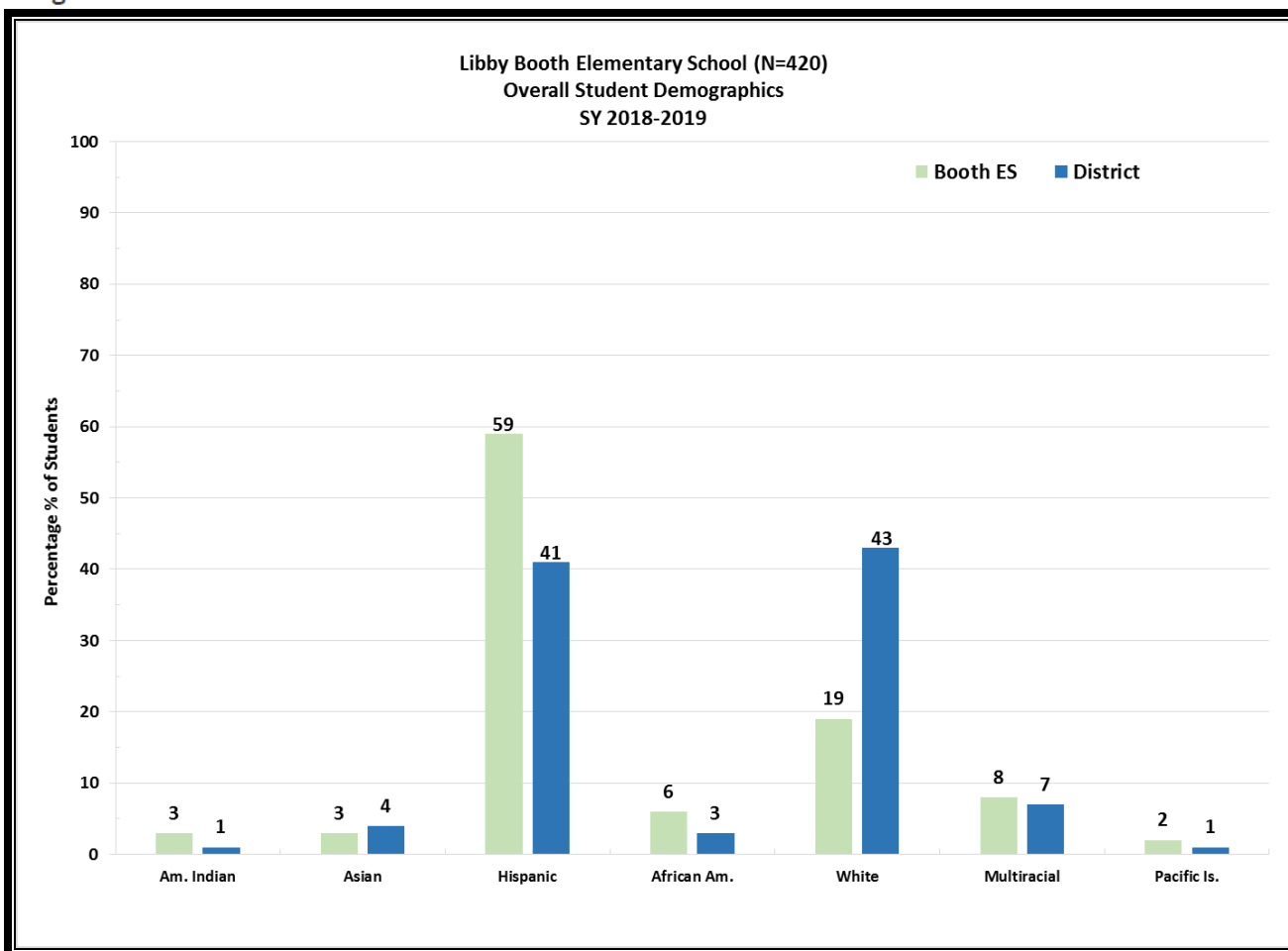
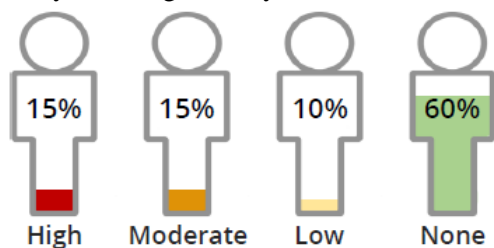
Count Day Enrollment: N=420

STAR Rating: 1 *

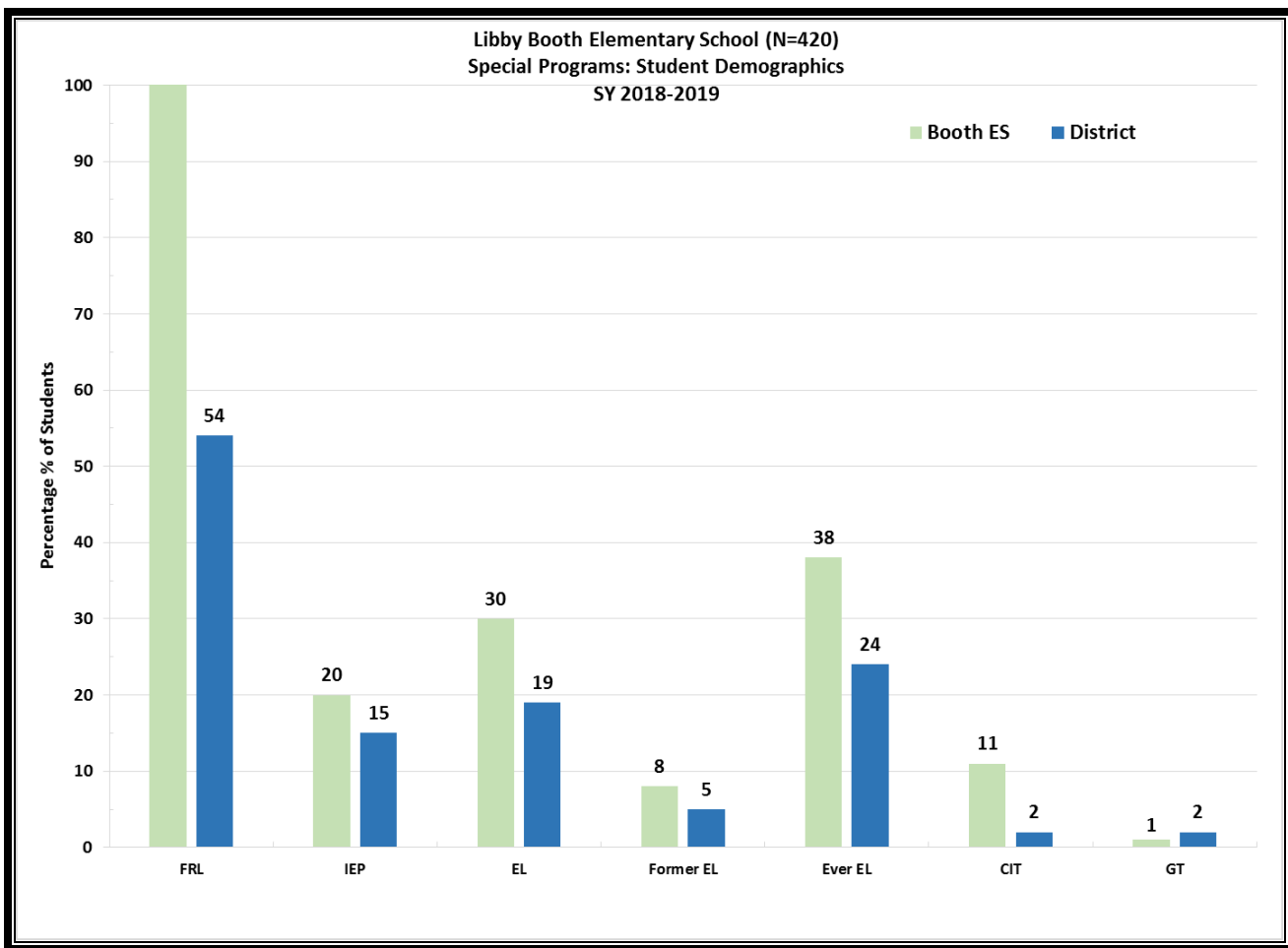
Index Score: 19

Transiency Rate: 43%

Early Warning/Risk System:



NOTE: Percentages may not total 100% due to rounding

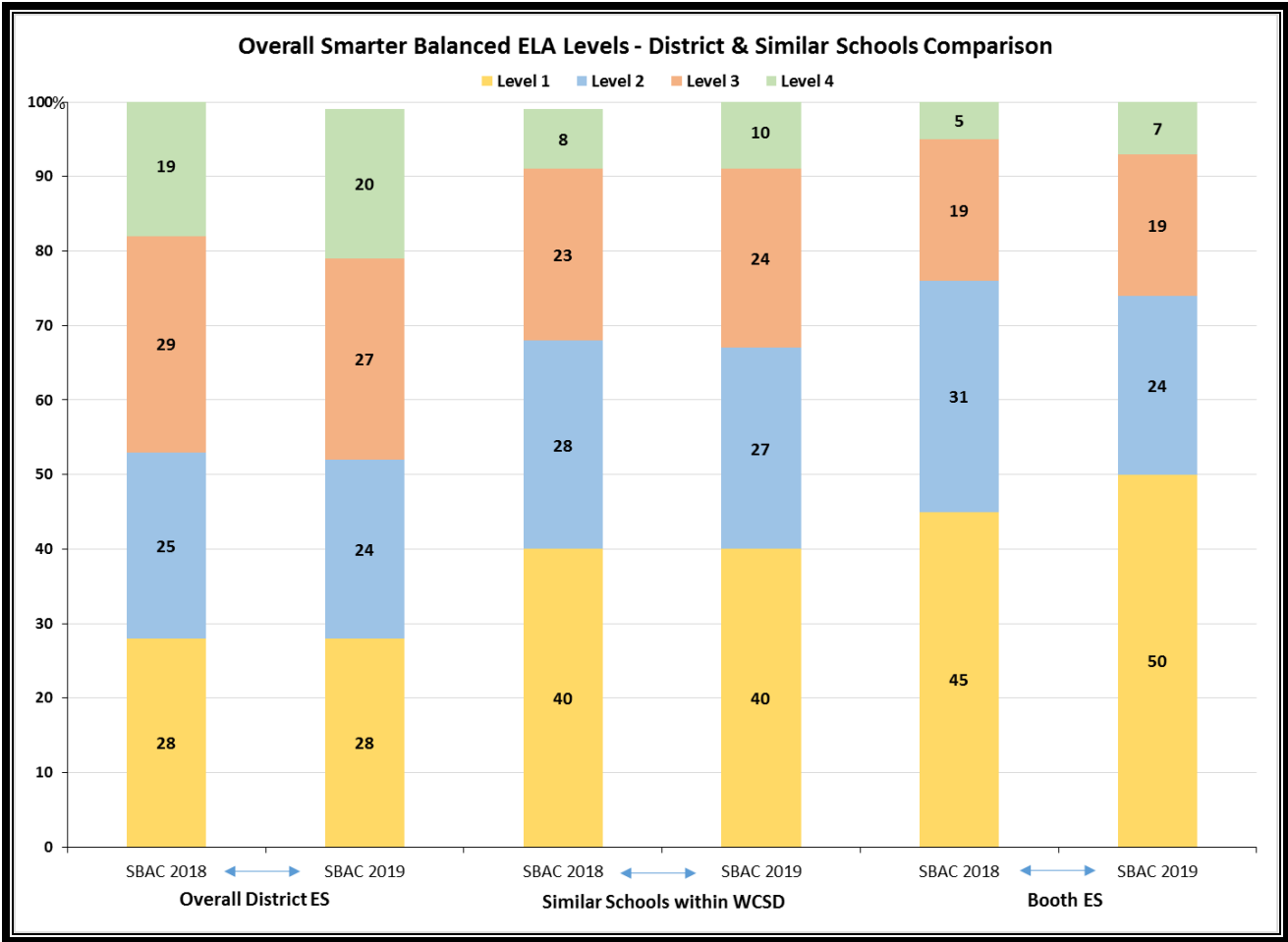


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CIT=Children in Transition; **GT**=Gifted and Talented

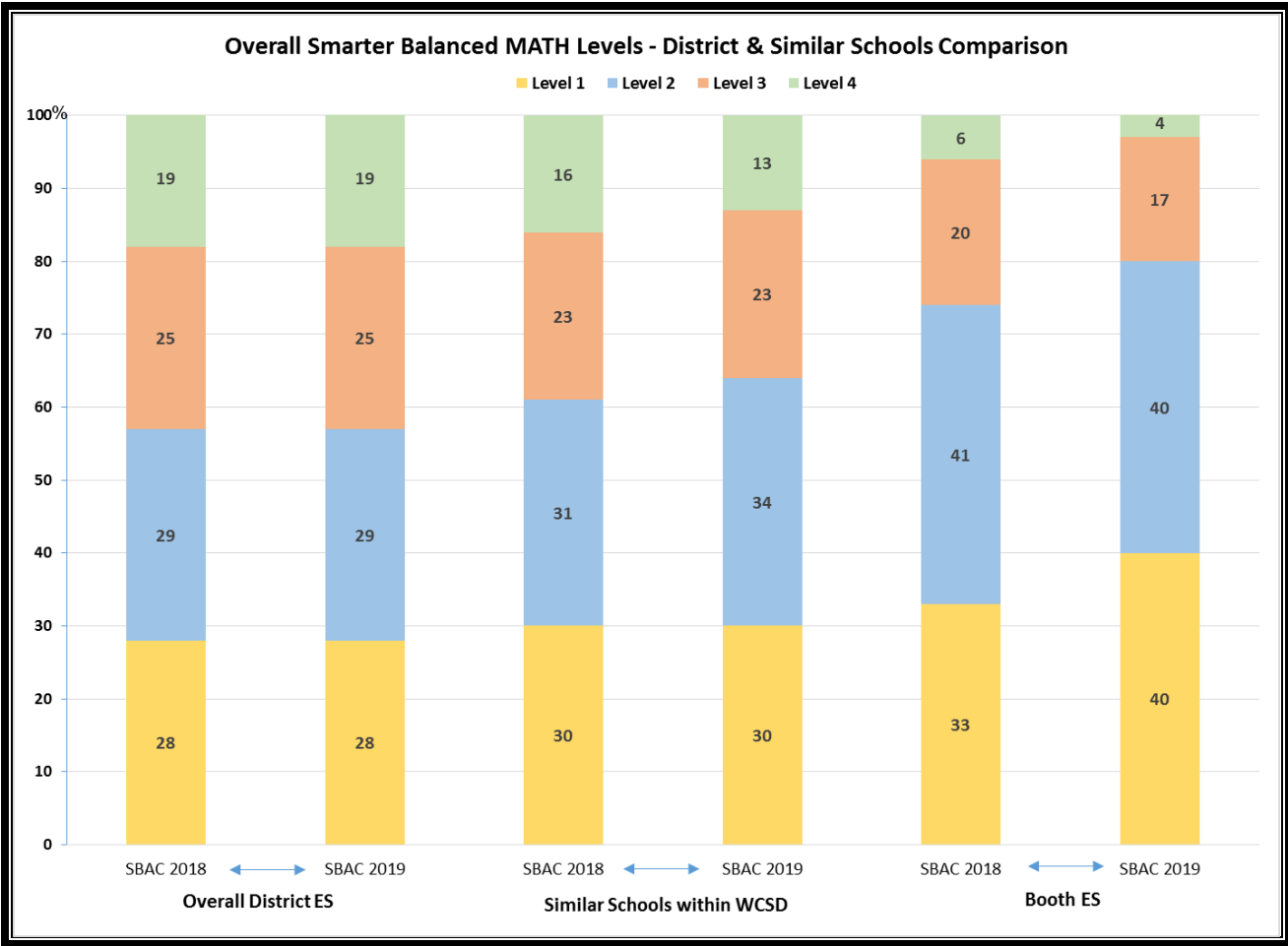
SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)

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Libby Booth Elementary School: SBAC-ELA & SBAC-MATH Results, Years 3-4

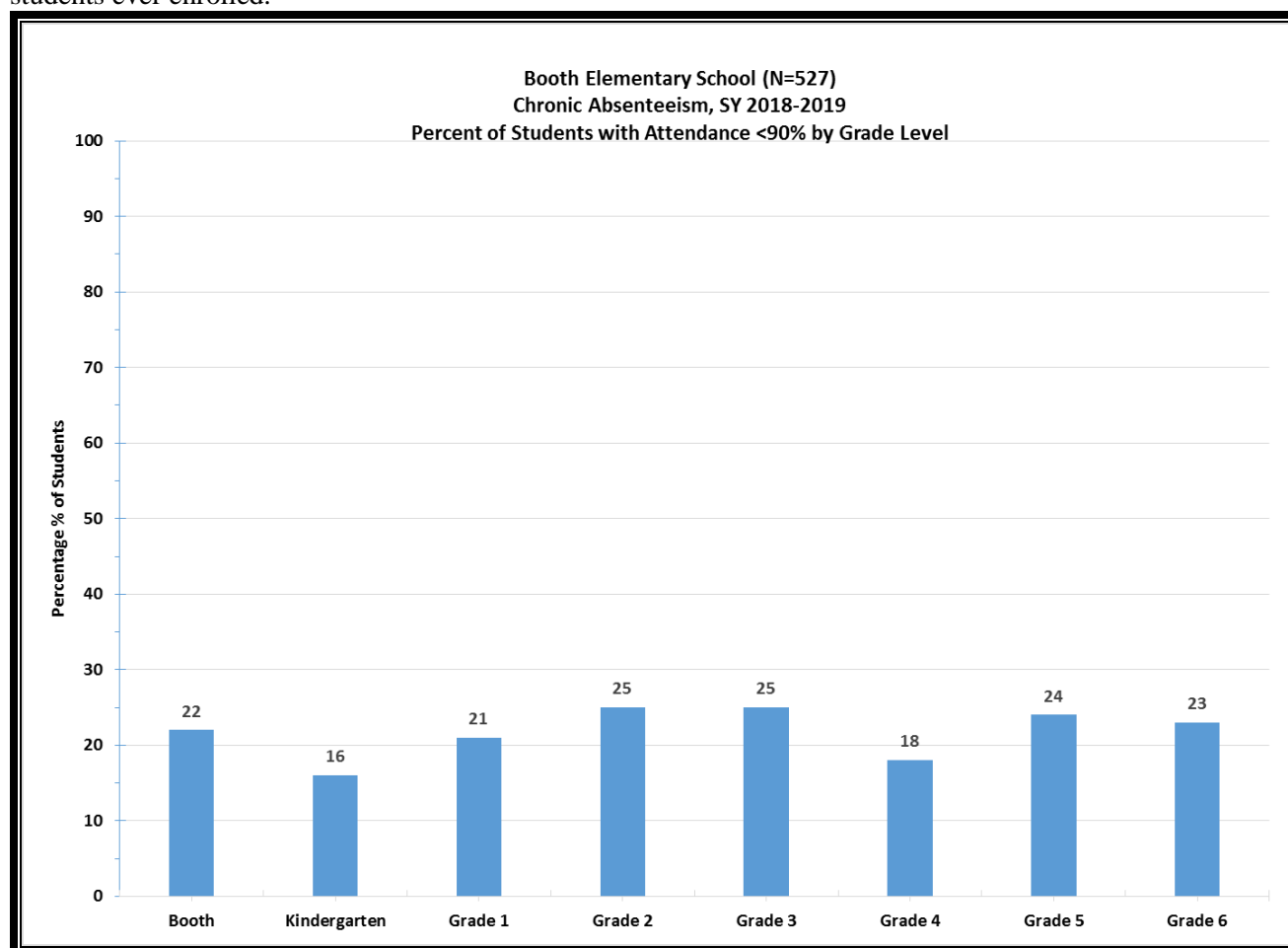


NOTE: Percentages may not total 100% due to rounding

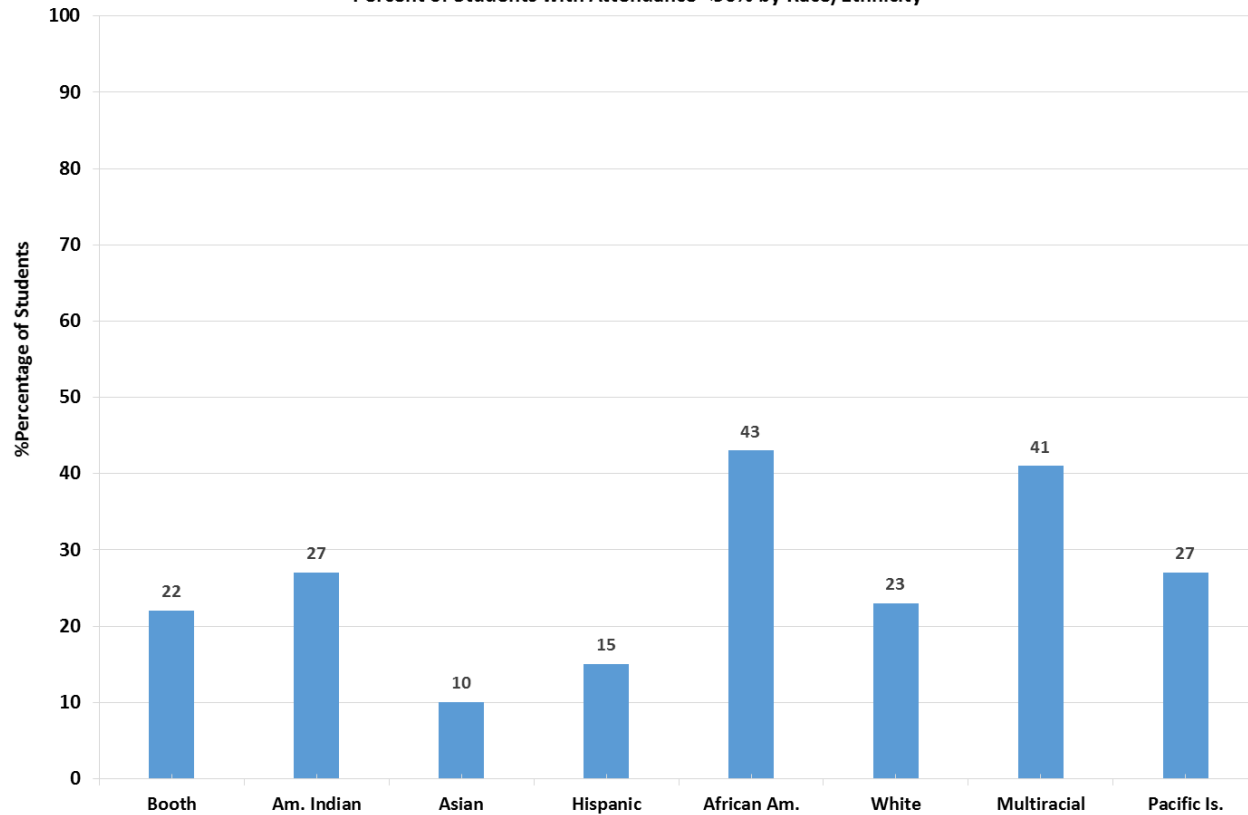


NOTE: Percentages may not total 100% due to rounding

Chronic Absenteeism: A student must be enrolled for a minimum of 10 days at a school to be included in the calculation. Students missing 10% or more of enrolled days are Chronically Absent. Student count includes students ever enrolled.



Booth Elementary School (N=527)
Chronic Absenteeism, SY 2018-2019
Percent of Students with Attendance <90% by Race/Ethnicity



Libby Booth Elementary School (N=420) — Student Achievement Results for Years 1-4

Measure	Baseline 2014-2015 %	2015-2016 %	2016-2017 %	2017-2018 %	2018-2019 %	SY2018 to SY2019 ± % Change
*NVKR Proficiency: Spring MAP Growth-Reading >40 th Percentile	---	---	---	---	35.2	---
Overall School						
Kindergarten	---	---	---	---	50.0	---
Grade 1	---	---	---	---	21.2	---
Grade 2	---	---	---	---	27.0	---
Grade 3	---	---	---	---	35.0	---
Grade 4	---	---	---	---	42.9	---
% SBAC—ELA At or Above Standard (AL 3 or 4)	23	27	24	23	26	+3
Overall School						
Grade 3	20	25	29	33	33	0
Grade 4	16	38	22	21	32	+11
Grade 5	24	28	26	16	21	+5
Grade 6	29	16	18	24	16	-8
% SBAC—MATH At or Above Standard (AL 3 or 4)	20	27	27	26	20	-6
Overall School						
Grade 3	18	48	40	44	32	-12
Grade 4	25	29	36	32	20	-12
Grade 5	13	7	18	16	17	+1
Grade 6	26	14	8	12	11	-1
**% Chronically Absent	10	13	14	20	22	+2
Overall School						
Kindergarten	29	20	31	35	16	-19
Grade 1	13	25	19	23	21	-2
Grade 2	17	14	25	11	25	+14
Grade 3	14	16	6	17	25	+8
Grade 4	10	8	18	20	18	-2
Grade 5	8	12	13	13	24	+11
Grade 6	9	11	13	19	23	+4
CIT	27	31	24	43	54	+11
% High Risk for Dropout	---	13	10	9	15	+6
% CIT	15	13	16	9	11	+2
% FRL	100	100	100	100	100	0
% Transiency Rate	40	32	31	31	43	+12
% Teacher Retention	---	17	42	---	---	---

---Data not available; *No longer reporting DRA— new assessment MAP Growth Reading; **No longer reporting ADA—new assessment Chronic Absenteeism

Year 4: 2018-2019
Washoe County School District:

Natchez Elementary School

Grades Served: K-6

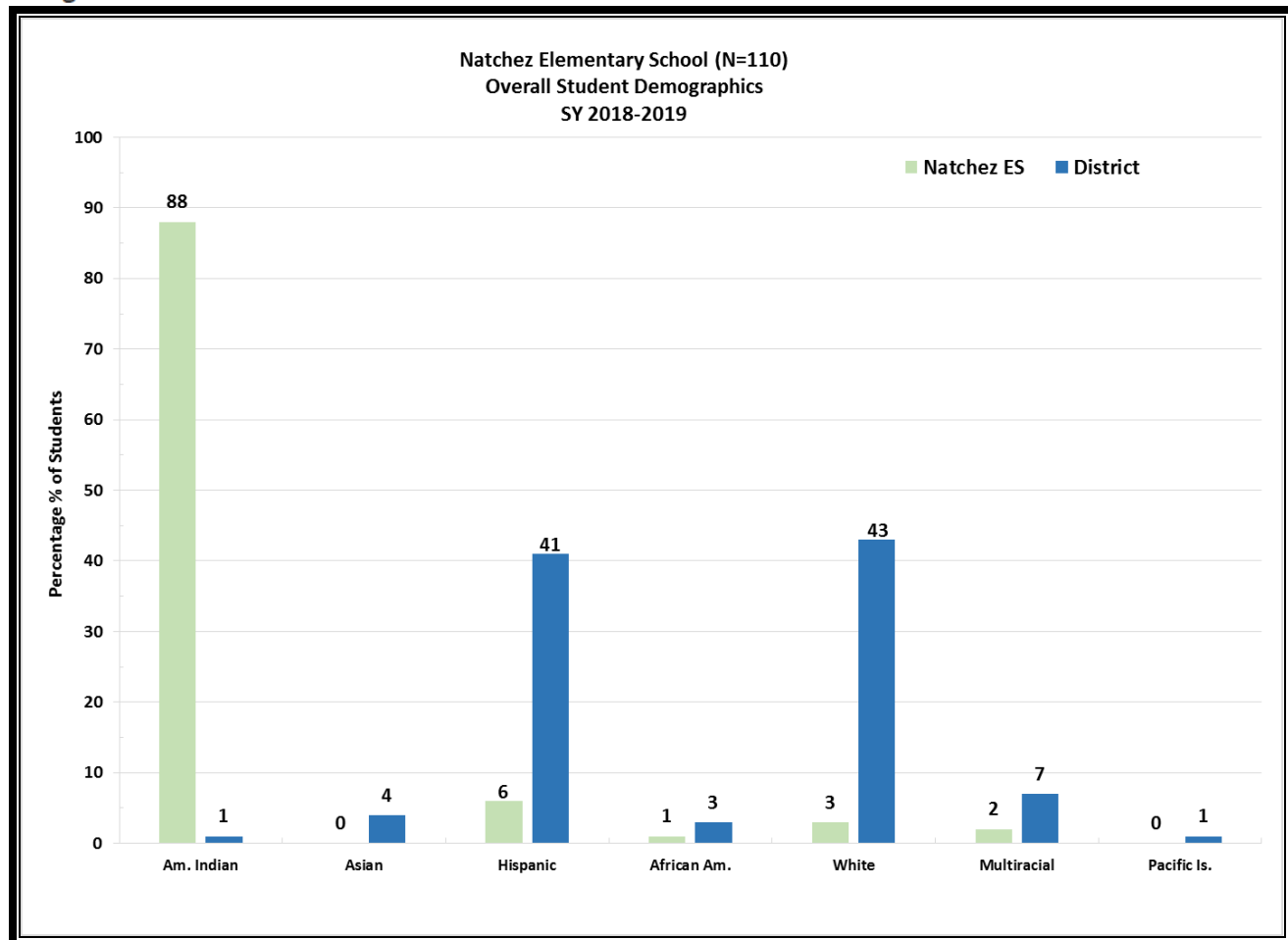
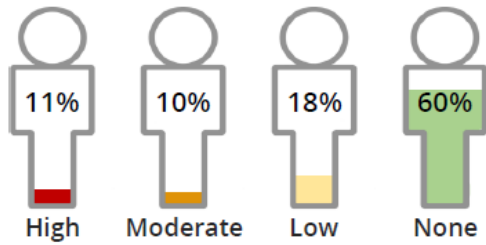
Count Day Enrollment: N=125

STAR Rating: 1 *

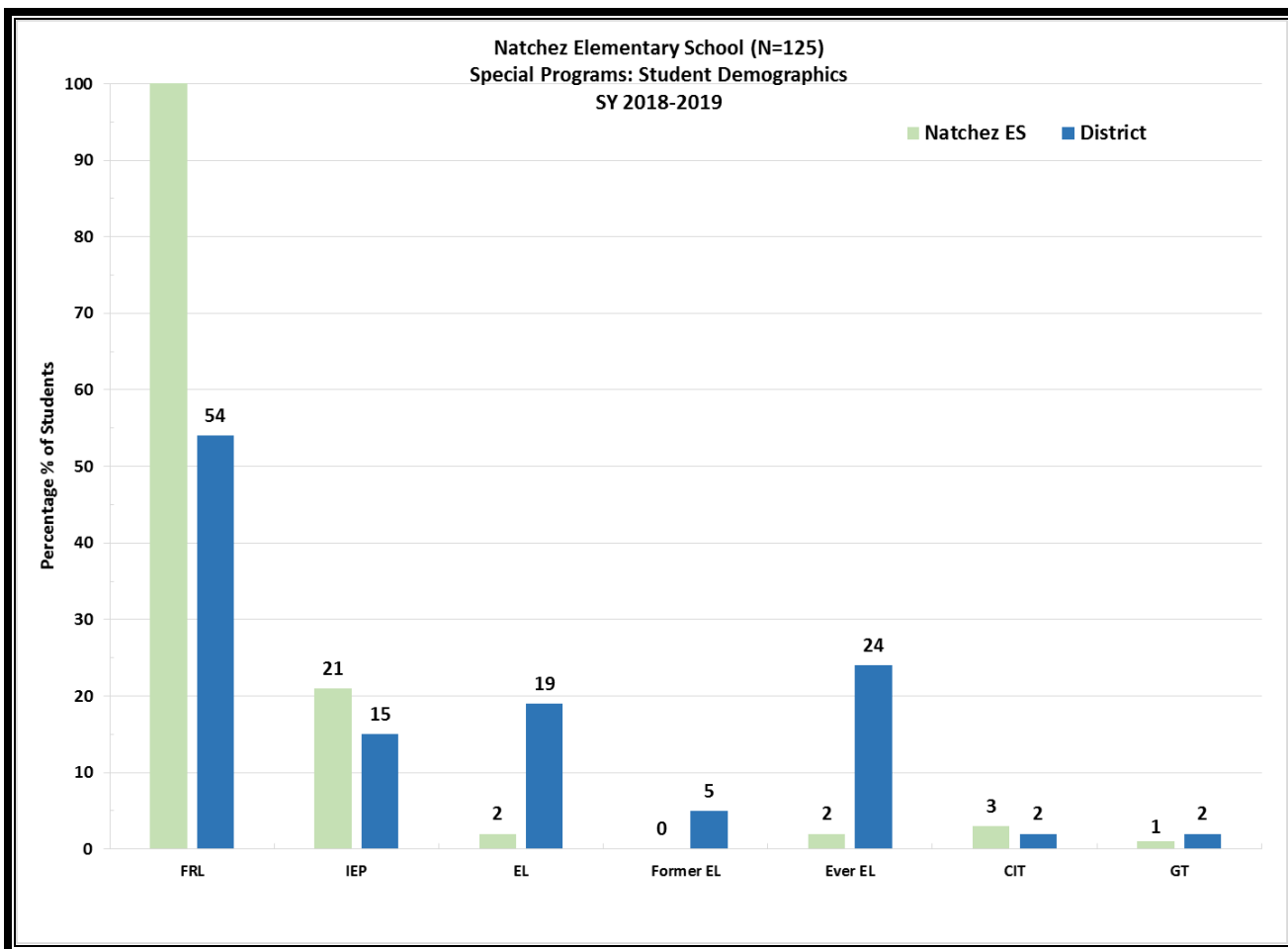
Index Score: 18.33

Transiency Rate: 29%

Early Warning/Risk System:



NOTE: Percentages may not total 100% due to rounding

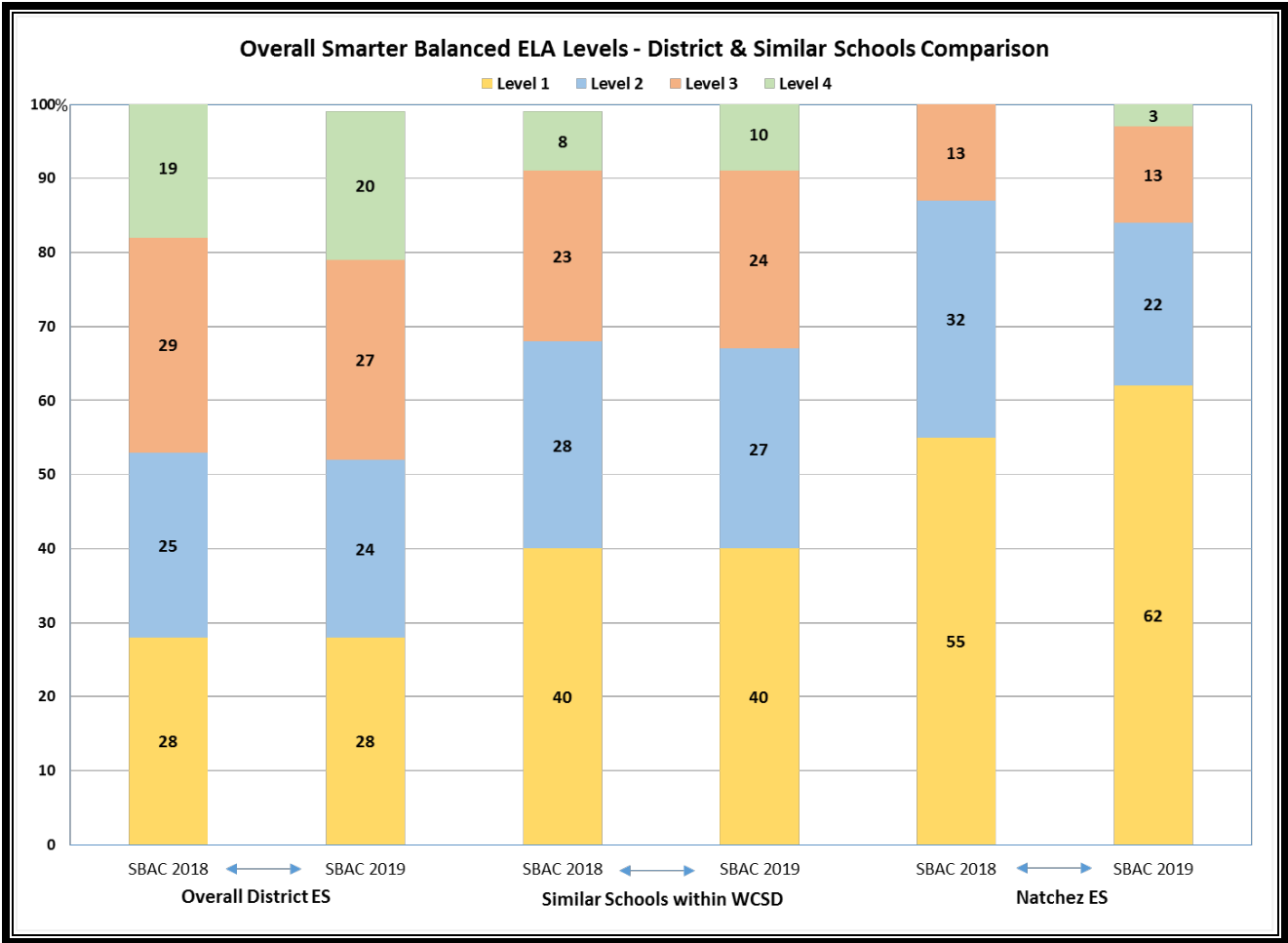


FRL=Free and Reduced Lunch; **IEP**=Individualized Education Plan; **EL**=English Learner;
CIT=Children in Transition; **GT**=Gifted and Talented

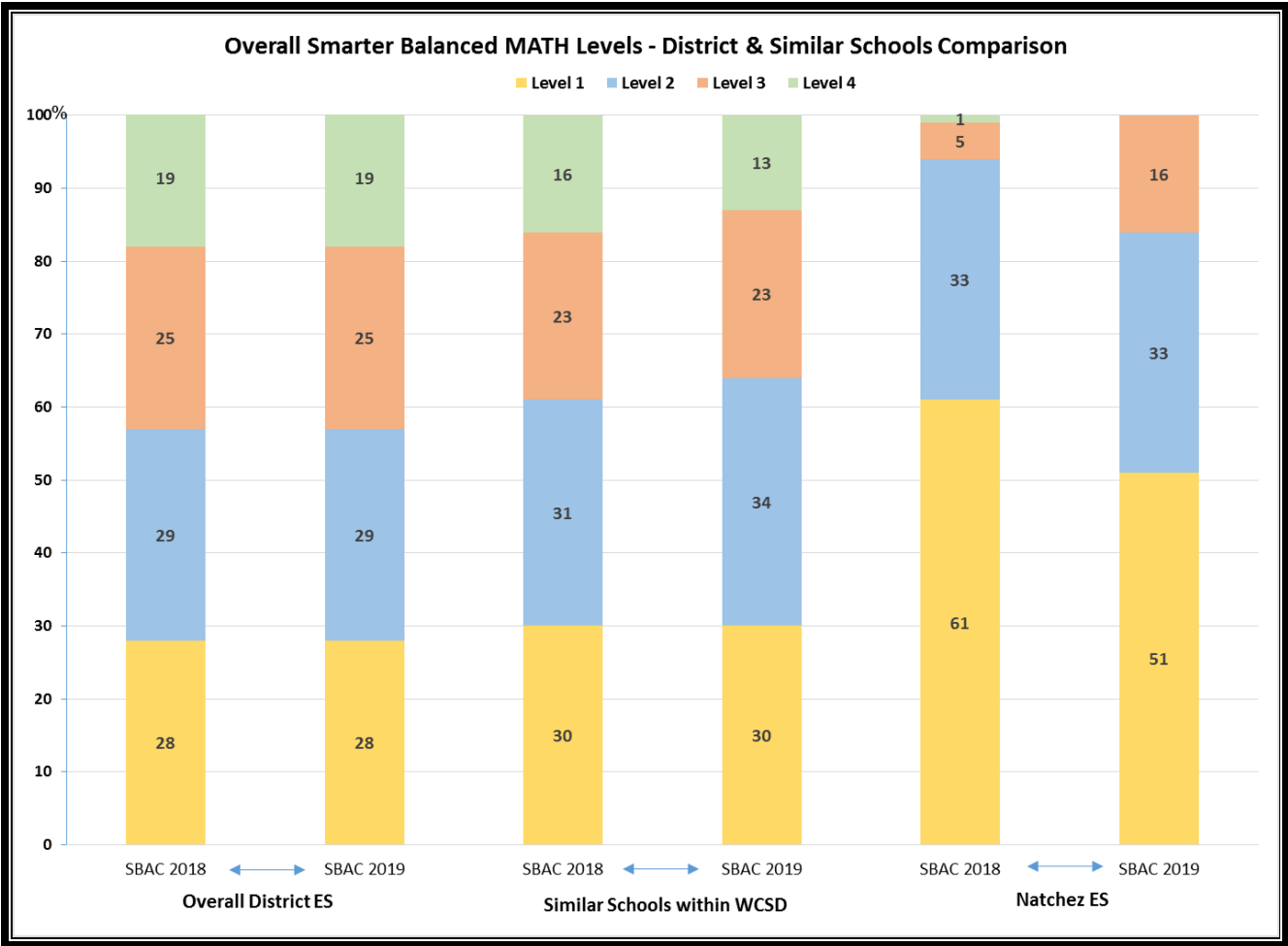
SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)

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Natchez Elementary School: SBAC-ELA & SBAC-MATH Results, Years 3-4

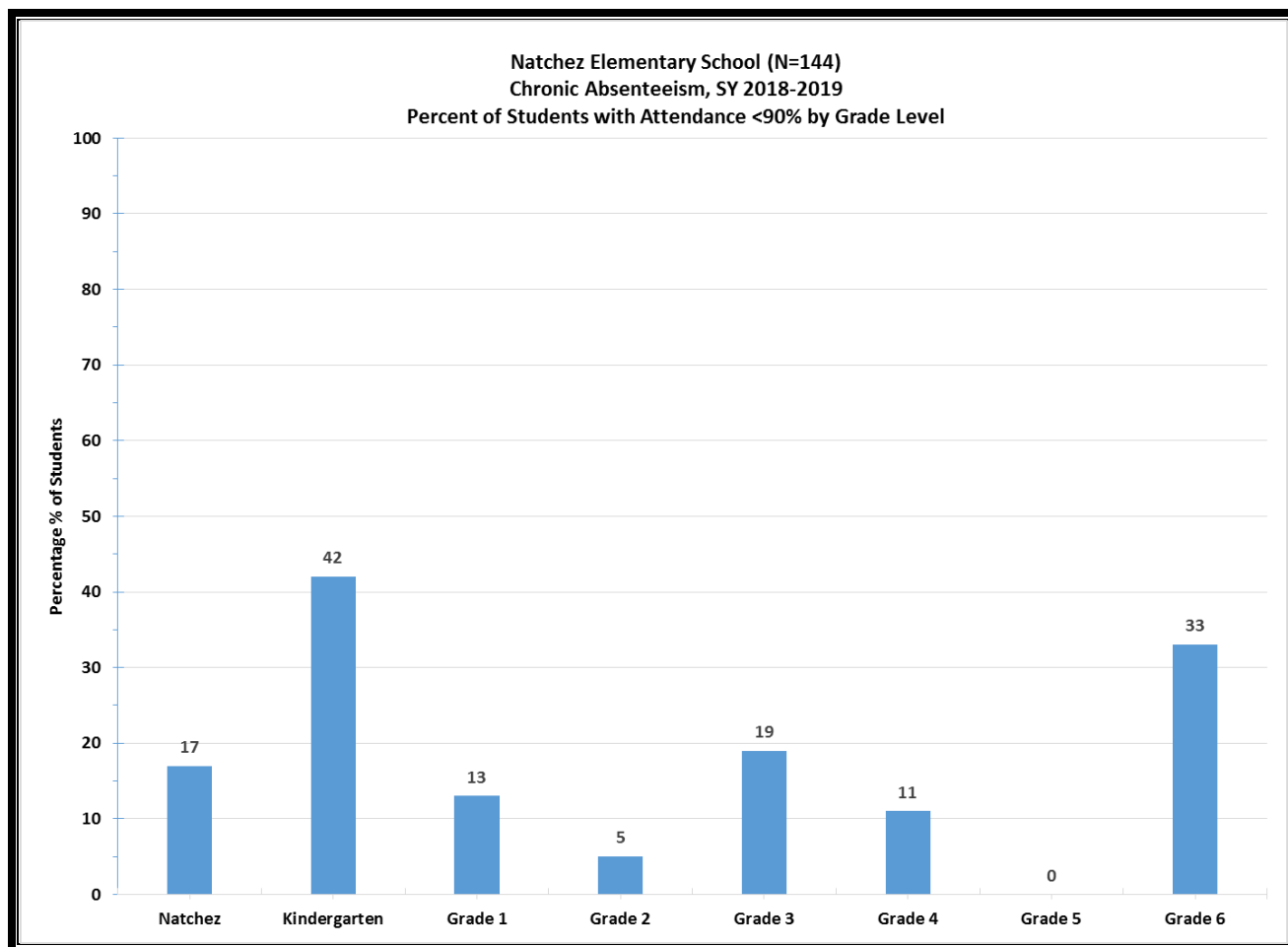


NOTE: Percentages may not total 100% due to rounding

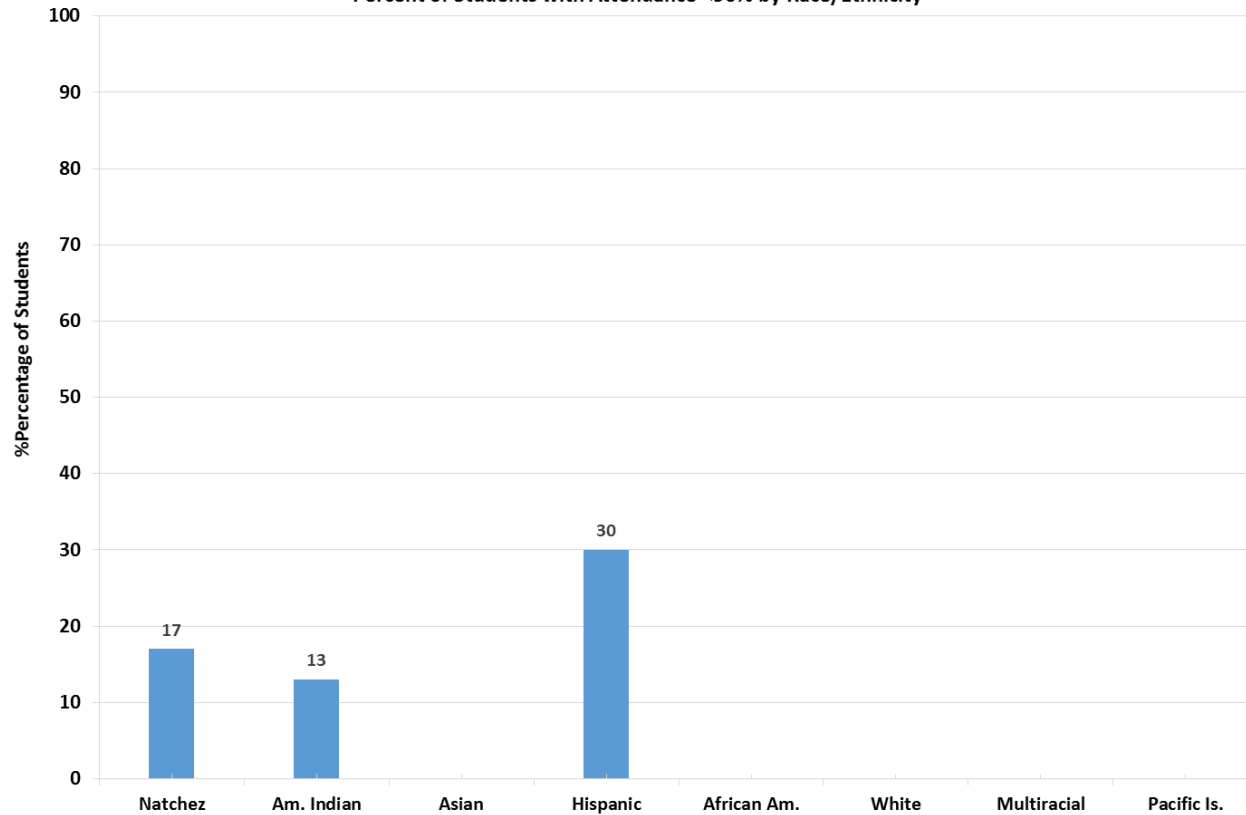


NOTE: Percentages may not total 100% due to rounding

Chronic Absenteeism: A student must be enrolled for a minimum of 10 days at a school to be included in the calculation. Students missing 10% or more of enrolled days are Chronically Absent.



Natchez Elementary School (N=144)
Chronic Absenteeism, SY 2018-2019
Percent of Students with Attendance <90% by Race/Ethnicity



Natchez Elementary School (N=125) — Student Achievement Results for Years 1-4

Measure	Baseline 2014-2015 %	2015-2016 %	2016-2017 %	2017-2018 %	2018-2019 %	SY2018 to SY2019 ± % Change
NVKR Proficiency: Spring MAP Growth- Reading >40th Percentile Overall School	---	---	---	---	36.4	---
<i>Kindergarten</i>	---	---	---	---	53.8	---
<i>Grade 1</i>	---	---	---	43.8	25.0	-18.8
<i>Grade 2</i>	---	---	---	21.4	22.2	+0.8
<i>Grade 3</i>	---	---	---	23.8	44.4	+20.6
<i>Grade 4</i>	---	---	---	14.3	36.4	+22.1
% SBAC—ELA At or Above Standard (AL 3 or 4) Overall School	27	23	17	13	16	+3
<i>Grade 3</i>	13	12	23	13	5	-8
<i>Grade 4</i>	19	25	0	12	31	+19
<i>Grade 5</i>	45	32	23	8	10	+2
<i>Grade 6</i>	33	25	23	18	27	+9
% SBAC—MATH At or Above Standard (AL 3 or 4) Overall School	16	13	10	6	16	+10
<i>Grade 3</i>	17	23	9	19	30	+11
<i>Grade 4</i>	33	13	11	4	15	+11
<i>Grade 5</i>	9	8	9	0	5	+5
<i>Grade 6</i>	0	8	12	5	13	+8
% Chronically Absent Overall School	21	20	26	43	17	-26
<i>Kindergarten</i>	48	19	39	48	42	-6
<i>Grade 1</i>	30	33	16	17	13	-4
<i>Grade 2</i>	15	27	39	18	5	-13
<i>Grade 3</i>	29	12	30	41	19	-22
<i>Grade 4</i>	38	29	22	50	11	-39
<i>Grade 5</i>	14	18	43	58	0	-58
<i>Grade 6</i>	13	21	30	67	33	-34
<i>CIT</i>	---	30	40	31	50	+19
% High Risk for Dropout	---	6	12	17	11	-6
% CIT	6	6	1	10	3	-7
% FRL	100	100	100	100	100	0
% Transiency Rate	28	34	23	18	29	+11
% Teacher Retention	---	30	21	---	---	---

---Data not available; *No longer reporting DRA— new assessment MAP Growth Reading; **No longer reporting ADA—new assessment Chronic Absenteeism

Year 4: 2018-2019
Washoe County School District:

Hug High School

Grades Served: 9-12

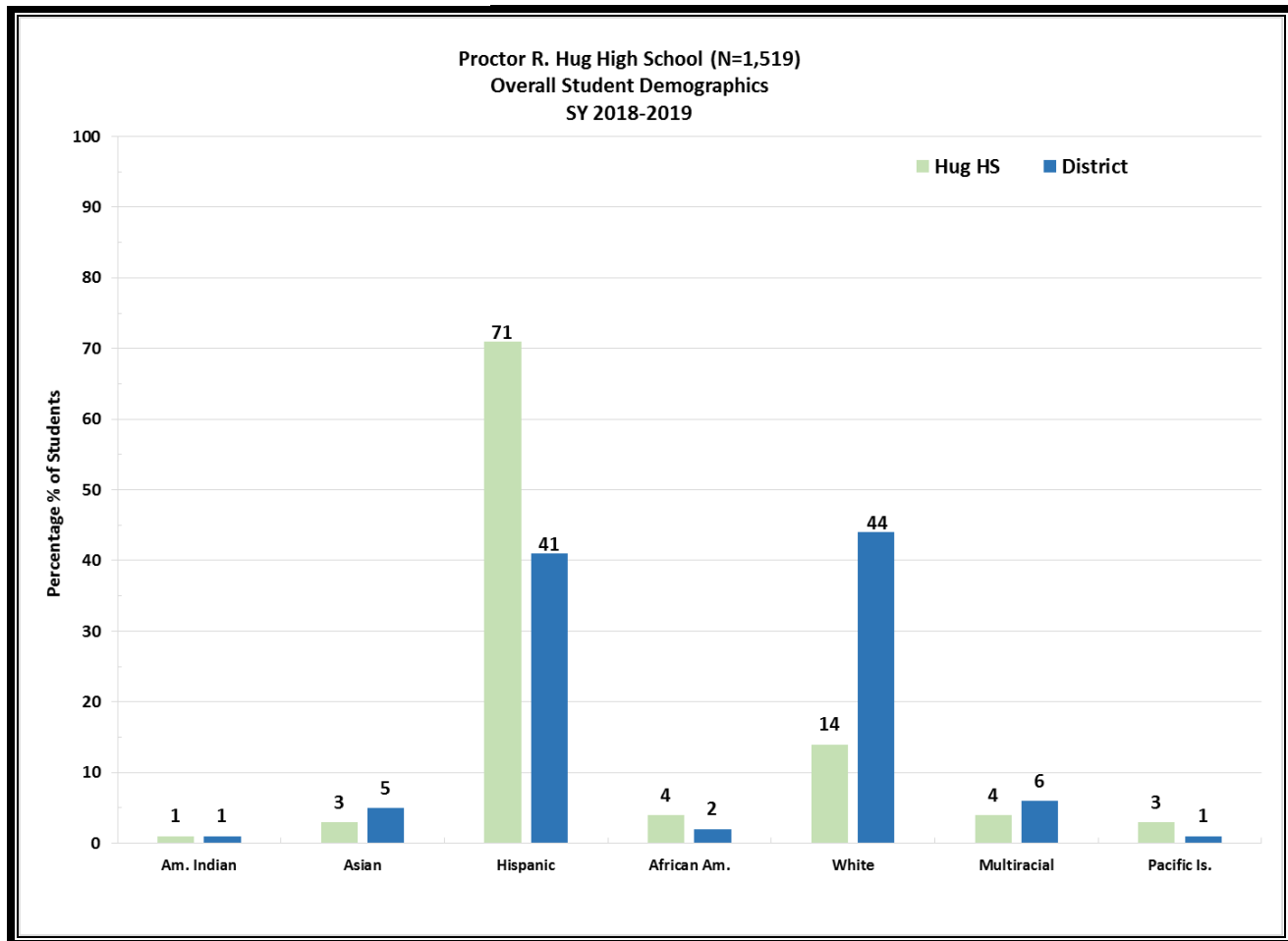
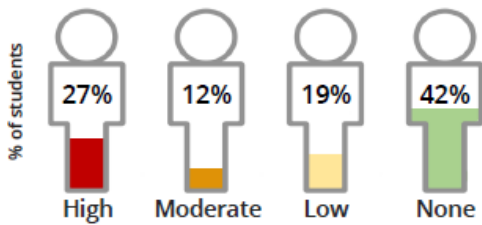
Count Day Enrollment: N=1,519

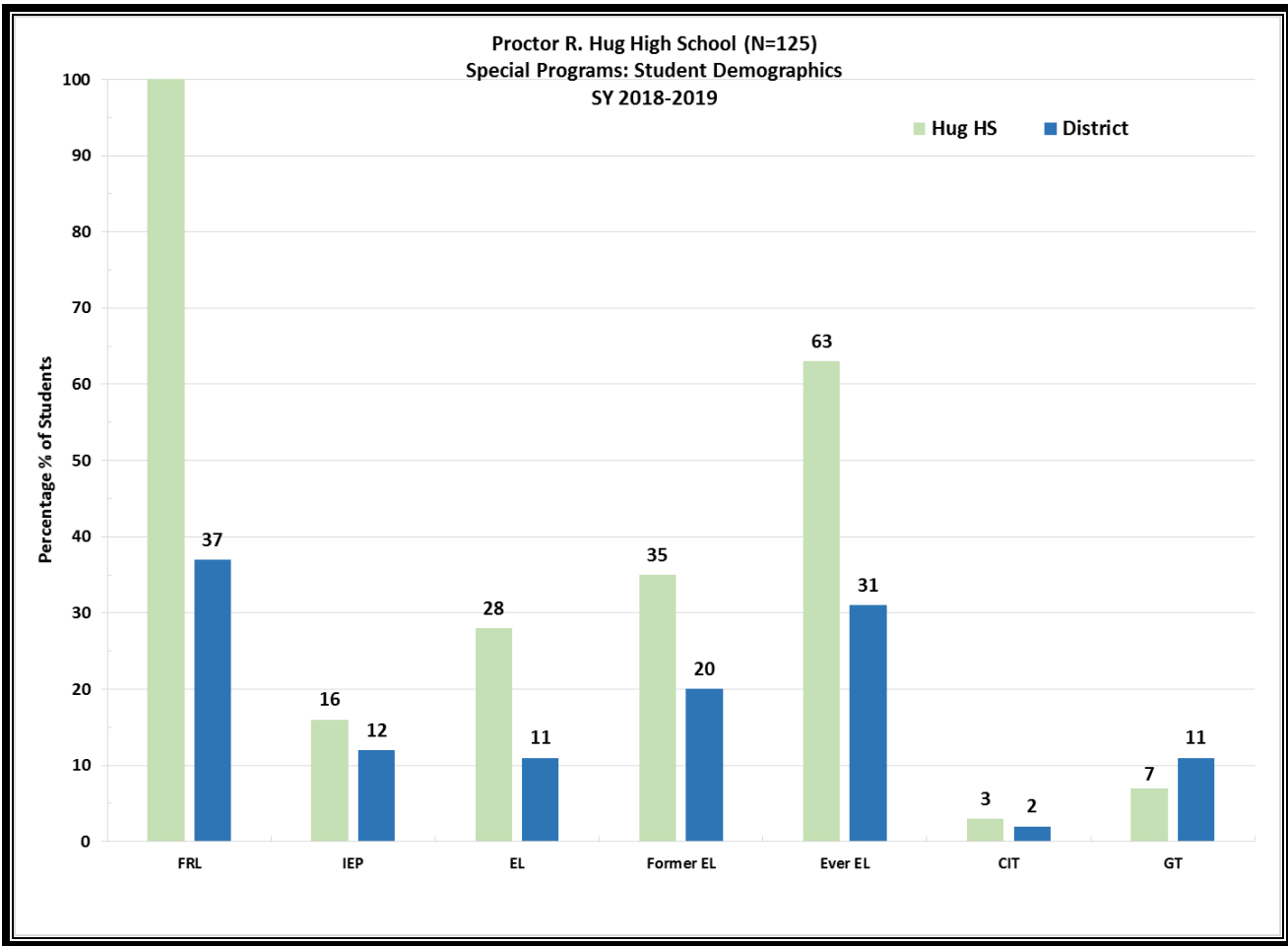
STAR Rating: 2 **

Index Score: 47

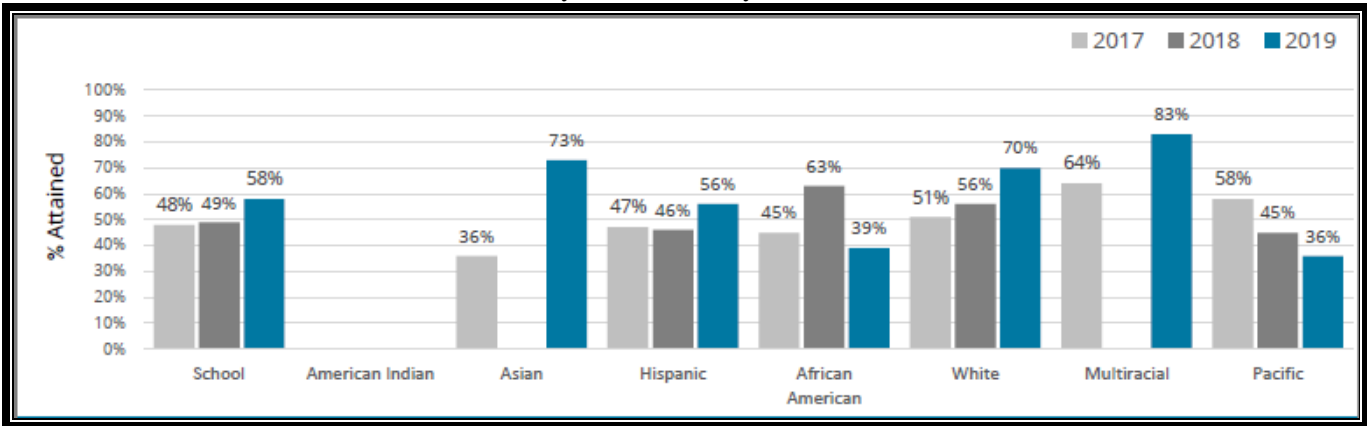
Transiency Rate: 29%

Early Warning/Risk System:

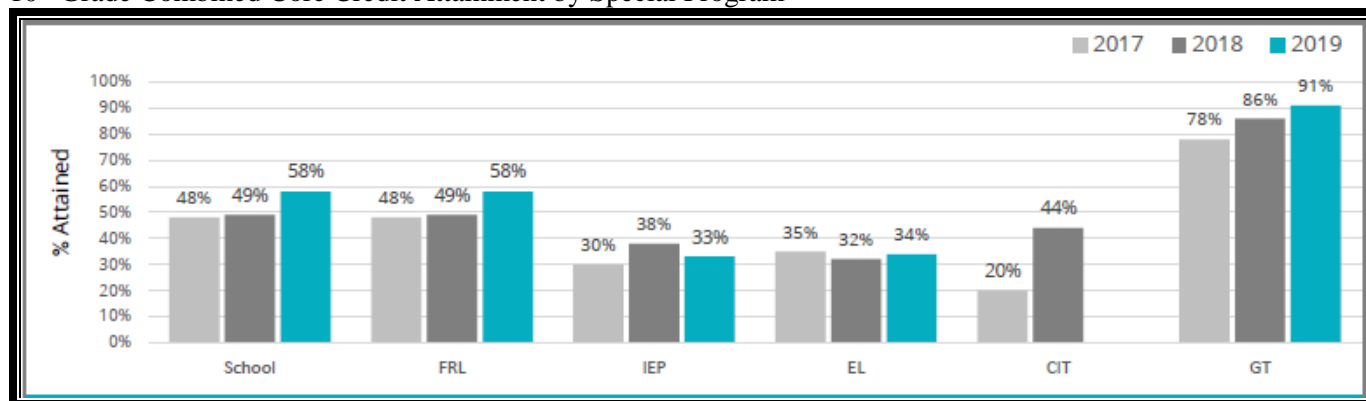




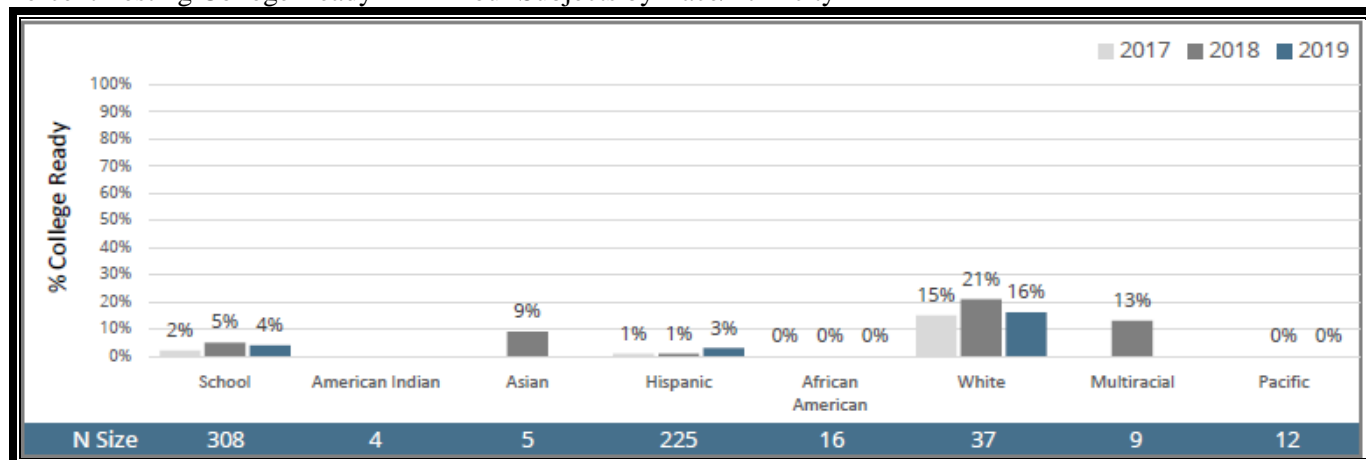
10th Grade Combined Core Credit Attainment by Race/Ethnicity



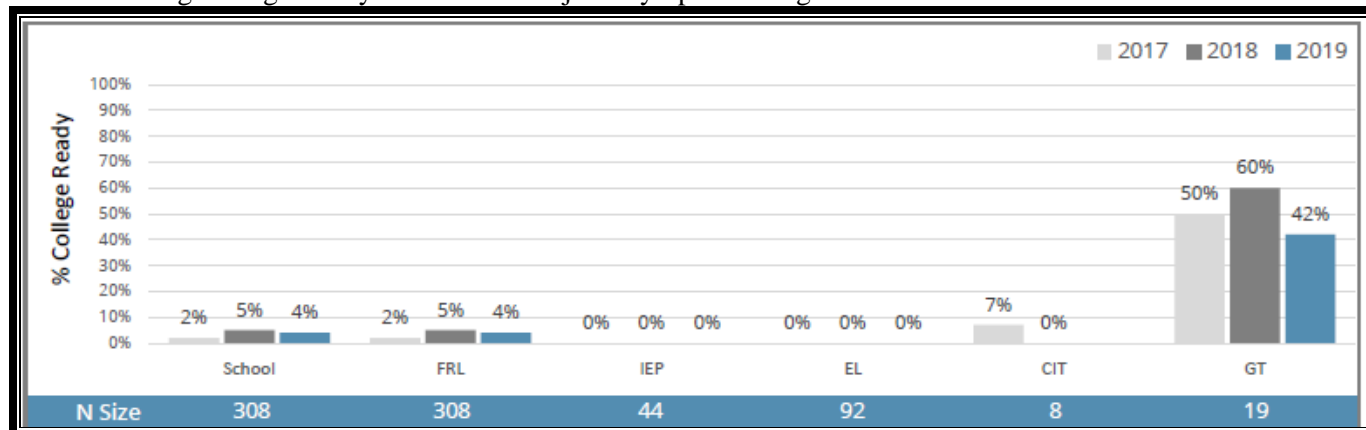
10th Grade Combined Core Credit Attainment by Special Program



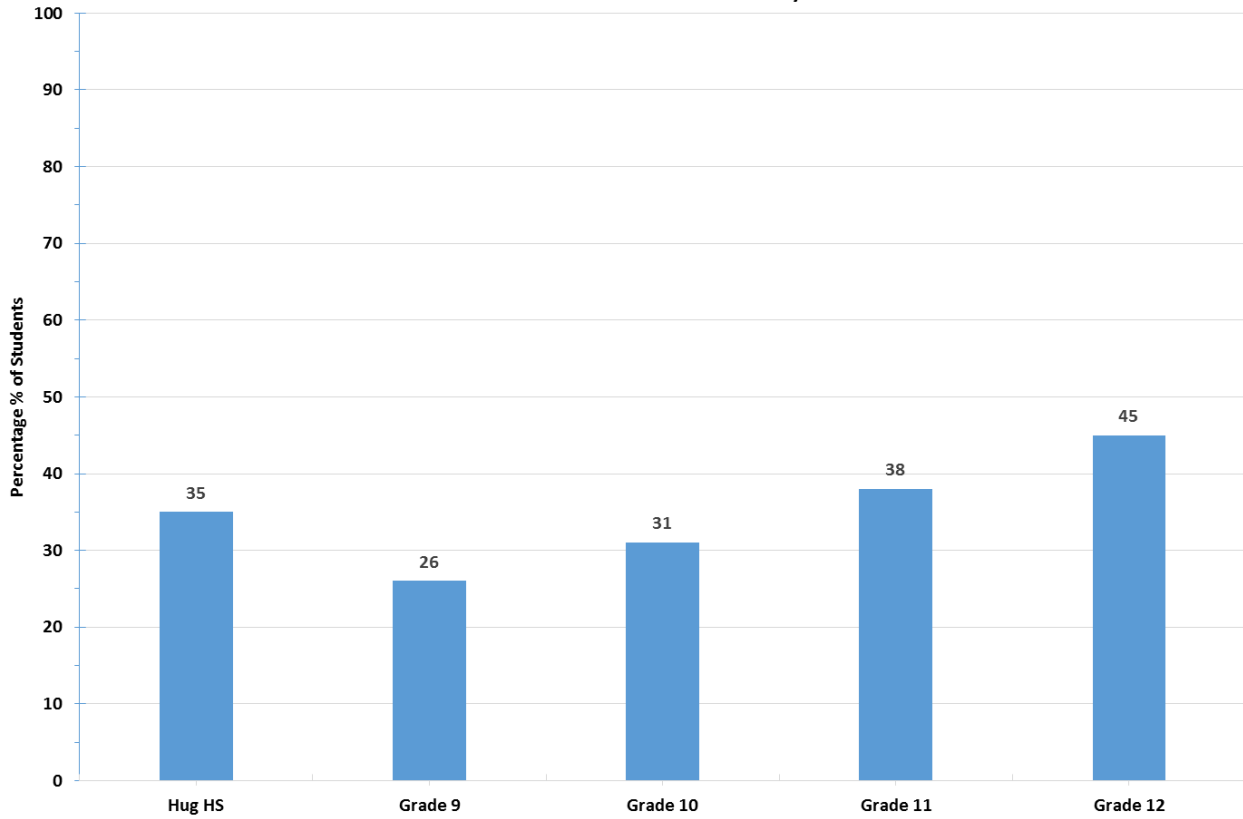
Percent Testing College Ready in All Four Subjects by Race/Ethnicity



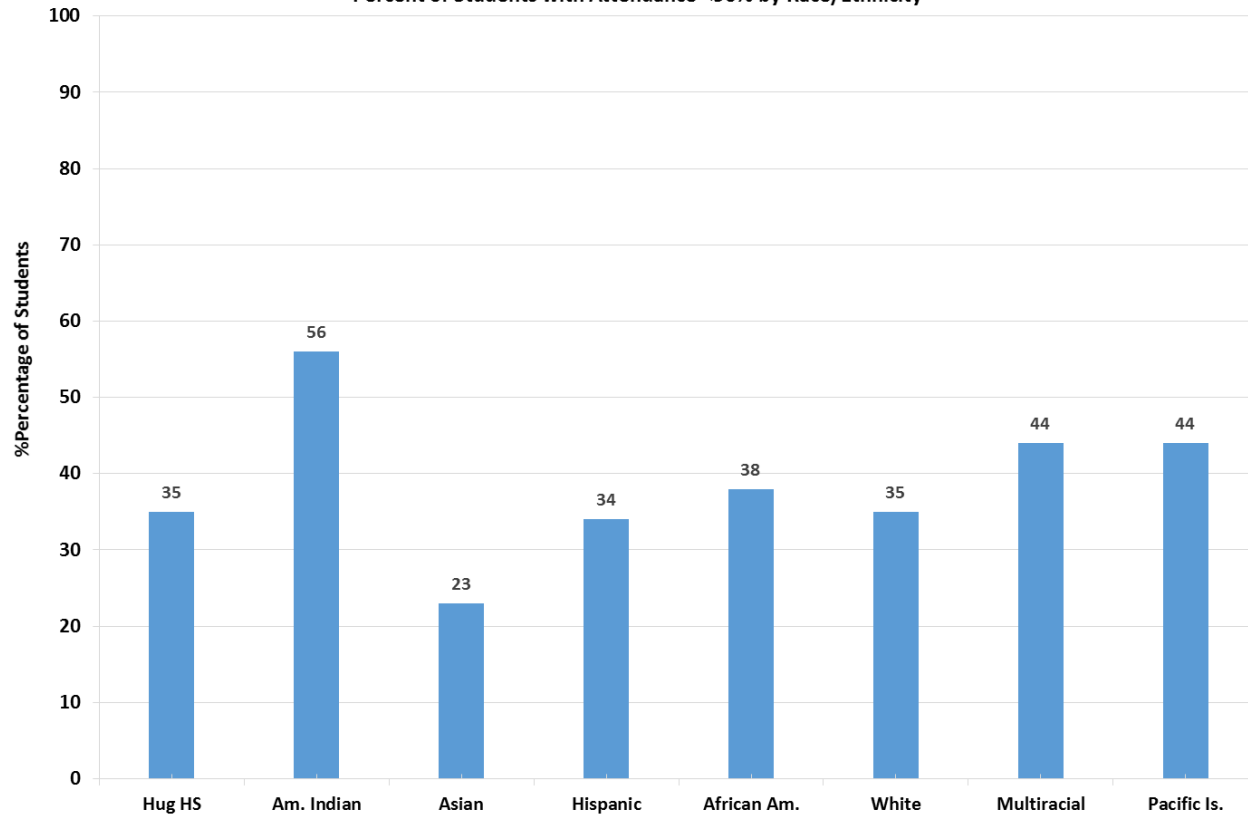
Percent Testing College Ready in All Four Subjects by Special Program

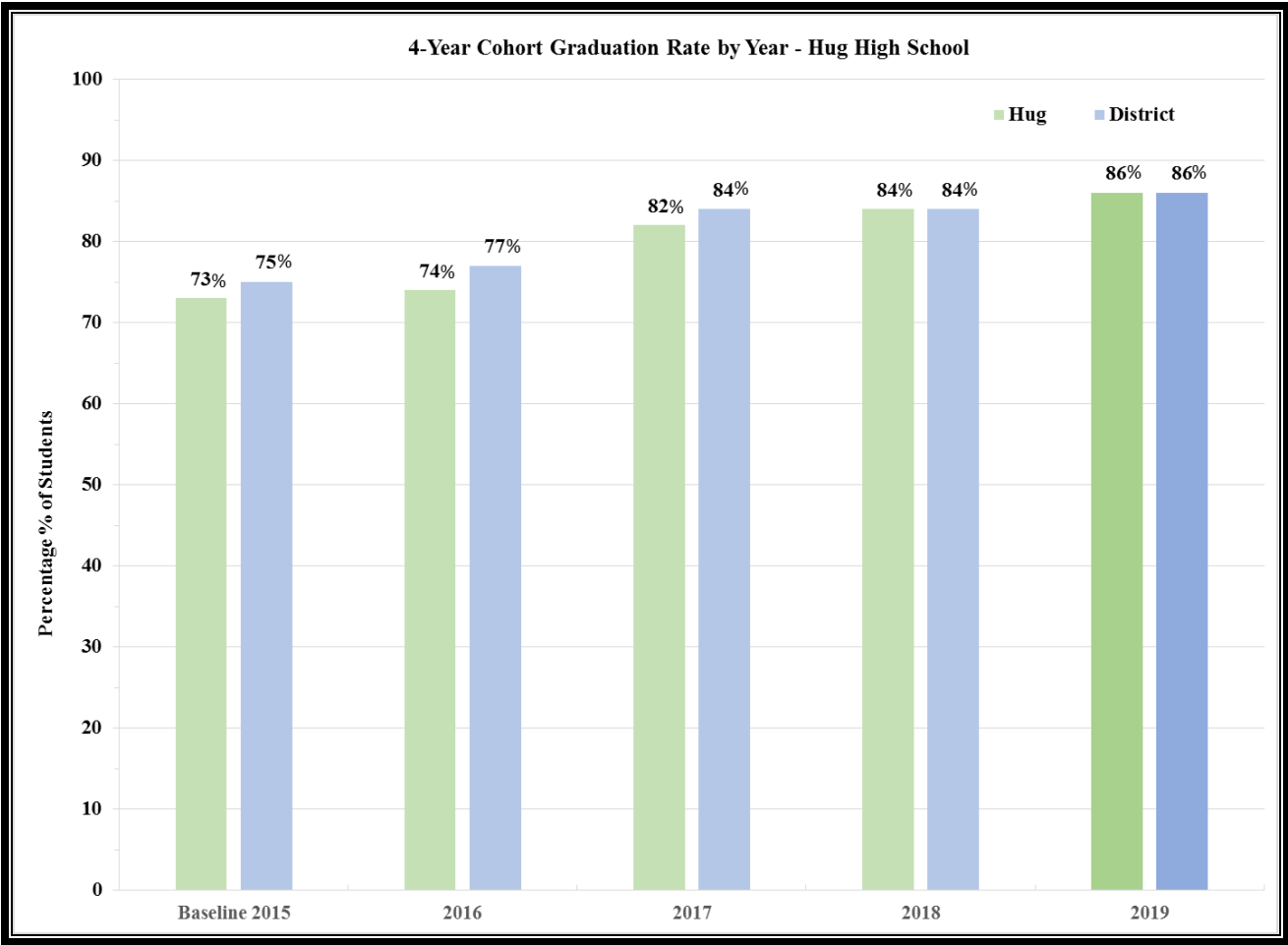


Hug High School (N=1,679)
Chronic Absenteeism, SY 2018-2019
Percent of Students with Attendance <90% by Grade Level



Hug High School (N=1,679)
Chronic Absenteeism, SY 2018-2019
Percent of Students with Attendance <90% by Race/Ethnicity





Hug High School Student Achievement Results for Years 1-4

Measure: Grade 11	Baseline 2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	± Change SY2018 to SY2019
ACT Composite—Overall Average Scale Scores	15.1	14.6	14.9	15.1	15.1	0.0
% Testing College Ready: Overall	1	1	2	5	4	-1
ACT Composite—English Average Scale Scores	12.8	11.6	12.9	13.4	13.0	-0.4
% Testing College Ready: English	14	8	13	13	17	1
ACT Composite—Math Average Scale Scores	16.0	15.5	15.7	15.7	16.1	+0.4
% Testing College Ready: Math	4	4	6	7	8	1
ACT Composite—Reading Average Scale Scores	15.3	14.8	14.9	15.0	15.3	+0.3
% Testing College Ready: Reading	10	7	8	11	11	0
ACT Composite—Science Average Scale Scores	15.9	15.9	15.5	15.7	15.5	-0.2
% Testing College Ready: Science	6	4	4	7	7	0
*% Chronic Absenteeism Overall School	32	32	33	39	35	-4
<i>Grade 9</i>	24	28	24	31	26	-5
<i>Grade 10</i>	39	32	34	39	31	-8
<i>Grade 11</i>	30	38	31	41	38	-3
<i>Grade 12</i>	35	33	46	46	45	-1
<i>CIT Students</i>	55	63	59	68	63	-5
% High Risk for Dropout	---	30	30	33	27	-6
% CIT	5	4	4	4	3	-1
% FRL	100	100	100	100	100	0
% Transiency Rate	34	30	27	33	29	-4
% Teacher Retention	---	28	12	---	---	---

---Data not available; *No longer reporting ADA—new assessment Chronic Absenteeism