



# **Nevada's Strategic Plan for PreK-12 Educational Excellence**

**2012**

## **NV's Strategic Plan for PreK-12 Educational Excellence – Priority Status Statements**

*Strategic Priority #1: Implement standards and assessments that prepare students for success in postsecondary education and careers.*

### *Status Statement*

The Nevada Department of Education (NDE) has been working with stakeholders to rollout and scale up the Common Core State Standards (CCSS) and the SMARTER Balanced Assessment Consortium (SBAC). Nevada adopted the CCSS in August 2010, and joined SBAC in the Spring of 2010. Nevada is an SBAC Governing State, which gives the NDE the opportunity to help formulate policy as well as ensures access to critical technical assistance from SBAC leaders. While partnerships with the Regional Professional Development Programs (RPDPs) have been especially important, and have been deepened to support training for school and district personnel on the CCSS, more work is needed by the NDE to ensure that educators across the state possess the necessary content knowledge (and pedagogical skills) to support student mastery of the CCSS, as measured by the SBAC assessments over time. Additionally relevant is the work the NDE has been and must continue to do to support mastery of standards beyond the CCSS, such as Career and Technical Education and other non-core standards.

*Strategic Priority #2: Provide valid and reliable data to support decision-making for student achievement.*

### *Status Statement*

Nevada has been working diligently for more than a decade to enhance and refine the System of Accountability Information in Nevada (SAIN) – the statewide longitudinal data system for PreK-12 education. Significant strides have been made, yet more work is needed for the system to maintain all data of interest and use to stakeholders to measure and support increases in student achievement. Of particular importance is the state's ability to link the SAIN system with other data infrastructures such as those operated by partner agencies and institutions of higher education. Expansion of data systems will also facilitate the generation of additional data that can be used to measure success in implementing this Strategic Plan and achievement of targeted goals and indicators established in the STIP.

*Strategic Priority #3: Create and implement a comprehensive educator effectiveness system.*

### *Status Statement*

Since the passage of No Child Left Behind in 2001, all states have focused on the percentage of teachers "highly qualified", a measure that looks at licensure and experience of teachers and their respective teaching assignments. Spurred by national and state reform, the 2011 legislative session yielded the passage of a number of changes to state statute with regard to expectations for teachers and administrators and the roles they play in supporting student success. These efforts included a mandate for Nevada to develop, rollout, and implement a uniform system of performance evaluation that includes measures of student achievement as a part of educators' evaluations. These efforts demand a reallocation of resources and a shift in priorities for ensuring that teachers and administrators are judged through the use of multiple measures that are valid and reliable, and that they receive the necessary systems of support to sustain or increase capacity to deliver effective, learner-centered instruction.

*Strategic Priority #4: Implement innovative programs and scale up evidence-based practices for school and district improvement.*

### *Status Statement*

Pockets of excellence exist across the state with regard to the engagement of effective school and district practices that result in positive student achievement. While some attention has been paid to successful practices, via such efforts as identifying model schools, among others, to date there has not been an explicit alignment of resources to systematically identify these practices and work to replicate or scale them up across other schools and districts. This work will align to emerging national priorities through the auspices of programs such as the School Improvement Grant (SIG) schools and those that will be identified under the ESEA Waiver as Reward, Focus, and Priority Schools.

*For each Strategic Priority, the following pages depict action plans, action steps, timelines, progress (implementation) measures, result (outcome) measures, and resources available. NDE Office Plans and individual employee Work Performance Standards will be aligned to Strategic Plan action plans and steps, with greater detail on timelines embedded in those documents.*

**Strategic Priority #1 : Implement standards and assessments that prepare students for success in postsecondary education and careers**

Action Plan	Action Steps	Timelines (FY = Fiscal Year – July 1 – June 30)	Progress (Implementation) Measures	Result (outcomes) Measures	Resources Available
<p>A. Continue to build and sustain capacity to transition to and implement college- and career-ready standards</p>	<ol style="list-style-type: none"> <li>1. Collaborate with Institutions of Higher Education to explore opportunities for collaboration on strategies that increase the percentage of students adequately prepared for post-secondary success</li> <li>2. Establish a Department-wide development, revision, and renewal process that uses national benchmarks to keep Nevada standards current and of high quality</li> <li>3. Maintain strategic relationships with state and national partners and networks</li> <li>4. Continue to provide leadership for the Nevada Common Core State Standards (CCSS Steering Committee and work groups</li> <li>5. Analyze and recommend changes in required and voluntary adoption processes</li> </ol>	<ol style="list-style-type: none"> <li>1. FY12-FY13</li> <li>2. FY12-FY13</li> <li>3. FY12-FY16</li> <li>4. FY12-FY16</li> <li>5. FY13 –FY14</li> </ol>	<ul style="list-style-type: none"> <li>• Completed plan for the development, review, and revision of state standards</li> <li>• Completed plan for selection of stakeholders</li> <li>• Completed timeline for dissemination</li> <li>• Documentation exists to demonstrate analysis of other states' processes for adoption of instructional materials (legislative recommendations produced for FY13 session)</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide Criterion-Referenced Test (CRT) data</li> <li>• National Assessment of Educational Proficiency (NAEP) data</li> <li>• College and university remediation rates</li> <li>• College and university enrollment rates</li> <li>• High school graduation rates (including standard and advanced diploma)</li> <li>• CTE technical assessment results</li> <li>• Military and job placement and wage rates</li> <li>• A quality process is developed and implemented for adoption of instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Council of Chief State School Officers (CCSSO)</li> <li>• National Governors' Association</li> <li>• Foundations</li> <li>• SMARTER Balanced Assessment Consortium (SBAC)</li> <li>• Economic Development Groups (e.g., national chamber of commerce, trade associations)</li> <li>• Nevada School Districts</li> <li>• Career and Technical Education advisory groups</li> <li>• National Industry standards and certifications</li> <li>• Institutions of Higher Education (IHES)</li> <li>• National Student Clearinghouse</li> <li>• Private Contractors</li> </ul>

**Strategic Priority #1: Implement standards and assessments that prepare students for success in postsecondary education and careers**

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<p><b>B. Expand NDE capacity to deliver professional development (PD) and to differentiate support to ensure the implementation of an aligned system of standards, assessments, curriculum, and instruction</b></p>	<p>1. Explore opportunities for NDE to enhance partnerships with Regional Professional Development Programs</p> <p>2. Adopt and implement the state Professional Development Standards</p> <p>3. Collect and use process and results data to continuously improve NDE's professional development practices</p> <p>4. Collaborate with state partners to convene educators in regional annual forums for learning exchange</p> <p>5. Seek additional FTE dedicated to professional development</p>	<p>1. FY12 – ongoing</p> <p>2. Adoption done in FY13 – implementation continues</p> <p>3. FY14 (and implementation ongoing)</p> <p>4. FY14</p> <p>5. FY12 – FY13</p>	<ul style="list-style-type: none"> <li>• Memorandums of understanding with NDE/RPDPs</li> <li>• NDE personnel who deliver professional development have been identified and trained to implement standards with proficiency</li> <li>• Standardized templates exist for development and implementation of PD activities</li> <li>• Planning manual exists for annual forums; steps followed to coordinate/deliver a successful learning exchange event</li> <li>• Legislative leaders and Governor are approached and fiscal request is moved forward to provide additional funds for NDE personnel focused</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of implementation of PD standards in sampled NDE activities</li> <li>• Use and impact data following PD activities</li> <li>• Participant reactions and feedback from learning exchanges</li> <li>• Sufficient personnel exist at NDE to deliver ongoing, high quality PD that meets state PD standards</li> <li>• Evidence exists for implementation to 80% or greater for professional development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Professional Development Programs (RPDPs)</li> <li>• Nevada School Districts</li> <li>• Regional Education Lab (REL West)</li> <li>• Southwest Comprehensive Center (SWCC)</li> <li>• Legislative Committee on Education (LCE)</li> <li>• Governor's Office</li> <li>• What Works Clearinghouse</li> <li>• Regional Resource Center Program (RRPC)</li> <li>• IHEs</li> <li>• Private Contractors</li> </ul>

**Strategic Priority #1 : Implement standards and assessments that prepare students for success in postsecondary education and careers**

Action Plan	Action Steps	Timelines (FY= Fiscal Year – July 1 – June 30)	Progress (Implementation) Measures	Result (outcomes) Measures	Resources Available
<p>C. Develop a comprehensive portal that aggregates information on research and effective practices on standards, assessment, curriculum, and instruction</p>	<p>1. Create and work with an advisory team to design the content and architecture to expand existing portal functionality</p> <p>2. Prepare Bighorn to accommodate the new portal</p> <p>3. Create a system to solicit, vet, and migrate resources from practitioners and entities</p>	<p>1. FY12 – FY13</p> <p>2. FY12 – FY13</p> <p>3. FY13</p>	<ul style="list-style-type: none"> <li>Advisory team norms are evident; team agendas exist</li> <li>Research conducted and plan created on effective portals to support development in Nevada, including evaluation (feedback) measures from site users</li> <li>Programming code written for portal creation</li> <li>Existing sites research and partnerships formed to support migration into Bighorn</li> </ul>	<ul style="list-style-type: none"> <li>Usage data (e.g., # of hits, downloads)</li> <li>Reports from users on usefulness and quality of content, and ease in accessing materials</li> </ul>	<ul style="list-style-type: none"> <li>REL West</li> <li>SWCC</li> <li>RPDPs</li> <li>What Works Clearinghouse</li> <li>Other State Education Agencies</li> <li>Nevada School Districts</li> <li>IHEs</li> <li>RPPC/technical Assistance and Dissemination Network (TA&amp;D Network)</li> <li>GSEG</li> </ul>
<p>D. Institute valid and reliable statewide assessments aligned to state standards across core content, career and technical</p>	<p>1. Document and communicate a known and reliable process for test planning and implementation</p>	<p>1. FY12 – FY13</p>	<ul style="list-style-type: none"> <li>Completed test design plan in development; then finalized</li> <li>Policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Expert/Peer Review data</li> <li>CRT and NAEP data</li> </ul>	<ul style="list-style-type: none"> <li>Technical Advisory Committee (TAC)</li> <li>WestEd</li> <li>SWCC</li> <li>RRCP</li> <li>RPDPs</li> </ul>

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<b>Action Plan</b>	<b>Action Steps</b>	<b>Timelines (FY = Fiscal Year -- July 1 -- June 30)</b>	<b>Progress (Implementation) Measures</b>	<b>Result (outcomes) Measures</b>	<b>Resources Available</b>
education, and other specialty areas to support college- and career-readiness	<ol style="list-style-type: none"> <li>across areas</li> <li>Continually improve NDE processes to ensure delivery of timely, actionable, and accessible data on student performance</li> <li>Build state and local capacity to further implement the growth model</li> </ol>	<ol style="list-style-type: none"> <li>FY12-FY16</li> <li>FY12-FY14</li> </ol>	<ul style="list-style-type: none"> <li>articulated to support outcomes</li> <li>Field test process created and implemented</li> <li>Pilot test, item analyses, and cut-score development processes are in place</li> </ul>		<ul style="list-style-type: none"> <li>National Content Centers</li> <li>SBAC</li> <li>GSEG</li> <li>CCSSO/SCASS</li> <li>CTECS</li> <li>Private Contractors</li> </ul>
E. Expand state and district capacity to develop, implement, and use valid and reliable assessments that reflect local priorities and adhere to state requirements	<ol style="list-style-type: none"> <li>Collaborate with district-level, consortia partners, and other assessment experts to create a developmental framework that defines assessment types and effective uses</li> <li>Apply the framework to differentiate technical assistance and to guide local capacity development</li> <li>Continue to work with the SMARTER Balanced Assessment Consortium, General Supervision Enhancement Grant (GSEG) leaders,</li> </ol>	<ol style="list-style-type: none"> <li>FY13-FY15</li> <li>FY14 -- FY15</li> <li>FY12 - FY14</li> </ol>	<ul style="list-style-type: none"> <li>Completed definitions and uses of assessments</li> <li>Completed plan for the dissemination of definitions and set benchmarks to determined the extent to understanding of definitions/uses of assessment to be implemented at the local level</li> <li>SBAC implementation progress reports</li> <li>Annual progress measured in the development and implementation of technical assessments for career and technical education</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of assessment literacy (gathered through pre- and post-tests at PD sessions)</li> <li>Field reports from site visits on behaviors that demonstrate assessment literacy</li> <li>CRT and NAEP data</li> </ul>	<ul style="list-style-type: none"> <li>Technical Advisory Committee (TAC)</li> <li>WestEd</li> <li>SWCC</li> <li>RRCp</li> <li>RPDps</li> <li>National Content Centers</li> <li>SBAC</li> <li>GSEG</li> <li>CCSSO/SCASS</li> <li>CTECS</li> <li>Private Contractors</li> </ul>

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<b>Action Plan</b>	<b>Action Steps</b>	<b>Timelines (FY= Fiscal Year -- July 1 – June 30)</b>	<b>Progress (Implementation) Measures</b>	<b>Result (outcomes) Measures</b>	<b>Resources Available</b>
	and Career and Technical Education Consortium to complete assessments in English Language Arts and Mathematics 4. Assist school districts to build or enhance technology infrastructure to support SBAC participation	4. FY12-FY15			

**Strategic Priority #2: Provide valid and reliable data to support decision-making for student achievement**

Action Plan	Action Steps	Timelines (FY = Fiscal Year -- July 1 -- June 30)	Progress (Implementation) Measures	Result (outcomes) Measures	Resources Available
<p>A. Continue to improve the quality of data within the statewide longitudinal data system (i.e., SAIN)</p>	<p>Institutionalize a Department-wide data governance committee to develop standards to manage data, ensure data quality, and foster effective data use and to establish ownership of each data element to meet those standards</p> <p>Capture and use performance data to monitor and continually improve data quality</p>	<p>1. FY12 – FY 14</p> <p>2. FY12 – FY 16</p>	<ul style="list-style-type: none"> <li>Committee participants identified, norms established, agendas and other artifacts available</li> <li>Policies and procedures established by data governance committee</li> </ul>	<ul style="list-style-type: none"> <li>Periodic incidence rates for program based issues: data validation reports, district program issues (count day, AYP, graduation cohort, FRL)</li> </ul>	<ul style="list-style-type: none"> <li>P-16 Council</li> <li>SLDS Grant</li> <li>Nevada School Districts</li> <li>Governor's Office</li> <li>Data Quality Campaign</li> </ul>
<p>B. Streamline data collection and reporting to reduce collection and reporting burden</p>	<p>Eliminate duplication and conflicts among various internal and external data systems that use common data elements, including asking stakeholders what data they think are necessary and valuable</p> <p>Maximize use of key data elements for multiple purposes, including operationalizing pre-population data strategies</p> <p>Develop a department-wide data collection and reporting calendar</p>	<p>1. FY13 – FY 15</p> <p>2. FY13 – FY 15</p> <p>3. FY 13 - FY15</p>	<ul style="list-style-type: none"> <li>Data resource map created to identify required data elements, processes, and purposes</li> <li>Data collection and reporting calendar created</li> </ul>	<ul style="list-style-type: none"> <li>Number of times and multiple people from whom the same data are requested within a school year</li> </ul>	<ul style="list-style-type: none"> <li>SWCC</li> <li>SLDS Grant</li> <li>Nevada School Districts</li> <li>Private Contractors</li> </ul>

**Strategic Priority #2: Provide valid and reliable data to support decision-making for student achievement**

Action Plan	Action Steps	Timelines (FY = Fiscal Year - July 1 – June 30)	Progress (Implementation) Measures	Result (Outcomes) Measures	Resources Available
<p>C. Enhance state capacity to collect, report, and effectively use data to increase student outcomes</p>	<ol style="list-style-type: none"> <li>1. Develop mechanisms to capture, report, and make decisions per requisite data elements</li> <li>2. Create solutions for interagency data sharing including creating necessary linkages across entities</li> <li>3. Provide technical assistance to school districts to support the creation of mechanisms for tracking and maintaining communication with those youth who have dropped out of school or who are at risk of doing so</li> <li>4. Collaborate with NSHE, DETR, and others to identify data elements for collection and reporting as recommended by the P-16 Council</li> <li>5. Refine and expand department IT infrastructure to</li> </ol>	<ol style="list-style-type: none"> <li>1. FY12 – FY14</li> <li>2. FY12 – FY16</li> <li>3. FY12 - FY14</li> <li>4. FY12 – FY13</li> <li>5. FY12-FY14</li> </ol>	<ul style="list-style-type: none"> <li>• Annual strategic plan data elements produced</li> <li>• Policies and procedures established for internal practices</li> <li>• Mechanism created for tracking re-engaged youth</li> </ul>	<ul style="list-style-type: none"> <li>• Required data used for decision making</li> <li>• College-going and credit-accumulation rates</li> </ul>	<ul style="list-style-type: none"> <li>• P-16 Council</li> <li>• CTE Advisory Council</li> <li>• Data Quality Campaign</li> <li>• NSHE</li> <li>• Private Contractors</li> </ul>

**Strategic Priority #2: Provide valid and reliable data to support decision-making for student achievement**

<b>Action Plan</b>	<b>Action Steps</b>	<b>Timelines (FY = Fiscal Year – July 1 – June 30)</b>	<b>Progress (Implementation) Measures</b>	<b>Result (outcomes) Measures</b>	<b>Resources Available</b>
	address new ways of classifying schools, including priority, focus, reward, and other school designations as well as classifying educator effectiveness (per AB222)				

**Strategic Priority #3: Create and implement a comprehensive educator effectiveness system**

Action Plan	Action Steps	Timelines (FY = Fiscal Year – July 1 – June 30)	Progress (Implementation) Measures	Result (Outcomes) Measures	Resources Available
<p>A. Establish a statewide performance evaluation system for local teacher and principal evaluation and support systems.</p>	<p>1. Provide administrative support to the Teachers and Leaders Council (TLC) to ensure the creation of system recommendations</p> <p>2. Provide administrative support to the State Board of Education (SBE) to ensure the adoption of regulations</p>	<p>1. FY12-FY13</p> <p>2. FY13</p>	<ul style="list-style-type: none"> <li>Recommendations are created by the TLC and presented to the SBE within required timelines</li> <li>Regulations are adopted by the SBE within required timelines</li> </ul>	<ul style="list-style-type: none"> <li>All teachers and site level administrators are able to be effectively evaluated within the system</li> </ul>	<ul style="list-style-type: none"> <li>SWCC</li> <li>WestEd</li> <li>Comprehensive Center for Teacher Quality</li> <li>CCSSO-State Collaborative for Educator Effectiveness</li> <li>Nevada Governor's Office</li> <li>National Governors' Association</li> <li>Teachers and Leaders Council (TLC)</li> </ul>
<p>B. Build and sustain capacity for statewide implementation of evaluation systems that produce reliable and valid results and that increase educators' instructional competencies.</p>	<p>1. Provide technical assistance to school districts and other stakeholders to support the development of infrastructures for successful system implementation</p> <p>2. Provide technical assistance to develop policies and practices that result in students in high-poverty schools receiving education from teachers who are effective or highly effective</p> <p>3. Provide general</p>	<p>1. FY14 – FY 15</p> <p>2. FY14 – FY16</p> <p>3. FY14-FY16</p>	<ul style="list-style-type: none"> <li>Pilot implementation is undertaken for uniform performance system</li> <li>Feedback loops are embedded for continuous improvement</li> <li>Policies and procedures are in place with regard to technical assistance on system design, implementation, and analysis for equitable distribution</li> <li>Documentation exists of general supervision efforts</li> <li>Documentation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and administrator effectiveness rates, including percentages of improvement</li> <li>Equitable distribution rates for effective and highly effective teachers in title I schools</li> <li>Student achievement results from summative and interim data sources</li> <li>Portal usage data</li> </ul>	<ul style="list-style-type: none"> <li>SWCC</li> <li>Nevada School Districts</li> <li>WestEd</li> <li>Comprehensive Center for Teacher Quality</li> <li>CCSSO-State Collaborative for Educator Effectiveness</li> <li>Nevada Governor's Office</li> <li>National Governors' Association</li> <li>TLC</li> <li>RPPDs</li> <li>NSHE</li> </ul>



**Strategic Priority #3: Create and implement a comprehensive educator effectiveness system**

<b>Action Plan</b>	<b>Action Steps</b>	<b>Timelines (FY = Fiscal Year -- July 1 -- June 30)</b>	<b>Progress (Implementation) Measures</b>	<b>Result (outcomes) Measures</b>	<b>Resources Available</b>
career ladder model for Nevada educators	recommendations of Teachers and Leaders Council			education	Association • TLC • RPDPs

**Strategic Priority #4: Implement Innovative programs and scale up evidence-based practices for school and district improvement**

<b>Action Plan</b>	<b>Action Steps</b>	<b>Timelines (FY= Fiscal Year -- July 1 – June 30)</b>	<b>Progress (Implementation) Measures</b>	<b>Result (Outcomes) Measures</b>	<b>Resources Available</b>
<p>A. Enhance the statewide system of support for Nevada schools to ensure the delivery of empirically- based targeted interventions</p>	<ol style="list-style-type: none"> <li>1. Classify schools under an approved ESEA Waiver request or as a result of congressional action, to include the identification of school improvement grant (SIG), priority, focus, and reward schools</li> <li>2. Collaborate with districts to determine and provide appropriate differentiated rewards to schools that are high performing</li> <li>3. Collaborate with districts to determine and provide appropriate differentiated supports/targeted interventions to focus schools and to other schools that are under-performing</li> <li>4. Build state, district, and school level capacity to turnaround lowest performing schools</li> </ol>	<ol style="list-style-type: none"> <li>1. FY12-FY16</li> <li>2. FY12-FY16</li> <li>3. FY12-FY16</li> <li>4. FY12-FY16</li> </ol>	<ul style="list-style-type: none"> <li>• Approved federal waiver application</li> <li>• Clearly articulated policies, procedures, and practices for the delivery of differentiated supports to schools</li> <li>• School lists created</li> <li>• Nevada Revised Statutes (NRS) and Administrative Code (NAC) aligns to system requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Summative and interim student achievement data</li> <li>• Educator evaluation data</li> <li>• System evaluation results</li> </ul>	<ul style="list-style-type: none"> <li>• Nevada School Districts</li> <li>• Center for Innovation and Improvement (CII)</li> <li>• WestEd</li> <li>• SWCC</li> <li>• Regional Labs</li> <li>• TA&amp;D Network:</li> <li>• RPPC Programs</li> <li>• Nevada Governors' Office</li> <li>• National Governors' Association (NGA)</li> <li>• RPDPS</li> </ul>

**Strategic Priority #4: Implement innovative programs and scale up evidence-based practices for school and district improvement**

Action Plan	Action Steps	Timelines (FY= Fiscal Year – July 1 – June 30)	Progress (Implementation) Measures	Result (Outcomes) Measures	Resources Available
<p>B. Increase capacity to expand innovative programs and practices at the school, district, and state level</p>	<ol style="list-style-type: none"> <li>1. Establish criteria for innovative programs or practices, in order to prioritize those to be tested further or scaled</li> <li>2. Establish a process for identifying innovations that originate in school districts, including investigating and validating promising practices that resulted in schools being designated as “Reward Schools”</li> <li>3. Promote appropriate professional development</li> <li>4. Build new knowledge by fostering the development of innovative programs that are built with outcomes in mind, including developing or policies to promote innovation or eliminating policies that are a barrier to innovation</li> </ol>	<ol style="list-style-type: none"> <li>1. FY14 – FY15</li> <li>2. FY15 – FY16</li> <li>3. FY15- FY16</li> <li>4. FY15 – FY16</li> </ol>	<ul style="list-style-type: none"> <li>• Draft criteria shared with stakeholders; feedback received and operationalized</li> <li>• Innovations preliminarily identified, vetted, and recommended/scaled up</li> <li>• Reward Schools identified and practices shared on portal, at learning exchanges, and other functions</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative program scores when measured against criteria</li> <li>• Number and percentage of promising practices identified for analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Nevada School Districts</li> <li>• Center for Innovation and Improvement (CII)</li> <li>• WestEd</li> <li>• SWCC</li> <li>• Regional Labs</li> <li>• TA&amp;D Network:</li> <li>• RRPC Programs</li> <li>• Nevada Governors’ Office</li> <li>• National Governors’ Association (NGA)</li> <li>• CCSSO Next Generation Learning — Innovation Labs</li> </ul>

**Strategic Priority #4: Implement innovative programs and scale up evidence-based practices for school and district improvement**

Action Plan	Action Steps	Timelines (FY = Fiscal Year – July 1 – June 30)	Progress (Implementation) Measures	Result (outcomes) Measures	Resources Available
C. Increase the rate of adoption and implementation of innovative practices	<ol style="list-style-type: none"> <li>Promote innovation in strategic areas, such as STEM, family engagement, and other promising practices</li> <li>Create partnerships among economic development and education leaders to create long term state economic value</li> <li>Expand capacity of state, district, and school leaders to implement effective practices with fidelity (i.e., implement as intended to reach expected results)</li> <li>Disseminate information and promote learning exchange</li> </ol>	<ol style="list-style-type: none"> <li>FY12-FY16</li> <li>FY12-FY16</li> <li>FY15 – FY16</li> <li>FY13</li> </ol>	<ul style="list-style-type: none"> <li>Artifacts to demonstrate efforts and success in acquiring partners</li> <li>Formalized partnerships with relevant entities</li> <li>Professional development functions offered for key stakeholders including NDE personnel</li> <li>Artifacts to demonstrate adoption and replication of innovative practices</li> </ul>	<ul style="list-style-type: none"> <li>Incentives rewarded (recognition and/or funds)</li> <li>Economic impact</li> <li>Rate of adoption of innovative practices</li> </ul>	<ul style="list-style-type: none"> <li>Nevada PTA</li> <li>Nevada PEP</li> <li>Nevada Economic Development Council</li> <li>CCSSO Next</li> <li>Generation Labs</li> <li>Private Contractors</li> <li>WestEd</li> <li>SWCC</li> <li>TA&amp;D Network: State</li> <li>Implementation and Scaling-up of Evidence-based Practices (SISEP) Center for Innovation and Improvement (CIi)</li> <li>NGA</li> </ul>
D. Build undergirding support for implementation of continuous improvement feedback loops to ensure system evaluation and	<ol style="list-style-type: none"> <li>Access technical assistance to develop necessary infrastructures</li> <li>Engage in professional development to grow expertise in system</li> </ol>	<ol style="list-style-type: none"> <li>FY12-FY14</li> <li>FY12-FY14</li> </ol>	<ul style="list-style-type: none"> <li>Articulated technical assistance agreements</li> <li>Evidence of delivery of professional development</li> <li>Evidence of implementation of</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated Department competency as measured by pre- and post-testing for professional development</li> <li>Evidence of</li> </ul>	<ul style="list-style-type: none"> <li>TA&amp;D Network: SISEP &amp; RRPC Programs</li> <li>SWCC</li> <li>WestEd</li> <li>Center for Innovation and Improvement (CIi)</li> </ul>

**Strategic Priority #4: Implement innovative programs and scale up evidence-based practices for school and district improvement**

<b>Action Plan</b>	<b>Action Steps</b>	<b>Timelines (FY = Fiscal Year – July 1 – June 30)</b>	<b>Progress (Implementation) Measures</b>	<b>Result (Outcomes) Measures</b>	<b>Resources Available</b>
<p>improvement for each of the elements in the PreK-12 Public Education Strategic Plan</p>	<p>evaluation including feedback loops and logic models</p> <p>3. Implement system evaluation efforts</p>	<p>3. FY13-FY16</p>	<ul style="list-style-type: none"> <li>• feedback loops</li> <li>• System corrections to elements of Strategic Plan</li> <li>• Agendas from targeted quarterly meetings of Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• implementation of feedback loops</li> <li>• Monitoring results</li> <li>• Aligned strategic plan, Department office plans, and individual employee work performance plans</li> <li>• Indicators as reported in State Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Nevada Governor's Office</li> <li>• NGA</li> <li>• Regional Education Labs</li> </ul>