

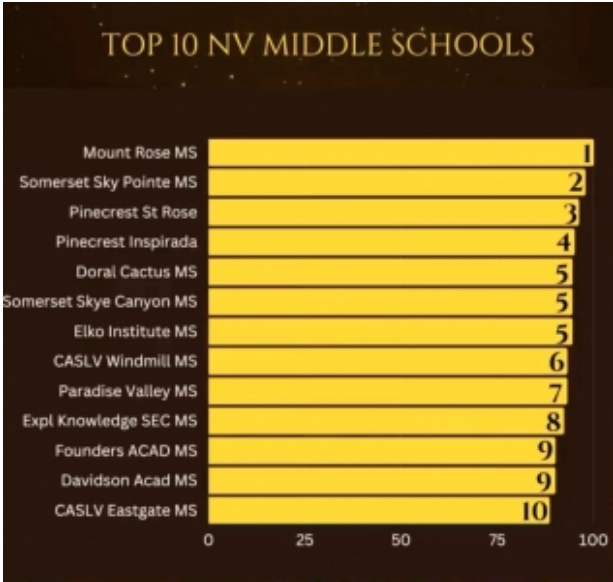
State Public Charter School Authority

Elko Institute for Academic Achievement Elementary School

2023-2024 Formative Review with Notes

Classification: 5 Star School

Distinction Designations:
Title I



Board Approval Date: April 18, 2023
Public Presentation Date: April 18, 2023

Mission Statement

MISSION

Our mission is to empower students to acquire and value knowledge and skills that will support them as life-long learners and leaders, to contribute to the world, and practice the core values of our school: RESPECT, HONESTY, KINDNESS, and EXCELLENCE. I am a Coyote; I am in charge of me. I am respectful, I am kind, I strive for excellence!

Vision

...As outlined in the Charter for EIAA...

Vision Statement:

The Elko Institute for Academic Achievement is a highly visible school known for its challenging academics and innovative curriculum. We actively strive to be a leader in matching curriculum to student ability. We promote and encourage students to think critically, produce creatively, develop special talents and embrace challenges.

EIAA ES has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Value Statement

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 http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/elko_institute_for_academic_achievement/2023/nspf/

Table of Contents

Inquiry Areas	4
Inquiry Area 1: Student Success	4
Inquiry Area 2: Adult Learning Culture	7
Inquiry Area 3: Connectedness	9

Inquiry Areas

Inquiry Area 1: Student Success

School Goal 1: Increase the percent of all students meeting AGP in ELA from 57.1% in 21-22 to 60% by the end of the 23-24 school year, as measured by SBAC (Maintain from 2022-2023 to 2023-2024)

Increase the percent of all students meeting AGP in math from 47.6% in 21-22 to 50% by the end of the 23-24 school year, as measured by SBAC (Maintain from 2022-2023 to 2023-2024)

Evaluation Data Sources: Formative Assessments: Classroom assessments, I-ready, MAP
STIP Goals 2 and 3.

Improvement Strategy 1 Details	Formative Reviews
<p>Improvement Strategy 1: Improvement Strategy: Lead: Admin, EIAA staff NNRPDP 1. Analyze Data, Create Goal Binders for students, Implement interventions, Repeat for implementing this strategy? Evidence Level: What Works Clearinghouse puts plan and interventions at levels 3 and 4. Administration, EIAA staff, NNRPDP https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdfhttps://intensiveintervention.org/tools-charts/levels-intervention-evidence</p> <p>English Learners * Challenge: Ensuring they have access to ESL strategies and best practices * Support: Track formative data to measure if any disparities exist during intervention. Using research-based instruction for ELL.</p> <p>Foster/Homeless: * Challenge: Meeting the needs of the students while maintaining high expectations for growth. * Support: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.</p> <p>Free and Reduced Lunch: * Challenge: Meeting the needs of the students while maintaining high expectations for growth * Support: Track formative data to measure if any disparities exist during interventions, working with communities and schools and parents to ensure all students have the support they need.</p> <p>Migrant: * Challenge: Meeting the needs of the student while maintaining high expectations for growth. * Support: Track formative data to measure if any disparities exist during interventions, working with</p>	<p style="text-align: center;">February Lessons Learned</p> <p>RTB Data and Consultant has done two data chats with our staff. We will have our last and final Data chat when we get our end of the year data in May. Teachers have been using I-ready and intervention tools to target holes within each students understanding. All teachers have shared present levels and goals with parents. Looking at our school wide data mid year, We compare to the last 4 years to see if there was an effect from switching to a 4 day school week. Our Mid Year data for this year is stronger than it has been the last 4 years. We have 5% of our students sitting in two grade levels and below in Math and 7% in ELA. We have 52% of students sitting on or above grade level in Math and 62% sitting on or above in ELA.</p> <p style="text-align: center;">February Next Steps/Need</p> <p>Teachers took last Friday to identify groups of students we needed to adjust for to get additional growth. Teachers will implement adjustments for second half of the year.</p> <p style="text-align: center;">May Lessons Learned</p> <p style="text-align: center;">May Next Steps/Need</p>

Communities and schools and parents to ensure all students have the support needed.

Racial/Ethnic Groups:

* Challenge: Meeting the needs of the students while maintaining high expectations for growth.

* Support: Track formative data to measure if any disparities exist during intervention, working with communities and schools and parents to ensure all students have the support they need.

Students with IEPs:

* Challenge: Meeting the needs of the student and IEP goals while maintaining high expectations for growth

* Support: Ensuring best placements for students are adjusted as needed. Meet with parents to ensure parents understand students' goals and expectations. Keep communication open with parents. Track formative data to measure if any disparities exist during intervention. Closely monitoring and tracking IEP goals and success criteria. (APR indicators 3 - Assessment and 5 - Education Environments).

Action Step's Expected Result/Impact: * Align financial resources to cover cost of data consultant and intervention supplies and personnel (Standards for Professional Development number 3 - Resources)

* Hire 3rd party data consultant to help EIAA analyze data and identify areas of need (Standards for Professional Development number 4 - Data)

* Sign agreement for I-ready and Intervention Programs (Standards for Professional Development number 3 - Resources)

* Hire Instructional Aides (Standards for Professional Development number 1 - Learning Communities)

* Identify Big Rocks and Success Criteria (Standards for Professional Development number 7 - Outcomes)

* Create and manage student leadership binders. Create individual student, data-based objectives and goals based off student's identified strengths and deficits (Standards for Professional Development number 4 - Data)

* Work with teachers of record to set up weekly push in schedule/tracker (Standards for Professional Development number 1 - Learning Communities)

* Have teachers identify what success looks like for students working with resource teacher (Standards for Professional Development number 1 - Learning Communities)

* Communicate student current levels, goals and needs with parents (Standards for Professional Development number 1 - Learning Communities)

* Use evidence-based interventions such as Newsela, Odyssey Math, Odyssey Reading, I-ready, DRA and data-based decision making to create a plan, instruction, and practice based off goals and objectives (Standards for Professional Development number 4 - Data)

* Monitor and adjust student instruction and interventions based on data (Standards for Professional Development number 4 - Data)

* EIAA has 10 all day PD days scheduled with two professionals from Northeastern Nevada Regional Professional Development Department (NNRPDP), 3 of which will included our RTB data and consulting coach, during the 23-24 school year that will allow us time to provide professional development for the above items.

Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?

* Implementation Challenge: Finding Financial Resources given limited budget.

* Potential Solution: Grants and creative scheduling

May

May Lessons Learned


May Next Steps/Need


Position Responsible: Administration, EIAA staff, NNRPDP

Identify All That Apply:
FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups
- Evidence Level:
Moderate

Problem Statements/Critical Root Causes: Student Success 1

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Inquiry Area 2: Adult Learning Culture

School Goal 1: By the end of November 100% of teachers will have created at least 1 goal through the inquiry process that aligns with our school goals. Data will be tracked through leadership binders and notes from meetings. By the end of December, teachers will have worked with an NNRPDP professional to create 1 individual PD plan to work with NNRPDP towards mastering their goals.

Evaluation Data Sources: Teachers Goals and plans, notes from meetings, data within leadership binders
STIP goals 2 and 3

Improvement Strategy 1 Details	Formative Reviews
<p>Improvement Strategy 1: Teachers will work with NNRPDP and or grade level partners and or collaborative partner(s) to set individual goals aligning with school goals. Individual PD plan will be created by each teacher with NNRPDP support and feedback.</p> <p>English Learners * Challenge: Ensuring they have access to ESL strategies and best practices * Support: Track formative data to measure if any disparities exist during intervention. Using research-based instruction for ELL.</p> <p>Foster/Homeless: * Challenge: Meeting the needs of the students while maintaining high expectations for growth. * Support: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.</p> <p>Free and Reduced Lunch: * Challenge: Meeting the needs of students while maintaining high expectations for growth. * Support: Track formative data to measure if any disparities exist during intervention working with Communities and school and parents to ensure all students have the support they need.</p> <p>2 "Resource equity" is the allocation and use of resources - people, time, and money - to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)</p> <p>Migrant: * Challenge: Meeting the needs of the students while maintaining high expectations for growth * Support: Track formative data to make measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need.</p> <p>Racial/Ethnic Groups: * Challenge: Meeting the needs of the students while maintaining high expectations for growth. * Support: Track formative data to measure if any disparities exist during interventions, working with Communities and Schools and parents to ensure all students have the support they need. Track formative data to measure if any disparities exist during intervention.</p> <p>Students with IEPs: * Challenge: Meeting the needs of the student and IEP goals while maintaining high expectations for growth * Support: Ensuring best placements for students are adjusted as needed. Meet with parents to ensure</p>	<p>Feb</p> <p style="text-align: center;">February Lessons Learned</p> <p>We have shifted our PDP plan as our teachers and data are moving more rapidly than our NNRPDP meetings. Teachers have really taken the lead on their learning and development and NNRPDP is playing a facilitator/ collaborator roll within our school.</p> <p style="text-align: center;">February Next Steps/Need</p> <p>Continue working with staff members and PDP to monitor data and intended outcomes making shifts as needed.</p> <p>May</p> <p style="text-align: center;">May Lessons Learned</p> <p style="text-align: center;">May Next Steps/Need</p> <p>May</p> <p style="text-align: center;">May Lessons Learned</p> <p style="text-align: center;">May Next Steps/Need</p>

parents understand students' goals and expectations. Keep communication open with parents. Track formative data to measure if any disparities exist during intervention. Closely monitoring and tracking IEP goals and success criteria. (APR indicators 3 - Assessment and 5 - Education Environments).

Action Step's Expected Result/Impact: * Contact NNRPDP to set up Professional Development with staff to set goals and create plans (Standards for Professional Development 1 Learning Communities, 4 Data, and 7 Outcomes)

* Schedule time for each teacher to meet with coach (Modeling, feedback, coaching) (Standards for Professional Development 1 Learning Communities, 4 Data, and 7 Outcomes)

Position Responsible: Administration, EIAA staff NNRPDP


Identify All That Apply:


FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups


- **Evidence Level:**

Moderate

Problem Statements/Critical Root Causes: Adult Learning Culture 1

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue