Elko Institute for Academic Achievement

2022-2023 K – 5th grade

School Performance Plan: A Roadmap to Success

EIAA 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.

Principal: Ashley Perkins
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Phone: 775-738-3422
School Designations: Х Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on 11/10/2022.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Ashley Perkins	**Principal(s)** *(required)*
Lori Lynch VP	**Other School Administrator(s)** *(required*
Angela Crane, Vanessa Ramirez, Lori Brown, Antalisha Jacquet, Royelle Mickelson, Misty Cyr	**Teacher(s)** *(required)*
Stephanie Sharp, Rosie Blessing	**Paraprofessional(s)** *(required)*
Hazel Hadella, Melissa Hepworth	**Parent(s)** *(required)*
Not a Secondary School	**Student(s)** *(required for secondary schools)*
N/A	**Tribes/Tribal Orgs** *(if present in community)*
RTB data, NNRPDP	**Specialized Instructional Support Personnel** *(if appropriate)*
Add additional members/roles as necessary	

School Demographics and Performance Information

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/report/summary_1?report=summary_1&scope=e24.y19&organization=c26537&scores=MA_level%2CRD_level%2CMA_NotTested%2CRD_NotTested%2CMA_pass%2CRD_pass%2CMA_Tested%2CRD_Tested%2CN_MA%2CN_RD&num=20&page=1&pagesize=20&domain=assessment&

	Elko County School District	Elko Institute for Academic Achievement	Nevada Charter Schools
K-5 ELA Proficiency	38.6%	58.4%	55.4%
K-5 Math Proficiency	32.6%	60.0%	49.2%
K-8 ELA Proficiency	37.2%	64.5%	57.3%
K-8 Math Proficiency	18.2%	53.2%	36.5%
8th Science Proficiency	30.8%	72.2%	44.9%
Chronic Absenteeism	42.0%	11.8%	21.8%
Total Enrollment	9,943	196	55,415
Per Pupil Expenditures	$12,134.00	$9,105.00	$7,243.00
# of Schools	36	1	74

Elementary Comparisons

	EIAA		Grammar		Mountain View		Southside		Northside		Spring Creek Elem		Sage		Liberty Peak	
Index Score	78.3		42		75		20.5		70.5		37.2		34		48.8	
Proficiency																
Pooled Proficiency	54.60%		45.80%		48%		18.80%		47.90%		41.20%		34.10%		45.10%	
Math Proficiency	60%		49%		49.70%		12.90%		45%		41.10%		34.40%		48.80%	
ELA Proficiency	58.40%	20/25	42.50%	11/25	46.60%	14/25	24.80%	2/25	50.80%	13/25	44.50%	10/25	38.50%	6/25	45.50%	11/25
Science Proficiency	27.20%		Dis 18.1%		Dis 18.1%		Dis 18.1%		Dis 18.1%		27.90%		21.70%		31%	
Read-by-Grade3 Proficiency	61.90%		36.80%		40.70%		23.60%		50		44.40%		36%		35.80%	
ELA Proficiency	N/A	N/A	38.80%	3/10	83.30%	10/10	40.90%	4/10	37.90%	3/10	N/A	N/A	40%	4/10	N/A	N/A
Growth																
Math MGP	47.50%		32%		47%		36%		51%		32%		40%		44%	
ELA MGP	61%	25.5/35	52%	17/35	58%	27/35	37%	7.5/35	55%	28/35	40%	12/35	39%	12/35	43%	17.5/35
Math AGP	47.60%		40.40%		52.80%		28.50%		53.40%		37.90%		38.50%		47.60%	
ELA AGP	57.10%		54.70%		65.10%		39.50%		64.20%		47.10%		44%		50.30%	
Prior Non-Proficient Met Math AGP Target	38%	17/20	25%	8/20	43.70%	20/20	26.50%	7/20	51.70%	20/20	31.80%	11/20	33.30%	11/20	31.80%	14/20
Prior Non-Proficient Met ELA AGP Target	50%		34.70%		65.30%		32.80%		60%		39.50%		34.30%		46.50%	
Chronic Absenteeism	8.30%	8/10	18.70%	3/10	16.40%	4/10	31.40%	0/10	11.90%	6.5/10	23.10%	.5/10	22.2	1/10	21.70%	1.5/10

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
● *Growth year over year from 2018*	● *Student Agency, Proficiency Levels*

Problem Statement: Analyzing data and collaborating with staff, we have identified Student Agency as our target for improvement. We have identified student agency as "The capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others.

Critical Root Causes of the Problem:
- *Clarity of learning goals for the lesson, Why they are learning it, and what successful performance looks like ultimately leading to student responsibility for learning and agency over learning.*

Student Success	
School Goal: Increase the percent of all students meeting AGP in ELA from 57.1% in 21-22 to 60% by the end of the 22-23 school year, as measured by SBAC Increase the percent of all students meeting AGP in math from 47.6% in 21-22 to 50% by the end of the 22-23 school year, as measured by SBAC **Formative Measures:** ● *Classroom Assessments, I-ready, MAP, SBAC*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 X STIP Goal 2 X STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

	Lead: *Who is responsible for implementing this strategy?* *Administration, Educators*
Improvement Strategy:	

Improvement Strategy:
* Hire 3rd party data consultant to help EIAA analyze data and identify areas of need.
*Identify each students' strengths and deficits based on student data.
*Create individual student, data-based objectives and goals based off student's identified strengths and deficits.
* Bring the students in to help identify goals and objectives.
*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.

Evidence Level: *What Works Clearinghouse puts plan and interventions at levels 3 and 4.*

https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf

https://intensiveintervention.org/tools-charts/levels-intervention-evidence

Action Steps:
- Align financial resources to cover cost of data consultant and intervention supplies and personnel
- Hire Data Consultant
- Sign agreement for I-ready and Intervention Programs
- Hire Instructional Aide
- Identify Big Rocks
- Create and manage student leadership binders
- Work with teachers of record to set up weekly push in schedule/tracker.
- Have teachers identify what success looks like for students working with resource teacher
- Communicate student needs with parents
- Monitor and adjust student instruction and interventions based on data

Provide PD in Formative Assessments and Number Talks

Resources Needed: *What resources do you need to implement this improvement strategy?*
- Budget for data consultant / instructional aide / I-ready
- Recruitment and hiring plan
- Big Rocks for Grade levels

Student Leadership binders identifying student data, student need, and interventions with plan moving forward

Challenges to Tackle:
- Finding financial resources given limited budget
- Keeping interventions and instruction moving at a rapid pace to see big growth.
- Time for teachers and instructional aide to meet to ensure quality plan and instruction.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- *ARP Funding*
- *Title I*
- *SPED*
- *General Budget*

Resource Equity Supports[1]: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

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.

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.

Free and Reduced Lunch:
- Challenge: Meeting the needs of the students while maintaining high expectations for growth

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[1] "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)

- 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.

Migrant:
- 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.

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. Track formative data to measure if any disparities exist during intervention.

Students with IEPs:
- Challenge: Meeting the needs of the students while maintaining high expectations for growth
- Support: 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.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
● Having a strong belief that All children can learn and making learning relevant	● *Aligning assessments to goals and creating learning tasks with high-cognitive demand.*
Problem Statement: Student Proficiency Levels are not where we want them to be. **Critical Root Causes of the Problem:** ● Analyzing data, Defining big rocks in grade level, Determining student needs, Implementing strategic and focused research based interventions, Improving tier 1 instruction	

Adult Learning Culture

	Aligned to Nevada's STIP Goal:
School Goal: 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 NNRPDP professional to create 1 individual PD plan to work with NNRPDP towards mastering their goals. **Formative Measures:** ● *Teacher Goals and Plans, notes from meetings, data within leadership binders* By the end of November *teachers will have created individual goals that align with our school goals Data will be tracked through leadership binders and notes from meetings.* *By the end of December, teachers will have an individual PD plan to work with NNRPDP*	☐ STIP Goal 1　　X STIP Goal 2 X　STIP Goal 3　　☐ STIP Goal 4 ☐ STIP Goal 5
Improvement Strategy: *Teachers will work with PDP to set individual goals aligning with school goal. Individual PD plan will be created.* **Evidence Level:** Providing quality research-based PD in Formative assessment and number talks falls in tier 3 of ESSA Evidence. https://www.nctm.org/Research-and-Advocacy/research-brief-and-clips/Benefits-of-Formative-Assessment/ **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Contact NNRPDP to set up Professional Development with staff to set foals and create plans ● Schedule time for each teacher to meet with coach (Modeling, feedback, coaching) **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● *PD Professionals* ● *Time*	**Lead:** *Who is responsible for implementing this strategy? Administration. EIAA staff, NNRPDP*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge: Implementing best practices into teaching*
- *Potential Solution: PD*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- *Title 1*
- *ARP Funding*
- *SPED*
- *General budget*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners
- Challenge: Ensuring they have access to ESL strategies and best practices
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- Support: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.

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 intervention, working with Communities and schools and parents to ensure all students have the support they need.

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● Challenge: Meeting the needs of the students while maintaining high expectations for growth
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● 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. Track formative data to measure if any disparities exist during intervention.

Students with IEPs:
● Challenge: Meeting the needs of the students while maintaining high expectations for growth
● Support: 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.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
● Strength: 82% of 5-8th graders surveyed agree or strongly agree that they feel like they are "part of this school", while 18% disagree or strongly disagree.	● *Keeping parents updated on student learning goals.*

Problem Statement: Families need to know what students' learning goals are, why they are learning it, what success looks like, and what their role is.

Critical Root Causes of the Problem:
● *Time*

Connectedness

School Goal: By May of 2023, EIAA will have 3 sets of parent teacher conferences throughout the year updating parents on student present levels and goals participation data will be collected from each parent teacher conference. **This is a maintenance goal.**

Formative Measures:
- *Parent Conference Numbers*
- *Presenting Data to parents*

By May of 2023, EIAA will have 3 sets of parent teacher conferences throughout the year updating parents on student present levels and goals participation data will be collected from each parent teacher conference

EIAA will share student state data with parents including MAP updates, I-ready updates, and SBAC results.

Aligned to Nevada's STIP Goal:

☐ STIP Goal 1   ☐ STIP Goal 2

Ⅹ STIP Goal 3   ☐ STIP Goal 4

☐ STIP Goal 5   X STIP Goal 6

Improvement Strategy: *Communicate with parents on a regular basis. Share specific data and intervention plans to get students where we need them.*

Evidence Level: Unable to find an exact level connecting ESSA and family engagement. They do however say the evidence is consistent and convincing: Families have a major influence on their children's achievement in school and in life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. (For examples of evidence, visit U.S. Department of Education's What Works Clearinghouse, https://ies.ed.gov/ncee/wwc/ReviewedStudies/#/Keyword:parent%20involvement%7COnlyStudiesWithPositiveEffects:false%7CSetNumber:1%7CEssaRatingId:

Action Steps: *What steps do you need to take to implement this improvement strategy?*
- *Set up parent teacher conferences*
- *Ensure student data is printed and shared with parents as results and updates come in.*

Resources Needed: *What resources do you need to implement this improvement strategy?*
- *Leadership binders*
- *Time to meet with parents*

Lead: *Who is responsible for implementing this strategy? Administration, EIAA staff, Parents*

Challenges to Tackle:
Getting parents to understand student current levels and how they can help support student goals at home.

Funding:
Title 1
SPED
ARP ESSER
General Budget

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners
● Challenge: Ensuring they have access to ESL strategies and best practices, Communicating present levels and goals with parents.
● Support: Track formative data to measure if any disparities exist during intervention. Using research-based instruction for ELL.

Foster/Homeless:
● Challenge: Meeting the needs of the students while maintaining high expectations for growth, Communicating present levels and goals with parents.
● Support: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.

Free and Reduced Lunch:
● Challenge: Meeting the needs of the students while maintaining high expectations for growth, Communicating present levels and goals with parents.
● 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.

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School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
EIAA works with many members in the community from the power company to local business to the local VFW and a lot of people in between *With us not being able to transport our students in vans it has been a lot more*	*Ongoing and frequent throughout the year*	● *Math* ● *ELA* ● *Science* ● *Life Skills* ● *College and Career Readiness.*

difficult for us to take our students into the community.		