Churchill County School District

District Performance Plan

2024-2025

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Churchill County School District embraces the stakeholder-inspired mission that "Everyone is Always Learning." We are dedicated to the development of life-ready learners that embrace the whole person through intentional experiences that foster growth in critical thinking, innovation, collaborative learning, communication, global citizenship, and lifelong learning. Our work has been recognized by the state for its innovation and forward thinking mindset, as demonstrated in the June 2024 NASS conference and the Nevada Profile of a Learner pilot for 24-25 SY.

Student Success Strengths

Despite our small, rural demographic, we boast an average of over 300 dual-credit enrollments with our high school students, as demonstrated through Western Nevada College transcript audits. This high number has been recognized throughout the state as one of the highest engaged high school in Nevada. In addition to this great achievement, we also promote over 16 career pathways through our career tech programming, offering career tech certifications for college and/or career readiness post high school graduation. The career tech pathways are documented in our school enrollments and their certifications are shared through Nevada DOE Career Tech Office.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Over 70% of our K-12 student assessments fall below grade-level proficiency in ELA. **Critical Root Cause:** Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.

Problem Statement 2 (Prioritized): Over 70% of our K-12 student assessments fall below grade-level proficiency in Math. **Critical Root Cause:** Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.

Problem Statement 3 (Prioritized): According to the CLNA student survey, 35% of surveyed students are disengaged with school, impacting post-secondary career and college opportunities. **Critical Root Cause:** The CLNA root analysis reveals a lack of community support and/or mentorship opportunities to promote positive post-secondary exploration.

Connectedness

Connectedness Summary

Churchill County School district centralizes their offerings in Fallon, Nevada. Fallon is considered the "Oasis of Nevada." Churchill County School District offers a small, rural community setting, where agricultural livelihood is the centrifuge of our existence. We are outdoor enthusiasts who embrace the natural wonders of Northern Nevada, while celebrating the close-knit dynamics of our community.

Connectedness Strengths

Churchill CSD is the center of community, both in scholastics and extra-curricular opportunities. We are a diverse community that boasts a strong military-family presence, as well as representation from our local, tribal communities. We take pride in the connectedness our community offers, which provides extensive resource support for our community.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): According to the CLNA student survey, 35% of surveyed students are disengaged with school, impacting post-secondary career and college opportunities.   **Critical Root Cause:** The CLNA root analysis reveals a lack of community support and/or mentorship opportunities to promote positive post-secondary exploration.

Instructional Practices and Supports

Instructional Practices and Supports Summary

Churchill County School District follows a learner-centered framework, committed to the development of the whole-child as they develop life-ready skills. This purposeful focus can be witnessed in the promotion of our mission, vision, and strategic plan for the school district. The school district has adopted a state-approved ELA and Math curriculum. It is the expectation that school sites utilize the curriculum to assess, instruct, and lead student learning through our learner centered lens. Personalized, professional development opportunities will be offered to the teachers throughout the 24-25 school year to assist and support the instructional focus for our students. Performance trends will be analyzed in site-based PLC groups, as well as through principal meetings each month. Succinct and timely feedback will be delivered to inform areas of potential growth as well as celebrate areas of success.

Instructional Practices and Supports Strengths

Churchill CSD has been recognized statewide as well as nationwide in their pedagogical development of "the profile of a learner." These best practices will be recognized in the coming year on a national level at a conference in Reno, NV in February 2025. ChurchillCSD performance has traditionally been below the 5% growth expectation annually. The curriculum adoption and implementation will provide a foundational lens for collaboration amongst teachers and leaders, as well as deliver a foundation for measurable growth. Diagnostic assessments will be delivered in ELA & Math, and also compared to NWEA MAP assessments in both content areas three times per year. This, compounded with the SBAC, will give a triangulation of data to discuss, reflect and gauge ongoing planning.

Problem Statements Identifying Instructional Practices and Supports Needs

Problem Statement 1 (Prioritized): Over 70% of our K-12 student assessments fall below grade-level proficiency in Math. **Critical Root Cause:** Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.

Problem Statement 2 (Prioritized): Over 70% of our K-12 student assessments fall below grade-level proficiency in ELA. **Critical Root Cause:** Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision-making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	The school district has developed an instructional steering committee to inform curricular best practices, a budgetary committee to inform district spending priorities, various community groups that embrace the tribal community as well as the military base families in planning and discussion towards the future of the school district.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	These committees have informed us of the need to positively promote our schools regularly, engage all stakeholders to ensure full understanding of the needs that impact the school district, and that consistency in our communication will thwart success if we maintain purposeful, consistent, efforts.
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	The wrap-around support from the Fallon community through such groups as the Community Coalition. Chamber of Commerce, Development Committee, etc. have fostered a close-knit connection between the schools and the community. As stated previously, promoting consistency in our communication from the schools/school district to the community will expand support and drive positive change.

Stakeholder Engagement Strengths

Th Churchill community actively engages in various platforms pertaining to the success and well-being of our students & families. Churchill CSD is connected to several service organizations, clinics, committees as well as the Churchill Community Coalition to solicit ongoing communication and support for our students.

Priority Problem Statements

Problem Statement 1: Over 70% of our K-12 student assessments fall below grade-level proficiency in Math.
Critical Root Cause 1: Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.
Problem Statement 1 Areas: Student Success - Instructional Practices and Supports

Problem Statement 2: Over 70% of our K-12 student assessments fall below grade-level proficiency in ELA.
Critical Root Cause 2: Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.
Problem Statement 2 Areas: Student Success - Instructional Practices and Supports

Problem Statement 3: According to the CLNA student survey, 35% of surveyed students are disengaged with school, impacting post-secondary career and college opportunities.
Critical Root Cause 3: The CLNA root analysis reveals a lack of community support and/or mentorship opportunities to promote positive post-secondary exploration.
Problem Statement 3 Areas: Student Success - Connectedness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Planning and decision-making committee minutes
- State and federal planning requirements

Accountability Data

- State assessment performance report
  - NWEA, SBAC, ELA & Math trimester diagnostics/progress monitoring tools
- Federal Report Card Data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Postsecondary college, and career ready graduates
- SAT, ACT, PSAT or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Career and Technical Education (CTE)
- Homeless data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)
- Dual credit
- College prep

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Student will improve their Math competency through enhanced staff development on personalized learning pedagogy, PLC structures, and assessment as measured by observation, access to learner-centered framework resource, and stakeholder surveys.

State Priorities:
Implementing reading & math resources, Math in 4-8, CCR in secondary

Annual Performance Objective 1: Churchill CSD will develop a personalized learning pathway for each grade level.

Evaluation Data Sources: Board presentations, stakeholder feedback, learner-centered framework developed course summary content, examples of parent communication, dual credit cohort enrollment trends.

Improvement Strategy 1 Details	Reviews			
Improvement Strategy 1: Develop the Learner-Centered Framework across all grade bands through the development of course summary documents to support student learning.	**Status Check**			**EOY Reflection**
Formative Measures: Math course summary documents for each grade level	**Nov**	**Jan**	**Mar**	**June**
Position Responsible: (All staff) Expected results: increase opportunities for Churchill students to have multiple learning pathways. **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk **- Evidence Level:** Moderate **Problem Statements/Critical Root Causes:** Student Success 2 - Instructional Practices and Supports 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 2: Over 70% of our K-12 student assessments fall below grade-level proficiency in Math.   **Critical Root Cause**: Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.

Instructional Practices and Supports
Problem Statement 1: Over 70% of our K-12 student assessments fall below grade-level proficiency in Math.   **Critical Root Cause**: Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.

Goal 2: Student will improve their ELA competency through enhanced staff development on personalized learning pedagogy, PLC structures, and assessment as measured by observation, access to learner-centered framework resource, and stakeholder surveys.

State Priorities:
Implementing reading & math resources, Literacy in K-3, CCR in secondary

Annual Performance Objective 1: Churchill CSD will develop a personalized learning pathway for each grade level.

Evaluation Data Sources: Board presentations, stakeholder feedback, learner-centered framework developed course summary content, examples of parent communication, dual credit cohort enrollment trends.

Improvement Strategy 1 Details	Reviews			
Improvement Strategy 1: Develop the Learner-Centered Framework across all grade bands through the development of course summary documents to support student learning.	**Status Check**			**EOY Reflection**
Formative Measures: ELA course summary documents for each grade level	**Nov**	**Jan**	**Mar**	**June**
Position Responsible: (All staff) Expected results: increase opportunities for Churchill students to have multiple learning pathways. **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Moderate **Problem Statements/Critical Root Causes:** Student Success 1 - Instructional Practices and Supports 2				

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

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: Over 70% of our K-12 student assessments fall below grade-level proficiency in ELA. **Critical Root Cause**: Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.
Instructional Practices and Supports
Problem Statement 2: Over 70% of our K-12 student assessments fall below grade-level proficiency in ELA. **Critical Root Cause**: Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.

Goal 3: Churchill CSD will increase work based learning opportunities for students through the development of community-based internships and dual credit opportunities for students.

State Priorities:
CCR in secondary, Workforce, Innovation

Annual Performance Objective 1: Churchill CSD will work with community stakeholders to expand internship opportunities for students through the identification of a work-based learning coordinator who will facilitate college and career readiness initiatives for students.

Evaluation Data Sources: School & District Plans, Office of Learning & Innovation professional development agendas, community agency meeting agenda and notes.

Improvement Strategy 1 Details			Reviews		
Improvement Strategy 1: Develop community advisory board that will work with the work--based coordinator to facilitate opportunities to engage students in community internships, mentorship support programs, and college/scholarship application support to reduce chronic absenteeism and increase graduation rates for students.		**Status Check**			**EOY Reflection**
		Nov	**Jan**	**Mar**	**June**
Formative Measures: Evaluate & develop a centralized system to identify needs and potential actions steps; incorporate student representative on the school board to leverage student voice regarding needs & priorities; continue succinct data review across all grade levels to monitor needs and supports. **Position Responsible:** Churchill CSD Work-base Coordinator, Community Stakeholder Advisory Board & CCSD. **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk **Problem Statements/Critical Root Causes:** Student Success 3 - Connectedness 1					

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

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 3: According to the CLNA student survey, 35% of surveyed students are disengaged with school, impacting post-secondary career and college opportunities. **Critical Root Cause**: The CLNA root analysis reveals a lack of community support and/or mentorship opportunities to promote positive post-secondary exploration.
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Problem Statement 1: According to the CLNA student survey, 35% of surveyed students are disengaged with school, impacting post-secondary career and college opportunities. **Critical Root Cause**: The CLNA root analysis reveals a lack of community support and/or mentorship opportunities to promote positive post-secondary exploration.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment process at our school involves the Superintendent, Assistant Superintendent, Principals, Assistant Principals, Teachers, MTSS Coordinator, Data Coordinator (Infinite Campus), Public Information Officer, Human Resources, parents who attend Title I meetings, Director of Learning & Innovation, Director of Inclusive Services, School Counselors, Nurse, Safe School Professionals, SIT Coordinators, Title VI Coordinators, and the President of the Teacher's Union. This team meets quarterly to analyze student performance data, survey feedback, and program evaluations to ensure alignment between school improvement goals and the identified needs of our students and community.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The ChurchillCSD creates space and meetings that include staff, parents, and community members, meeting once in the fall and once in the spring to review plans and provide feedback for revisions. Additionally, two Title I meetings are held annually—one in the fall at the district office and one in the spring—and each school hosts a Title I information table at their Back-to-School Night to engage stakeholders. Further feedback is collected through surveys and public forums, ensuring the plan reflects diverse perspectives. Student handbooks and compacts are also reviewed in the fall and spring to maintain alignment with stakeholder needs and expectations.

2.2: Regular monitoring and revision

ChurchillCSD holds quarterly status checks with teams responsible for monitoring each strategy, documenting lessons learned and next steps in Plan4Learning. The process incorporates school climate surveys from the Nevada Department of Education, MTSS Big 5 Reports—tracking attendance, behavior, course performance, discipline, and social-emotional data—and TISS reporting with the University of Nevada Reno and NDE. These data sources ensure plans remain responsive to student and community needs.

2.3: Available to parents and community in an understandable format and language

The SPP and DPP will be available on our school district website in multiple languages to meet the needs of our community.

2.4: Opportunities for all children to meet State standards

The Title I funded initiatives in the plan focus on ensuring all children have equitable access to high-quality education that enables them to meet State standards. Key initiatives include:

1. **Targeted Academic Support:** Providing additional instructional support, such as small group tutoring and intervention programs, to students at risk of falling behind academically.

2. **Professional Development for Teachers:** Offering ongoing training to educators on best practices, differentiated instruction, and research-based strategies to meet the needs of diverse learners.

3. **Family Engagement:** Engaging families through regular communication and parent conferences, district Title I meetings, etc., to support student learning at home and strengthen the home-school connection.

4. **Access to Resources:** Ensuring all students have access to necessary learning materials, technology, and other resources to succeed academically.

These initiatives aim to address students' individual needs, promote inclusive learning environments, and help all children achieve proficiency in line with Nevada State Content Standards.

2.5: Increased learning time and well-rounded education

TheTitle I funded initiatives in the plan designed to provide increased learning time and a well-rounded education include:

1. **Extended Learning Time:** Offering after-school programs, summer school, or additional instructional hours to give students more time for academic enrichment and support outside of regular school hours.

2. **Enrichment Programs:** Providing extracurricular activities, including Fallon Youth Center tutoring, high school and middle school credit recovery programs, and involving STEM (Science, Technology, Engineering, and Math) to ensure students receive a comprehensive education that supports their social, emotional, and academic development.

3. **Tutoring and Academic Interventions:** Implementing targeted academic interventions during the school day or outside regular hours to reinforce core subjects and support students who need extra help to meet State standards.

These initiatives aim to enhance learning opportunities for all students and ensure they receive a balanced education that fosters academic success and personal growth.

2.6: Address needs of all students, particularly at-risk

The Title I funded initiatives in the plan address the needs of all students, particularly at-risk students, including:

1. **Targeted Academic Interventions: Providing individualized or small-group instruction to at-risk students, focusing on areas where they may struggle to ensure they catch up to grade-level expectations through after-school tutoring at the Fallon Youth Center and high school and middle school recovery at the sites.**

2. **Social-Emotional Support: Offering counseling, safe school professional support, SIT, and Indian Education Family support to address at-risk students' mental health and emotional needs, fostering a positive learning environment.**

3. **Access to Additional Resources:** Ensuring that at-risk students have access to necessary academic resources, such as tutoring, learning materials, and technology, to bridge gaps in their learning.

4. **Professional Development for Teachers:** Training educators on strategies for differentiating instruction and supporting diverse learners, particularly those at risk, to ensure they have the skills to effectively meet all students' needs.

These initiatives aim to provide a holistic approach to supporting at-risk students, ensuring they have the resources, time, and support to succeed academically.

3.1: Annually evaluate the schoolwide plan

The School Performance Plan (SPP) is annually evaluated through a comprehensive review process that includes analyzing student performance data, assessing the effectiveness of implemented strategies, and gathering feedback from Administrators, staff, students, and parents. This evaluation informs adjustments and improvements to the plan for the following year to ensure continuous growth and alignment with academic goals.

4.2: Offer flexible number of parent involvement meetings

To provide a flexible number of parent involvement opportunities, we offer multiple events at different times throughout the day, at all sites, and on various days to accommodate families' diverse schedules. These opportunities include parent conferences, flexible individual meetings, and group evening meetings at sites and districts, as well as ensuring that parents can engage with the school community in a way that fits their availability and needs.

5.1: Determine which students will be served by following local policy

To determine which students will be served by Title I funding, ChurchillCSD policy outlines a comprehensive set of criteria prioritizing students at risk of not meeting state academic standards. These students are identified through a multi-faceted approach that includes a review of performance data, such as MAP (NWEA) test scores, i-Ready, and SAVVAS progress, which assess students' academic growth and proficiency. Additionally, the school's MTSS (Multi-Tiered System of Supports) team conducts regular reviews of student performance, considering factors such as classroom assessments, teacher recommendations, and overall academic progress.

The identification process also considers socioeconomic status, as students from low-income households are often more at risk of academic underachievement. English language proficiency is another key factor in ensuring that English learners receive the necessary support to succeed academically. Special education needs are also considered, ensuring that students with disabilities receive the accommodations and services required to meet their academic goals. This comprehensive approach ensures that Title I resources are allocated to students needing additional academic support in alignment with district and state regulations.

By utilizing multiple data sources and considering various student factors, ChurchillCSD ensures that Title I funding is directed to those who will benefit most, fostering an equitable learning environment for all students.

Addendums

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

I. LOCAL PROGRAM CONTACT SECTION

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

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

Read by Grade 3 Local Literacy Plan Lead Contact Person:

Name:		Title:	
Phone #		Email Address:	

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

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

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

II. INTRODUCTION SECTION

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

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

AB 289 (2019) REQUIREMENT #1:
LEA Plan for Implementing the Literacy Specialist Requirement
In answering the following questions, provide an explanation on how your program plans to implement the role of the Read by Grade 3 Literacy Specialist as required in the Read by Grade 3 Act AB 289 (2019) and in the Read by Grade 3 Regulations (NAC 388.662 & 388.666).
1. Describe how your program plans to ensure that the AB 289 Literacy Specialist Qualifications are met per AB 289 (2019) Section 2.1 (a), (b), (c), (d), (e).

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

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

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

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

AB 289 (2019) REQUIREMENT #2:

LEA Plan for Implementing the Required Professional Learning for Elementary Teachers

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

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

AB 289 (2019) REQUIREMENT #3:

LEA Plan for Providing Intervention Services and Intensive Instruction for Elementary Students Performing Below Grade Level in Reading

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

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

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

AB 289 (2019) REQUIREMENT #4:

LEA Plan for Implementing an Assessment System Designed to Measure the Reading Proficiency of Elementary Students

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

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

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

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

THE IMPLEMENTATION ROADMAP

Please complete the following Implementation Roadmap

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

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