Pershing County School District Performance Plan

1150 Elmhurst Ave.
P.O. Box 389
Lovelock, NV 89419
775 273-7819
Russell Fecht, Superintendent

For Implementation during the following years: 2017 - 2018

Members of District Team	
Russell Fecht	Superintendent
Shayla Hudson	School Board Member
Thomas Brooks	High School Principal
Shea Murphy	Middle School Principal
Theodore Wells	Elementary Principal
Marian Nelson	Special Programs / Special Education
Valdine McLean	Teacher High School
Kristy Dominguez	Teacher Middle School
Alyson Collins	Teacher Elementary School
Lisa Moura	Parent Representative

Due for Superintendent review and recommendation to the board / Dec. 15, 2017

District Vision or Mission Statement

The Board of Trustees believes each student should be accepted into the educational program, as he/she is. That he/she should be provided with a stimulating environment and opportunities that will effect continuing satisfactory adjustment to life. Application of this philosophy shall provide environment and opportunities to each student within the bounds of his/her capacity as can be provided by the financial limits of the school district.

COMPREHENSIVE NEEDS ASSESSMENT

DATA REVIEWED & ANALYZED:
In addition to statewide assessments, check all district data reviewed and analyzed in preparation and development of the District Plan.

District Data for General Education	English Language Learner (ELL) Data	Special Education Data
X Statewide Assessments X Formative Assessments X Interim Assessments X Summative Assessments ❏ SAT/ACT Assessments X Graduation Rates X Attendance Data X Fiscal Resources X Teacher/Administrator Observation Data ❏ Stakeholder Focus Group Information X Nevada Comprehensive Curriculum Audit Tool for District (NCCAT-D) X Student Demographic Data X Stakeholder Survey Information X Family Engagement Data X FRL Achievement Gap Data X "Super-group" Achievement Gap Data X Coordination of Services for FRL, ELL, and/or IEP students X Other: Principal & Teacher Focus group, teacher surveys, parent surveys, superintendent and school board President interviews	X Service Delivery Models X Content/ESL Staffing & Trainings X Policies & Procedures X Parental Involvement X Monitoring Former ELLs (exited less than two years) X AMAOs/ELPA Analysis X Comparison of ELPA with other Assessments (i.e., CRT, MAP, Proficiency, etc.) X Achievement Gap Data (i.e., graduation rates, attendance, interim test scores, etc.) ❏ Other: _____	X Nevada Alternate Assessment (NAA) X Achievement Gap Data X Individualized Educational Programs (IEP) X Service Delivery Model X Special Education Procedures – District wide X IEP Team Membership/Attendance X IEP Compliance X Approaches to Testing Accommodations X Special Ed Staffing &Professional Development X Availability of Curriculum for IEP Students X Special Ed Policies & Procedures ❏ Other: _____

RESULTS FROM DATA ANALYSIS: Identify the data sources or evidence that supports the statements made in the narratives under Areas of Strength and Areas of Concern.

Areas of Strength

- *The district communicates clearly defined elements of allocation and protection of instructional time in all core content areas, PK-12, and monitors to ensure policy implementation.*

- *The district consistently implements an intervention and enrichment system to ensure that all students receive the assistance they need to reach proficient or advanced performance levels. In addition, interventions are designed with student and parent input and planned to meet individual student goals.*

- *The district routinely provides differentiated professional development to help all instructional staff acquire the knowledge and skills needed to provide effective instruction to all students. In addition, any teacher who is not effectively delivering instruction receives additional individualized coaching/mentoring.*

- *The district provides all administrators and teachers with an easy way to input and access data into a district-level data system to update and obtain information on student performance.*

- *The district consistently provides rapid turnaround of accurate data reports and opportunities for further data queries as needed to clarify or interpret findings.*

- *The district routinely and clearly communicates ongoing assessment results for the district, schools, and subpopulations in a manner that is easily understood by all stakeholders. In addition, reports are customized to the needs of users (administrators, teachers, and parents) according to their role in supporting student achievement.*

- *The district assists all schools in using the results of formative, benchmark, and summative data to develop effective performance plans. In addition, the results are examined for trends over time and used strategically for district decision making.*

- *The district provides technical assistance to all schools and takes responsibility for prompt intervention to help improve student performance. In addition, the district is proactive in anticipating school needs and provides support before schools are identified for improvement.*

- *District leaders ensure alignment of the needs and goals of the school performance plans with the district plan and develop systemic solutions for cross cutting needs.*

- *District leaders and the local governing board demonstrate consistently positive working relationships with each other and with multiple stakeholder groups. In addition, the district leaders and the local governing board are proactive at anticipating challenges and establishing criteria for decision-making before tackling complicated issues.*

- *The local governing board establishes general policy direction that is carried out by district leadership, and rarely gets involved in day-to-day operations. In addition, the local governing board is supportive of operating decisions made by district staff.*

- *District leaders consistently support a safe and orderly environment conducive to student achievement. In addition, the district offers professional development on topics related to maintaining safe and orderly environments to all educators.*

Areas of Concern

- *The district shall implement a process to monitor fidelity of implementation of curriculum, evaluate the effectiveness of the curriculum, and revise and update the curriculum as needed.*
- *The district shall ensure the existence of a vision of quality student work in core content areas developed with input from all instructional staff at the district's schools.*
- *The district shall improve the coordination of instructional staff common planning time across all grade and content levels, and ensure that this time is used to discuss and improve instruction based on shared data analysis.*
- *The district should expand a district wide assessment system in core content areas with formative, interim/benchmark, and summative measures, along with progress monitoring tools for most grades.*
- *The district shall enforce a system of personnel evaluation that holds all staff accountable for their roles and responsibilities in helping students achieve.*

INQUIRY PROCESS

What are the causes/factors in the areas of <u>Curriculum & Instruction</u>, <u>Assessment & Accountability</u>, and/or <u>Leadership</u> that may impact or impede student achievement for each priority need, and what are the solutions/strategies that will address each priority need and the underlying causes/factors?

PRIORITY NEEDS/GOALS: Based on the review and analysis of the district's data (including the NCCAT-D, if available), identify at least 1 and no more than 3 priorities (goals) that focus on the specific achievement gap(s) identified for the district.	**Root Causes:** List as many causes as necessary for each priority need(Example: no common district-wide curriculum or assessment system, ineffective teaching strategies)	**Solutions (Strategies):**
PRIORITY NEED/GOAL 1 **Curriculum & Instruction** Ensure implementation of a district wide curriculum that is aligned with state standards and effective in helping all students achieve proficiency.	• Gaps in student functional achievement contribute to lower test scores • Economic and transient levels of students impact learning • Lack of student and parental knowledge/awareness of high-stake testing • Remediation needed for at-risk student population • Lack of consistent common planning time for district's core teachers	▪ Consistent classroom observations and teacher evaluation system ▪ Increase student literacy by expanding vocabulary across the curriculum ▪ Continue K-8 interventions for LEP, IEP, and other low achieving students ▪ Improve school-parent communication ▪ Identify all curriculum materials used in all classrooms / grades ▪ Align all core curricula to reflect cognitive level indicated in the state standards ▪ Monitor the fidelity of implementation of curriculum several times a year in all core classes ▪ Document curriculum monitoring through observations and teacher evaluations ▪ Routinely evaluate the effectiveness of curriculum materials used in core classrooms ▪ Revise and update curriculum used in core classrooms as needed ▪ Coordinate dedicated common planning times for teacher collaboration

PRIORITY NEEDS/GOALS: Based on the review and analysis of the district's data (including the NCCAT-D, if available), identify at least 1 and no more than 3 priorities (goals) that focus on the specific achievement gap(s) identified for the district.	Root Causes: List as many causes as necessary for each priority need(Example: no common district-wide curriculum or assessment system, ineffective teaching strategies)	Solutions (Strategies):
PRIORITY NEED/GOAL 2 **Assessment & Accountability** Ensure that a district wide assessment system with multiple types of aligned measures are in place to monitor student growth, and hold administrators, teachers, and staff accountable for increased student achievement.	• Improve consistent use of progress monitoring tools currently used in district • Improve task of identifying student deficit areas using current assessment results • Improve remediation effort within the regular classroom - reteach • Increase teacher collaboration and professional development • Nevada requirement to switch curriculum alignment to Nevada Academic Content Standards • Student complacency and lack of personal goal setting, and lack of understanding as to school accountability • Lack of parental understanding as to importance / ramifications of state assessments	▪ Align all core curricula to reflect cognitive level indicated in the state standards in relationship to state assessments ▪ Identify methods to document interim benchmark assessments used to identify student growth patterns in all core classes ▪ Document curriculum and interim assessments used to measure growth through observations and teacher evaluations ▪ Routinely evaluate the effectiveness of curriculum materials and assessment methods used in core classrooms ▪ Revise and update method of interim assessments used in core classrooms ▪ Identify methods to hold all staff accountable for student achievement ▪ Improve data analysis and teacher communication across grade and content levels ▪ Commitment to ongoing teacher collaboration ▪ Improve communication with community stakeholders and parents

ACTION, MONITORING & EVALUATION PLAN DESIGN

PRIORITY NEED/GOAL 1: List the action steps to implement the solutions/strategies for each priority need, as well as the timeline, resources, and the entity responsible for the action steps. Also identify the monitoring plan implementation evidence, the timeline for collecting the data, and the person or position responsible for ensuring the action steps occur. For the evaluation, provide the results of the implemented action step.

Identify an Area of Focus: *Curriculum & Instruction*

PRIORITY NEED/GOAL 1: *Ensure implementation of a district wide curriculum that is aligned with state standards and effective in helping all students achieve proficiency.*

Measurable Objective 1: *Teachers will expand their instructional delivery strategies in alignment with state standards to meet the needs of all learners, particularly sub population groups of LEP, IEP, and FRL, as evidenced by increased district-wide accountability assessments, high school end of course exams, and improved high school graduation rate from the FY2016 rate of 83.33%.*

PN/Goal 1	Action Plan		Monitoring Plan		Evaluation Plan
Action Steps to implement the solutions/strategies	**Resources Needed for Implementation** (people, materials, professional development, funding source)	**Timeline** & **Person or Position Responsible** for implementing action steps.	**Evidence of Implementation:** Information (Data) that will verify the action step has occurred.	**Timeline** & **Person or Position Responsible** (Who in your district will ensure these action steps happen?)	**Results** of action step implementation.
1. Staff will participate in professional development opportunities which reinforce coordination of classroom curriculum with state content standards in the area of math, ELA	NNRPDP facilitator General funds School improvement funds as available	NNRPDP facilitator In-house peer teacher collaboration	Staff sign in sheets Pre-post survey	NNRPDP facilitator Building principals	Improve alignment of district curriculum with state content standard expectations
2. Provide teacher/staff collaboration time to improve horizontal and vertical alignment of curriculum and grade level integration of the state content standards	Each building principal provide teacher collaboration time within yearly schedule	Building principals	Staff sign in sheets	Building principals	Develop more effective / cohesive teaching strategies
3. Identify at-risk student needs according to district and state assessment methods and remediate math & ELA, through small group instruction, tutoring, intervention blocks, and after school programs	Building principals and staff School improvement funds available General funds	Building principals and staff	Staff meetings to analyze data, coordinate intervention methods	Building principals	Improve academic levels of at-risk population, provide extra help to students where academic gaps are identified

4. Utilize MAP and/or formative assessments to track student functional achievement levels and growth patterns	Building principals and staff Title IV funds or other school improvement funds General funds	Building principals and staff	Pre and Posttest grades K-10, fall and spring	Building principals and staff	Identify areas of need and student strength and weakness. Improve academic levels of all students.
5. Support School Improvement initiatives at PCMS with intervention and remediation programs to improve outcomes for non-proficient students, especially sub-groups of ELL, IEP, FRL	District administration and staff Counselor NNRPDP facilitator Additional training for staff, ELA & Math standards and curriculum alignment Test score analysis	Building principal	PD sign in sheets MAP scores State dictated test scores	District administration and staff Counselor NNRPDP facilitator	Adequate school performance
6. Support math and literacy enrichment and remediation opportunities at the middle, and high school through credit recovery programs, proficiency classes, alternative education, and online class access	Building principals and staff. Special services coordinator for summer credit programming Title V School Improvement funding	Building principals and staff Special services coordinator	Student attendance and completion rates in remediation program opportunities and credit recovery classes	Building principals and staff Special services coordinator	Reduce retention, reduce HS credit deficient students, increase HS graduation rate, increase graduation rate, decrease dropout rate
7. Identify grade level and core subject area curriculum used district-wide and assure alignment with state content standards in math/ELA ; including vertical and horizontal alignment of curriculum to meet the needs of students.	District teachers identify primary materials used in their classes and identify correlation with standards Purchase PlanBook.com for teachers Funding needed	Building principals Special services coordinator	Curriculum / standards alignment per lesson plans, teacher observation and evaluation Lesson planning using PlanBook.com	Building principals Special services coordinator	Improve alignment of district curriculum with state content standard expectations Improve student achievement scores

8. Ensure transparency of all district improvement efforts: Student achievement data, curriculum alignment to standards, school remedial programs, and district budget to all stakeholders	District administration and staff Share test results with parents Post reports on website Board meetings Parent login to Student Information System NV-District Report Card annual	District administration and staff	Evidenced with district website information, board agendas, parent mailings	District administration and staff	Improve communication with stakeholders
9. Support HS initiative to reduce at-risk behaviors among student population	Building principal, athletic director, counselor	Building principal	Surveys distributed to students twice each year Monitor results of NIAA screening	Building principal, athletic director, counselor	Reduce at-risk behaviors Reduce dropout rate
10. Support Project Aware Initiative in providing a safe and respectful environment and promote the behavioral and mental health of our students through prevention efforts.	District administration and staff Project Aware grant / coordinators and counselors	District administration and staff Project Aware grant / coordinators and counselors	Reduce at risk behaviors and create positive school climate district-wide	Multi-year plan District administration and staff Project Aware grant / coordinators and counselors	Data collection and results Reduce at-risk behaviors and improve mental health climate within the schools
11. Support district schools as they implement elements of Positive Behavioral Interventions & Supports (PBIS)	District administration and staff	District administration and staff	Reduce at risk behaviors and create positive school climate district-wide so students can achieve social, emotional and academic success	Multi-year plan district-wide District administration and staff	Data collection and results Reduce at-risk behaviors and improve school climate

ACTION, MONITORING & EVALUATION PLAN DESIGN

PRIORITY NEED/GOAL 2: List the action steps to implement the solutions/strategies for each priority need, as well as the timeline, resources, and the entity responsible for the action steps. Also identify the monitoring plan implementation evidence, the timeline for collecting the data, and the person or position responsible for ensuring the action steps occur. For the evaluation, provide the results of the implemented action step.

Identify an Area of Focus: *Assessment & Accountability*

PRIORITY NEED/GOAL 2: *Ensure that a district wide assessment system with multiple types of aligned measures is in place to monitor student growth and hold administrators, teachers, and staff accountable for increased student achievement.*

Measurable Objective 1: *Students, grades 3-10, in the district will increase proficiency target on MAP testing in all areas by 5% from the 16-17 school year, 43.21% overall average.*

PN/Goal 2	Action Plan		Monitoring Plan		Evaluation Plan
Action Steps to implement the solutions/strategies	**Resources Needed for Implementation** (people, materials, professional development, funding source)	**Timeline** & **Person or Position Responsible** for implementing action steps.	**Evidence of Implementation:** Information (Data) that will verify the action step has occurred.	**Timeline** & **Person or Position Responsible** (Who in your district will ensure these action steps happen?)	**Results** of action step implementation.
1. Identify methods to document curriculum used and interim benchmark assessments used to identify student growth patterns in all core classes	Building principals and staff Coordination of student functional level, curriculum, lesson plans, and standards General fund	Building principals and staff	Lesson planning using PlanBook.com PD sign in sheets Principal observations	Building principals and staff	All teachers can identify daily teaching objective w/identified standard in core subject area
2. Ensure district wide cohesiveness of classroom observations and teacher evaluations	Building principals	Building principals / per district policy and/or teacher's union agreement concerning method of teacher evaluation	Completion of teacher evaluations	Building principals; annually or per district procedure	Monitor of teacher effectiveness / accountability
3. Identify methods to hold all staff accountable for student achievement	Building principals	Building principals / per district policy and/or teacher's union agreement concerning method of teacher evaluation	Completion of teacher evaluations	Building principals; annually or per district procedure	Monitor of teacher effectiveness / accountability / Nevada Education Performance Framework (NEPF)

4. Improve district communication with community stakeholders and parents	District administration and all staff Mailings, newspaper articles, website information, parent nights, parent conferences, phone text updates	District administration and all staff	Sign in sheets at school conferences, parent survey	District administration and all staff	Improve school and stakeholder collaboration
5. Support high school initiative to continue adjustment of curriculum and methods within math, ELA, and science to address alignment to standards with End of Course Exams and College and Career Readiness exit exam	District administration and staff Support Implementation of HS Accreditation goals and objectives 2013-18 plan	HS principal and staff	Test scores from State Standards Exams Test data disaggregated by subject Test data specific to the ELL & IEP subgroups (if possible) MAP Data – beginning and end of the year disaggregated by subject and subgroup Team meetings, classroom data assessment, both inter- and intra-departmental ELA specific meetings cross curricular to align writing format (Constructed Response)	HS principal and staff	Increase HS graduation rate, decrease dropout rate
6. Support middle school initiative to implement an ELA curriculum spanning 6,7,8th grades	District administration and middle school staff Support funding for implememntation and training for teachers	MS principal and staff	Lesson planning using PlanBook.com PD sign in sheets Principal observations Student work and performance	Building principals and staff	All teachers can identify daily teaching objective w/identified standard in core subject area

COORDINATION OF TITLE I FUNDS WITH OTHER PROGRAMS: Provide the sources of funds your district is currently receiving and identify the purposes for which those funds are spent. Sources of funds include Title I and Focus School Improvement, as well as other programs that the district coordinates and collaborates with such as Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After school Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, and other state-funded programs, etc. Complete the table below

Source of Funds	Receive these funds? Y or N	Amount Received for 2016-2017 School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.). Ensure these are allowable expenses under each identified grant or funding source.
Title I (K-8)	Y	$162,482	School Improvement and Remedial Intervention
Title I – 1003(a) School Improve	Y	0	Focus School Improvement Pershing Middle School
TitleID – Delinquent	Y	$46,182	School Improvement
AB 964 Class Size Reduction	Y	$179,230	Favorable Class Size K-3
Title II-A / Title V Innovation	Y	$33,545	Student Success, Technology, School Improvement
Title III Immigrant	N	0	Resources for Intervention Activities
IDEA Part B – Local Plan	Y	$190,709	Special Education Student Support, Remedial
EC Special Education	Y	$9,161	Remedial Education, ESY Program & Personnel
Special Education Sp. Project	N	$9,154	Special Needs Project
Migrant Title I-C	Y	$700	Remedial Education
USDE – Small Rural Schools	Y	$27,031	Supplies
Gear Up	Y	$48,920	Educational Exploration / Success
NV School Emergency Mgnt.	Y	$1,011	Safety
LSTA	Y	$19,098	Stem Lab
McKinney-Vento	N	0	Homeless Student Assistance
NV Preschool Funding	Y	$120,664	Early Childhood Education Comprehensive Plan
NNRPDP	N	0	Professional Development
CTE	Y	$18,958	Career – Technical Education Programming
Gifted and Talented Funding	Y	$507	Technical Opportunities, Gifted Student Educational Opportunities
SB 504 PreK-4 ELL	Y	$32,257	LEP Identification and Intervention
AB4 Full Day Kindergarten	Y	$302,842	Early Learning Continuum
Fresh Fruits & Veg. Program	Y	$16,517	Healthy Meals /Snacks – Good Nutrition
Substance Abuse Prevention	Y	0	At-Risk Prevention Activities
Carl Perkins	Y	$16,517	Vocational Education
School Climate Trans.	Y	$13,399	Counseling Resources
Project Aware	Y	$272,651	At Risk Intervention – District-wide
Family Resource Center	Y	0	Outreach Parenting Resources - Community
School Lunch Match	Y	$665	School Lunch
Elem Counselor	Y	$50,000	Counseling Resources
Read by Grade Three	Y	$187,433	Literacy Initiative
Library Book Grant	Y	$802	School(s) Library Resource
Ed Tech/NV Ready	Y	$54,000	WAN
Teacher Supply Reimburse	Y	$3,549	$250 to reimburse Teachers for supplies
Turnaround Grant	Y	$13,396	School improvement – Pershing Middle School
Safe & Healthy Students	Y	0	Pershing Middle School
Breakfast After the Bell	Y	0	Imlay Elementary School

Summary of District Title I Services:
BUDGET PLAN

Provide an overview of how the district will provide additional educational assistance to struggling students (e.g., RTI, Interventions, Supports, etc.). Describe (If applicable) of how teachers, in consultation with parents, administrators and pupil services personnel, in <u>targeted assistance schools </u>will identify the eligible children most in need of services:

Elementary:
- Focused interventions in math and reading are being implemented during the school day to all students at Lovelock Elementary School with an emphasis on the FRL, ELL, and IEP student populations
- After school tutorial is provided for all at-risk learners, and optional for the higher achievers.
- In analyzing MAP data, teacher collaboration will be centered around horizontal and vertical alignment of the state content standards
- The school consistently keeps parents involved and informed of their student's educational process and how they can help their child be a successful student through mailings, conferences, parent nights, parent resource room, and website information
- Provide teacher /staff support and training for use of integrated math strategies and concepts focus on the NACS implementation; including but not limited to horizontal and vertical alignment of curriculum to meet the needs of students
- MAP refresher classes provided to vertically teamed teachers grades 3-8, and NEPF was introduced to teachers district wide
- K-3 Read by Three initiative and implementation
- Positive Behavior Interventions & Supports – PBIS program implementation year three

Middle School:
- Interventions (called enrichment) have been embedded into the daily schedule for next year. There will be one focused on reading/ELA and one focused on Math rather than combined. These classes are remediation based.
- Focused Intervention Program through a redesigned schedule to provide daily services in reading to target populations of FRL, ELL, and IEP students
- Noon time tutorial and after school tutorial will be available
- PASS (ProActive Student Success) is once again embedded but they will be a combined 6-7-8 grade level This class is designed more as a tutorial to assist with daily assignments and study skills.
- Parents will be contacted with student test results and informed of the design of student interventions in math. Parent invitations to student celebrations and family nights
- Additional training in ELA best practices with the Nevada Academic Content Standards (NACS), strategies, and assessments; aligning coursework with the NACS ELA-curriculum integration and vertical mapping
- Attend annual Mega conference sponsored by the Nevada Department of Education attending breakouts focused on Nevada Academic Content Standards (NACS) instructional strategies, ELL effective strategies, inclusion strategies, and strategies for children in poverty
- Summer credit recovery option for ELA/Math contingent on funding
- MAP refresher classes provided to vertically teamed teachers grades 3-8, and NEPF was introduced to teachers district wide
- Positive Behavior Interventions & Supports – PBIS program implementation year two
- The school is in the process of meeting NEPF Standard 4, Indicators 2 and 3 where students are given opportunities for self-monitoring and then taking actions based on the self monitoring. Enrichment classes, PASS, and tutorials are a great location to embed these skills and it's a work in progress.

High School:
- Identify appropriate placement and needs for all students, based upon the results of Nevada Academic Content Standards (NACS) and other appropriate tests and individual goals
- High school credit recovery options provided through alternative education center, online classes, and summer school. Summer programming
- IEP and LEP students are provided assistance per individual need as well as test accommodation per individual need.
- Team meetings / classroom data assessment, both inter- and intradepartmental
- ELA specific meetings with science and social studies staff members to align writing format (Constructed Response) across the curriculum
- All students in the district have access to the general curriculum with the least restriction available per their handicapping condition. The district ELL teacher serves all students that qualify
- Positive Behavior Interventions & Supports – PBIS program implementation year one

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Provide a general description of services to be provided to PK-12 students in each Title I served school:

At elementary school level, parent conferences for all students are held at the end of the first nine weeks to help the parents understand their students' progress and data. These will be fun, interactive trainings on how to work with students to successfully engage them in educational activities at home. The district interpreter is asked to attend family nights for our Spanish-speaking parents, and all school forms and communications are sent in English and Spanish. Parents also have access to their students' grades from their home computer through the district's Student Information System with a link found on the district website. Three family nights are hosted that will provide parents with strategies to help their students succeed in school. Student intervention programs will extend beyond the school day with after school tutorial, targeting functionally at-risk learners in reading especially our ELL, IEP and FRL students.   Extended school year summer-time instruction is provided to targeting functionally at-risk learners in reading especially our ELL, IEP and FRL students. Teacher and staff support and training will be provided for use of integrated ELA and math strategies and concepts focusing on the NACS implementation; including but not limited to horizontal and vertical alignment and mapping of curriculum to meet the needs of students.

At middle school level, training in math, based on the NACS will be provided to math instructors. A focused intervention program will be implemented through a redesigned schedule to provide daily services in math and ELA to target populations of FRL, ELL, and IEP students. Increased technology in math class and math intervention will target populations of FRL, ELL, and IEP students. Teachers will receive training in use of technology in the math class. Pershing County Middle School will hold parent conferences at the end of the 1st and 3rd quarters, along with parent informational nights. Parent visitors are welcome in class at any time. When possible, the district interpreter (based at the elementary school) is asked to attend family nights for our Spanish-speaking parents, and all school forms and communications are sent in Spanish and English. Parents also have access to their students' grades from their home computer through the district's Student Information System with a link found on the district website, and all class assignments for grades 6-9 are posted to the middle school website daily. Noon time tutorial and after school tutorial will be available. Two Parent University evenings are planned for parents that will include data discussions with the SST & Assistant in the fall and student led conferences in the spring. Parents will be kept informed of school celebrations and family nights through multiple methods: direct mailing, phone calls, notes sent with students, Remind 101 text notifications, Facebook, and website.

Imlay Elementary School holds parent conferences for all student at the end of the first nine weeks to help the parents understand their students progress and data. We have 3 parent nights throughout the school year that have information on how to work with your student as well as fun activities for the families to share. These will be fun, interactive trainings on how to work with their students to successfully engage them in educational activities at home. Parents also have access to their students' grades from their home computer through their Student Information Login password. We will aslo be hosting three family nights that will provide our parents with strategies to help their students succeed in school. Teachers are highly involved in the assessment process from the organizing of assessments to the interpretation of results and in planning to address identified areas of weakness.With a very small population of students in grades K-5 at Imlay Elementary, the teacher and full time aide provide small group and individualized instruction.

Other Required Elements: All Title I districts MUST complete items 1 – 9.

Title I District Requirements:	Identify location or page within the District Plan where this item is addressed, if applicable:	If requirement is not embedded or fully addressed within the district plan, identify the policies, practices and/or strategies the district employs to implement the Title I requirements.
1. Effective parental involvement and support	N/A	Teachers will keep students informed of their progress. Parents will be provided with student district and state assessment results. Information about district activities, school announcements, and student grades and attendance is available through the district and schools' websites in addition to the student information system. Periodic surveys are sent to parents in an effort to determine where improvement is needed within the schools and the district. High school, middle school, and elementary school ceremonies are organized and held throughout the year to recognize and celebrate student achievement in academic, athletic, and extra-curricular activities and participation. Quarterly honor roll and perfect attendance lists from all schools are published in the local newspaper along with articles featuring leadership events, classroom happenings, featured field trips and sports highlights, among others. Family involvement and community support is recognized as the foundation for student success in all district sponsored academic and extra-curricular programs. Cell phone text alerts available from district and schools.
2. District-wide coordination of professional development with programs under Title II	N/A	The district supports professional development activities that promote excellence in teaching by sending teachers and administrators to conferences that enhance teaching methods and improve learning opportunities and instructional interventions for students in math, special education, reading, science, literacy, and social studies. Continuing and professional development opportunities are available to staff through Nevada Department of Education (NDE) in-service credit facilitated by NNRPDP workshops. Coursework is accessible through Southern Utah University, Fresno Pacific College, Truckee Meadows Community College, Western Nevada College, University of Nevada Reno, University of Phoenix online programs, Grand Canyon University online programs, Morrison University, Sierra College, Great Basin College, and Western Governors University online programs, among others. Some classes can be taken locally in Lovelock, but most must be attended in Fallon, Reno, Fernley, Elko, Winnemucca, and Incline, or via satellite and/or online delivery format.

3. Assisting the district's lowest achieving schools	N/A	The District will support instructional practices to better meet the needs of at-risk students requiring alternative methods of instruction and remediation across the curriculum. Along with this the district recognizes that ongoing support for teachers in expanding curriculum options, providing additional support staff, and providing resource materials is necessary. The plan identifies the need for expanded teacher collaboration and planning time as well as staff participation in professional development. The district actively uses Measurement of Academic Progress (MAP) test implementation, which is a formative assessment tool to identify gaps in the functional performance of students. The MAP assessment results are student specific, correlate to the state standards, and identify student proficiency levels. MAP results has valuable teaching tool upon which teachers can adjust teaching strategies to meet student needs.
4. Description of how the LEA will coordinate and integrate Title I-A services provided to eligible migratory children, homeless children, Limited English Proficient students, Children with disabilities, Neglected or delinquent youth, American Indian children (Title VII A) and Immigrant children with other educational services in order to increase program effectiveness, eliminate duplication and reduce fragmentation	N/A	The district supports training in ELA and math best practices with the Nevada Academic Content Standards (NACS), strategies, and assessments; aligning coursework with the NACS ELA-Math curriculum integration and vertical mapping grades; PreK-8 in Title I schools. The district employs an ELL teacher to serve students' district wide. The district supports inclusionary practices providing access to the general curriculum for students with disabilities to the extent the student's Individual Educational Plans allow. Two school counselors and a district nurse support all disadvantaged groups and aid in identification.
5. Coordination with other Pre-K programs, and, if applicable, description of Title I funded Pre-K program	N/A	Lovelock Elementary School facilitates 3-5 year old programs of intervention within the building on a daily schedule with a minimum of 12 hours a week instruction in Early Childhood Special Education main-streamed with Early Childhood Education programming. Teachers focus on Nevada Academic Content Preschool Standards based on functional curriculum.
6. Title I funded before, after and/or summer school program(s) description, if applicable	N/A	The district supports elementary and middle school math and literacy intervention activities and tutorials for remediation, which are coordinated into the daily academic schedule. After school tutorial is provided for at-risk students, and an advisory period is provided at middle school. Extended School year to targeting functionally at-risk learners in reading especially our ELL, IEP and FRL students.
7. Description of poverty criteria used to select participating schools attendance areas	N/A	In the fall of 2017, the district FRL rate was 34.13% with federal guidelines identifying 50% as poverty.
8. All core content teachers are highly qualified	N/A	The district recruits through recognized state and national placement agencies, with highly-qualified licensure in the job description. Pershing County School District salary schedule provides incentives for high quality teachers to work in our school. All core teachers in Pershing County are highly qualified.