

**State Public Charter School Authority**  
**pilotED Cactus Park Elementary School**  
**2024-2025 School Performance Plan**

**Classification: Not Rated**

Title I

**Board Approval Date:** April 17, 2024  
**Public Presentation Date:** April 17, 2024

# Mission Statement

Cactus Park Elementary | pilotED Schools of Nevada seeks to empower students in the way they see themselves and the world around them using a model steeped in social identity development, civic engagement, and academic excellence.

# Vision

Cactus Park Elementary | pilotED Schools of Nevada seeks to empower students in the way they see themselves and the world around them using a model steeped in social identity development, civic engagement, and academic excellence.

# 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.)

[http://nevadareportcard.nv.gov/DI/nv/state\\_public\\_charter\\_school\\_authority/piloted\\_cactus\\_park/2023](http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/piloted_cactus_park/2023)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

A number of students are performing at or above grade level.

Strong willingness from the team to devote to student success.

Increasing school-wide systems and structures to yield academic results.

### Student Success Strengths

Increasing student performance, proficiency, and growth.

Maintaining results as the school expands.

Increasing accountability to systems and structures implemented to support student achievement.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** A significant percentage of students are performing below grade level.

**Critical Root Cause:** As a new school, our students come from various educational backgrounds. Academic proficiency takes time to build as an institution.

## **Adult Learning Culture**

### **Adult Learning Culture Summary**

Administration of feedback survey and improve adult culture based on ongoing results.

Comprehensive professional development plan for the year.

### **Adult Learning Culture Strengths**

Significant increase in number of staff due to enrollment growth - need to reestablish adult culture and differentiate adult learning.

### **Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1 (Prioritized):** As a new school, many systems and structures must be developed and taught. Most staff continue to be new to the school and/or profession and need significant learning.

**Critical Root Cause:** New school with brief and rapidly evolving history of adult learning.

## Connectedness

### Connectedness Summary

Feedback/climate survey for students and staff.

Institution of Sunshine Committee.

Adaptation of hiring strategy.

### Connectedness Strengths

New school with new relationships amid start up hardships.

### Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Relationships must be formed and nurtured among all stakeholders.

**Critical Root Cause:** As a new school, it takes time to build relationships with stakeholders. Due to significant enrollment growth, we still have a critical mass of new stakeholders.

# Priority Problem Statements

**Problem Statement 1:** A significant percentage of students are performing below grade level.

**Critical Root Cause 1:** As a new school, our students come from various educational backgrounds. Academic proficiency takes time to build as an institution.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** As a new school, many systems and structures must be developed and taught. Most staff continue to be new to the school and/or profession and need significant learning.

**Critical Root Cause 2:** New school with brief and rapidly evolving history of adult learning.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Relationships must be formed and nurtured among all stakeholders.

**Critical Root Cause 3:** As a new school, it takes time to build relationships with stakeholders. Due to significant enrollment growth, we still have a critical mass of new stakeholders.

**Problem Statement 3 Areas:** 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
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- State and federal planning requirements

## Accountability Data

- State assessment performance report
  - WIDA, SBAC

## Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

## Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- EL
- Homeless data
- Foster

## Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Teacher retention
- Administrator evaluation

#### **Parent/Family/Community Data**

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

#### **Support Systems and Other Data**

- Master schedule
- Study of best practices



# Goals







## Goal 1: Student Success

**Annual Performance Objective 1:** Increase the percent of all students meeting Median Typical Growth of 100 in ELA and Mathematics from 0% in August 2024 to 70% by May 2025, as measured by iReady Diagnostic.

**Evaluation Data Sources:** 100% of students take all three iReady diagnostics  
 70% of students hit Median Typical Growth of 50 by Winter iReady Assessment  
 70% pass rate on curricular assessments

**Summative Evaluation:** Continue

**Next Year's Recommendation:** Continue the goal next year.

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> Small group instruction daily, daily iReady time, iReady and curricular PD, school-wide testing culture, curricular adherence, PD implementation, PLCs</p> <p>What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017a, October). What Works Clearinghouse: Procedures Handbook (Version 4.0). Retrieved from <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a></p> <p><b>Formative Measures:</b> Reaching school-wide goals.  <b>Position Responsible:</b> Assistant Principal</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1  <b>Resources and Funding Needed:</b> Assistant Principal - Title III - ELL</p>	Status Check		
	Jan	Apr	May
			
<p style="text-align: center;">  No Progress                       Accomplished                       Continue/Modify                       Discontinue             </p>			

## Annual Performance Objective 1 Problem Statements:

Student Success
<p><b>Problem Statement 1:</b> A significant percentage of students are performing below grade level. <b>Critical Root Cause:</b> As a new school, our students come from various educational backgrounds. Academic proficiency takes time to build as an institution.</p>

**Goal 1: Student Success**







**Annual Performance Objective 2:** Increase the percent of students with IEPs meeting their iReady weekly minutes and pass rates on average by the end of each quarter in ELA and Mathematics from 0% in August 2024 to 90% by May 2025, as measured by iReady.

Assessment: (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.

**Evaluation Data Sources:** 90% of students with IEPs are meeting their iReady weekly minutes and pass rates weekly

**Summative Evaluation:** Continue/Modify

**Next Year's Recommendation:** Modify goal to 90% for participation and 70% for pass rates.

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> Small group instruction daily, daily iReady time, iReady and curricular PD, school-wide testing culture, curricular adherence, PD implementation, PLCs.</p> <p>What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017a, October). What Works Clearinghouse: Procedures Handbook (Version 4.0). Retrieved from <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a></p> <p><b>Formative Measures:</b> Track student-facing data tracking in order to increase accountability, motivation of students and teachers, and ensure transparency with regular school reviews            PD for teachers to use iReady toolkit to teach targeted small group lessons daily            Having high quality biweekly Math and ELA PLCs using alternating intellectual prep and student work analysis leading toward pacing adherence, teacher confidence, and 70% curricular assessment pass rate            Onboard all students onto testing platform within the first 1-2 weeks of school</p> <p><b>Position Responsible:</b> Assistant Principal</p> <p><b>Student Groups This Strategy Targets:</b>            FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups  <b>- Evidence Level:</b>            Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p> <p><b>Resources and Funding Needed:</b> Assistant Principal - Title II, Pt. A</p>	Status Check		
	Jan	Apr	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Annual Performance Objective 2 Problem Statements:**

**Student Success**

**Problem Statement 1:** A significant percentage of students are performing below grade level. **Critical Root Cause:** As a new school, our students come from various educational backgrounds. Academic proficiency takes time to build as an institution.

**Goal 2: Adult Learning Culture**








**Annual Performance Objective 1:** Increase schoolwide implementation of PD strategies with fidelity as defined on school Common Classroom Expectations and Foundational Effectiveness (CCE & FE) walkthrough measures from 0% in August 2024 to 80% in May 2025.

**Evaluation Data Sources:** 80% implementation of Open House CCE & FE by Open House

- 1x  
80% implementation of Open House - Week 3 CCE & FE by end of week 3
- 1x  
80% implementation of Open House - Week 6 CCE & FE by end of week 6
- 1x  
80% implementation of Open House - Week 9 CCE & FE by end of week 9

**Summative Evaluation:** Accomplish

**Next Year's Recommendation:** Continue with this goal next year.

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> Establish clear expectations for teachers aligned with PD that provide a quality student experience and quality instruction.</p> <p>What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017a, October). What Works Clearinghouse: Procedures Handbook (Version 4.0). Retrieved from <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a></p> <p><b>Formative Measures:</b> Daily walkthroughs to input CCE &amp; FE observations Weekly teacher-facing check ins and celebrations during PD Wednesdays Weekly check-in during leadership team meeting Weekly 1:1 coaching with teachers to increase implementation percentage</p> <p><b>Position Responsible:</b> Assistant Principal</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p><b>- Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p> <p><b>Resources and Funding Needed:</b> Assistant Principal - Title II, Pt. A</p>	Status Check		
	Jan	Apr	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Annual Performance Objective 1 Problem Statements:**

**Adult Learning Culture**

**Problem Statement 1:** As a new school, many systems and structures must be developed and taught. Most staff continue to be new to the school and/or profession and need significant learning. **Critical Root Cause:** New school with brief and rapidly evolving history of adult learning.

**Goal 3: Connectedness**



**Annual Performance Objective 1:** Decrease the percent of all students who were chronically absent from 65% in 2023 to 24% by 2025, as reported by the Nevada School Performance Framework (NSPF).

**Evaluation Data Sources:** Daily attendance rate stays above 90%


- Daily
- Monthly average attendance rate of 90%
- Monthly
- Monthly chronic absenteeism rate under 20%
- Monthly
- Accurate attendance records daily
- Daily


**Summative Evaluation:** Continue

**Next Year's Recommendation:** Continue with these goals or possibly modify based on EOY results.

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b>                      Improve recordkeeping, clear expectation and process for attendance, transparent school-wide student and teacher -facing tracking, attendance related awards and celebrations, clear parent-facing expectations/messaging/incentives</p> <p>What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017a, October). What Works Clearinghouse: Procedures Handbook (Version 4.0). Retrieved from <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a></p> <p><b>Formative Measures:</b> Create an attendance tracker                      Weekly attendance report sent to Karli                      Conduct PD for staff regarding Attendance requirements and procedures                      Create clear attendance procedures and steps (flow chart)                      Accountability for attendance procedures occurs in weekly 1:1 coaching check ins                      Awards/shout outs for schoolwide (daily), teachers (quarters), classrooms (weekly or daily), and individual students (weekly), parents (weekly).</p> <p><b>Position Responsible:</b> Operations Manager</p> <p><b>Student Groups This Strategy Targets:</b>                      FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p><b>- Evidence Level:</b>                      Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p> <p><b>Resources and Funding Needed:</b> Operations Manager - Title II, Pt. A</p>	Status Check		
	Jan	Apr	May
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Annual Performance Objective 1 Problem Statements:**

**Connectedness**

**Problem Statement 1:** Relationships must be formed and nurtured among all stakeholders. **Critical Root Cause:** As a new school, it takes time to build relationships with stakeholders. Due to significant enrollment growth, we still have a critical mass of new stakeholders.

# School Funding Summary

IDEA-B					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$14,058.90
<b>+/- Difference</b>					\$14,058.90
Title I, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$144,581.01
<b>+/- Difference</b>					\$144,581.01
Title II, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	2	1	Assistant Principal		\$0.00
2	1	1	Assistant Principal		\$0.00
3	1	1	Operations Manager		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$40,578.46
<b>+/- Difference</b>					\$40,578.46
Title III - ELL					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Assistant Principal		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$7,943.87
<b>+/- Difference</b>					\$7,943.87



Title IV, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$10,050.22
				<b>+/- Difference</b>	\$10,050.22
				<b>Grand Total Budgeted</b>	\$217,212.46
				<b>Grand Total Spent</b>	\$0.00
				<b>+/- Difference</b>	\$217,212.46

# Addendums

# English Learners:

## AB 219 Corrective Action Plan

Please complete your schools AB219 Corrective Action Plan (CAP) by completing all sections of this document and referring to the specified guidance. The spaces in this document will automatically expand to accommodate your answer, and you may add additional rows to the tables in each section as needed.

### 1 SCHOOL CONTACT INFORMATION

School Name:	Cactus Park Elementary
District:	pilotED School of Nevada
School Website:	<a href="https://www.pilotednevada.org/">https://www.pilotednevada.org/</a>
Principal:	Karli Casto
Email:	kcasto@pilotednevada.org
Phone:	725-726-2626
School Year:	2024-2025

### 2 IDENTIFY ROOT CAUSES (DATA ANALYSIS)

Identify the root causes of the low levels of achievement among pupils who are English Learners. For assistance with Root Cause Analysis refer to the guidance at <https://nde.padlet.org/glamarre2/sn0ymasiqvvdwxdw1/wish/2153902037>

- Language Barrier - Limited spoken English at home
- EL students unable to understand lessons
- Not all teachers are bi-lingual and able to help translate basic instructions
- No designated EL Teacher to support EL students

### 3 PLANS TO ADDRESS ROOT CAUSES

Plans and Strategies to address the root causes of the low levels of achievement among pupils who are English Learners. For assistance with Root Cause Analysis refer to the guidance <https://nde.padlet.org/glamarre2/sn0ymasiqvvdwxdw1/wish/2153902037>

- Teachers pull aside EL students during independent work time in ELA and Math to practice basic phonics concepts. Practice identifying:
  - letters and sounds in the English alphabet
  - vowel letters and sounds
  - blends, digraphs, irregular vowel families
  - sight words
- Have EL students listen to and/or watch phonics videos during morning work and complete basic worksheets to identify letters/sounds and match pictures to words or pictures to sentences.
- Utilize Interventions to help pull EL students during small groups to strengthen their phonemic awareness, basic english grammar, and parts of a sentence.
- Have teachers write key vocabulary words on the board as frequently as possible.
- Utilize pictures when discussing vocabulary to help support ELs – the more pictures, the better!

## 4 ACADEMIC ELA AND/OR MATH GOAL(S)

Develop attainable quantitative goal(s) for improvement in the achievement of pupils who are English Learners and timelines for meeting those goals. For assistance with formatting SMART goals refer to the guidance at <https://nde.padlet.org/glamarre2/x5ds8wrqi2fji9/wish/2327938875>

<b>SMART Goal:</b>	Teachers and interventionists work with EL students at-least 2-3 times a week on basic phonics concepts, sentence structure, grammar, number recognition, and basic math concepts - utilizing google translate if needed.
<b>Timeline for meeting goal</b>	End of April
<b>SMART Goal:</b>	Teachers conduct monthly assessments for EL students including basic phonemic awareness and basic math concepts for K-2 students to check student progress at the end of February, March, and April.
<b>Timeline for meeting goal</b>	End of April - 3 Assessments

## 5 ACTION STEPS

Identify specific actions to improve the achievement of pupils who are English learners, plans to monitor those actions and identification of persons responsible for taking and monitoring those actions.

<b>Action Step:</b>	Teachers keep track of which ELs they work with on a weekly basis and what concepts were reviewed.		
<b>Monitoring Plan:</b>	Leader does a bi-weekly check on lesson plans and walkthroughs to ensure teacher compliance.	<b>Person(s) Responsible:</b>	Teacher, Leader
<b>Action Step:</b>	Teachers schedule monthly phonics assessments and monthly math assessments for ELs and submit them to AP for review by EOM.		
<b>Monitoring Plan:</b>	AP will observe teachers conducting assessments for ELs. AP will keep track of which teachers are submitting assessments in a timely manner.	<b>Person(s) Responsible:</b>	Teacher, Leader
<b>Action Step:</b>	Teachers work with ELs 2-3 times a week during morning work or independent work time during ELA and Math on basic phonics and math concepts.		
<b>Monitoring Plan:</b>	Teachers complete their weekly tracking sheet to make note of which students they worked with and what concepts were reviewed.	<b>Person(s) Responsible:</b>	Teacher

## 6 PROFESSIONAL DEVELOPMENT

Describe the professional development that will occur that is designed to address the needs of pupils who are English learners. The audience for your professional development should include administrators, teachers, and other educational staff (paraprofessionals, EL coordinators, etc.).

<b>Professional Development:</b>	Discuss the importance of supporting our ELs and ways in which we will target these groups of students during morning work and small group instruction.	<b>Audience:</b>	Leadership, teachers, interventionists, SPED teachers, and specialist teachers
<b>Professional Development:</b>	Phonics drills and flashcards for small group instruction.	<b>Audience:</b>	AP, class teachers, interventionists, SPED teacher
<b>Professional Development:</b>	Effective ways to help support your ELs throughout the day.	<b>Audience:</b>	Leadership, teachers, interventionists, SPED teacher, and specialist teachers



**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:	
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Number of Sites Being Served?		Grade Spans Offered:		K-2		K-3		K-4		K-5		K-6		Other	
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**Read by Grade 3 Local Literacy Plan Lead Contact Person:**

Name:				Title:			
-------	--	--	--	--------	--	--	--

Phone #				Email Address:			
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**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 4<sup>th</sup> and 5<sup>th</sup> 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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