



Nevada Charter Authority
**Elko Institute for Academic
Achievement**

2021-2022 School Performance Plan:
A Roadmap to Success

Elko Institute for Academic Achievement has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out Ashley Perkins for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	#	%53	%3.16	%16.32	%2.11	%65.79	%N/A	%12.11	15.26%	Less than 10	30.53%
District	#	%6.06	%.7	%34.02	%.85	%55.56	%.34	%2.46	12%	7.89.2%	34.6%
State	#	%.82	%5.51	%43.44	%11.76	%29.97	%1.48	%7.03	12.41%	13.37%	73.15%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	42.1	65.5	46.8	38.65	46	45.1	32.5	N/A	N/A
	District	33.15	49.5	31.75	43.7	48.5	45.25	26.5	N/A	N/A
2019	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	School	42.8	77.5	43.65	42.5	84.25	67.1	38.65	N/A	N/A
	District	21.2			38.45			25.05	N/A	N/A

District data has not been released for the 2020 school year. I was unable to find all the districts data for the 2020 school year.

School Climate Data



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	91.82	83.83	82.48

	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	406.5	378.5	375
District	370	354	344

School Continuous Improvement (CI) Team

Directions (delete prior to posting to school website): Complete the table below by listing the names and roles of the members of your school's CI team. A CI team is most effective when it includes members with a range of perspectives and backgrounds that represent the diversity of the school. Update prior to Event 1.

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Ashley Perkins	Principal(s) (required)
Lori Lynch	Other School Leader(s)/Administrator(s) (required)
Angela Crane, Royelle Mickelson, Susy Palm, Lynette Vega, Vanesa Ramirez	Teacher(s) (required)
Stephanie Sharp	Paraprofessional(s) (required)
Monique Sorenson, Hazel Hadella,	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
<i>*Add rows as needed</i>	



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2			
Family Night	October 21, 2021		
Family Night	September 8, 2021	51	Our families are excited to be back in school and are looking forward to a strong 2021-2022 school year. Our parents want us to keep our school open and functioning.
Survey	August 10, 2021	45	Parents are aware of their student data and goals. Parents are requesting that we continue to send objectives and goals home so they know how to help their student.
Survey	April 16 th , 2021	23	Parents are aware of their student data and goals.
Disperse Performance Plan	November	200	Disperse Performance plan via email and website
<i>*Add rows as needed</i>			



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Data Reviewed – SBAC, MAP, I-ready, School Climate Data, Infinite Campus and Leader in me parent, student, and staff survey, school surveys

Problem Statement – EIAA students are not at the proficiency level we want them to be.

Goal – EIAA's Goal for the 2021-2022 school year is to have at least a 60 for our MGP growth for both ELA and Math and a 40 AGP for growth for both ELA and Math.

STIP Connection – Goal 2: All students have access to effective educators

Goal 3: All students experience continued academic growth.

Improvement Strategies –

- * 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.
- * Have students be a part of the data tracking system.
- * Share goals and objectives with parents.

Evidence Levels – Evidence levels 3 and 4

Intended Outcomes – All of our Improvement strategies work together with the intended outcome of growing students and improving proficiency levels.

Action Steps – Hire 3rd Party data consultant to help EIAA analyze data and identify areas of need

Teachers will have a leadership binder for each student where they can track their data and interventions.

Teachers will use Wednesday PD to analyze data and create instruction within collaborative groups.

Connect with parents at least 3 times throughout the year to share data and goals.

Provide PD in both number talks and formative assessment

Resources Needed – Binders and tracking tools for data.

Funding for data analysis



Supplies for interventions

I-ready, Edgenuity, DRA

Access too evidence based PD (Number Talks)

Challenges to Tackle – Time / Identification and knowledge of data and best practice strategies

Equity Supports - Identify each students needs and creating an academic plan or a plan of intervention allows us to ensure all our students are growing regardless of their background, color, label, or experience.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP, I-ready, SBAC	Leader in ME survey / Nevada social Emotional Survey	Done through identification of big rocks, student objectives, planning, and assessment
Problem Statement	EIAA students are not at the proficiency level we want them to be.		
Critical Root Causes	There are a lot of causes, but we are focusing on the items we can impact here at school. Identifying student need, planning focused interventions and quality tier 1 instruction, and then assessing to determine effectiveness or needed changes.		

Part B

Student Success	
<p>School Goal: EIAA's Goal for the 2021-2022 school year is to have at least a 60 for our MGP growth for both ELA and Math and a 50 AGP for growth for both ELA and Math.</p> <p>During the SBAC assessment we will improve our student proficiency in math and ELA by a minimum of 5%.</p>	<p>Aligned to Nevada's STIP Goal: Goal 2: All students have access to effective educators Goal 3: All students experience continued academic growth.</p>
<p>Improvement Strategy:</p> <ul style="list-style-type: none"> * 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. 	



*Have students be a part of the data tracking system.

*Share goals and objectives with parents.

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>

Intended Outcomes:

Identifying student needs and providing focused interventions allows our students to grow in the areas most needed. Including students and parents in the process allows all stakeholders the opportunity to be a part of the process and student growth. Studies show when students know what they are working towards and what mastery looks like they are more likely to show growth and reach goals. Through focused interventions, student growth will continue which will result in higher proficiency levels.

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 Edgenuity 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:

- Budget for data consultant / instructional aide / Edgenuity / 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.

Equity Supports. What, specifically, will we do to support the following student groups around this goal? Creating leadership binders for all our students that identifies student data, student needs, an intervention plan and the success criteria will ensure all our students are growing and receiving the instruction they need regardless of background.

English Learners: Track formative data to measure if any disparities exist during intervention. Using research-based instruction for ELL.

Foster/Homeless: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.

Free and Reduced Lunch: Track formative data to measure if any disparities exist during intervention.

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

Racial/Ethnic Minorities: Track formative data to measure if any disparities exist during intervention.

Students with IEPs: 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

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Surveys, SBAC Data, MAP data, I-ready Data	Administration, PDP's within Nevada, Teacher mentors	Wednesday PD: Cross Collaboration and Professional Development
Problem Statement	Student Proficiency Levels are not where we want them to be.		



Critical Root Causes	Analyzing data, Defining big rocks in grade level, Determining student needs, Implementing strategic and focused research based interventions, Improving tier 1 instruction
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Part B

Adult Learning Culture	
School Goal: Strengthen instruction by defining grade level and individual student big rocks, student objectives, and success criteria.	<p>STIP Connection: Goal 2: All students have access to effective educators. Goal 3: All students experience continued academic growth. Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
Improvement Strategy: Provide PD on Number talks and Formative Assessment	
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/	
Intended Outcomes: Improve instruction to increase student proficiency	
Action Steps: <ul style="list-style-type: none"> ● Contact NNRPDP to set up Professional Development within number talks. First PD is November 5th ● Schedule time for each teacher to meet with coach (Modeling, feedback, coaching) ● Set up Formative Assessment PD through SPCSA 	
Resources Needed: <ul style="list-style-type: none"> ● PD Professionals ● Time 	
Challenges to Tackle: <ul style="list-style-type: none"> ● Implementing best practices into instruction 	
Improvement Strategy: Improve Cross Collaboration with staff to improve instruction	
Evidence Level ESSA Level 3 PLC approach to instruction	



Intended Outcomes: Improve instruction to increase student proficiency

Action Steps:

- Teachers will observe another teacher or classroom at least twice during the 2021-2022 school year
- Teachers will meet Wednesdays to analyze student data and set student goals and success criteria
- Teacher's will share what they learned through PD, Classroom observation, and professional development courses or classes taken through an accredited program. Teacher's will share how they are implementing what they learned within the classroom.

Resources Needed:

- Provide teachers with flyers for PD courses available through PDP's of Nevada
- Time for teachers to meet, collaborate, share, and reflect

Challenges to Tackle:

- Time

Equity Supports. What, specifically, will we do to support the following student groups around this goal? Creating leadership binders for all our students that identifies student data, student needs, an intervention plan and the success criteria will ensure all of our students are growing and receiving the instruction they need regardless of background.

English Learners: Track formative data to measure if any disparities exist during intervention. Using research-based instruction for ELL.

Foster/Homeless: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.

Free and Reduced Lunch: Track formative data to measure if any disparities exist during intervention.

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

Racial/Ethnic Minorities: Track formative data to measure if any disparities exist during intervention.

Students with IEPs: Track formative data to measure if any disparities exist during intervention. Closely monitoring and tracking IEP goals and success criteria.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Surveys and discussions	Surveys and discussion	Surveys and discussions
Problem Statement	EIAA students are not at the proficiency level we want them to be.		
Critical Root Causes	Ensuring students are a part of their learning process (data tracking, interventions, goal setting)		

Part B

Connectedness	
<p>School Goal: Improve instruction and student proficiency through communication and connectedness</p>	<p>STIP Connection: Goal 3: All students experience continued academic growth Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: EIAA will create leadership binders that allow students to be an active participant within their learning process.</p>	
<p>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:)</p>	



Intended Outcomes: Work collaboratively with students and parents to Improve instruction and increase student proficiency

Action Steps:

- Create Student Leadership Binders
- Analyze student data to identify areas of need
- Set goals with students and build an academic plan to reach goals
- Identify success criteria
- Monitor and meet with students regularly to update leadership binders, data, interventions, and instruction

Resources Needed:

- Leadership binders

Challenges to Tackle:

- Time to meet with each student individually.

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:>

Intended Outcomes: Work collaboratively with students and parents to Improve instruction and increase student proficiency

Action Steps:

- Send monthly surveys to parents to receive feedback and ideas
- Meet with parents at minimum 3 times throughout the year to discuss student data, growth, and academic plan (Leadership Binders)

Resources Needed:

- Google Surveys
- Leadership Binders
- Time to meet with parents



<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> Encouraging parents to complete survey
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal? Creating leadership binders for all our students that identifies student data, student needs, an intervention plan and the success criteria will ensure all of our students are growing and receiving the instruction they need regardless of background.</p>
<p>English Learners: Track formative data to measure if any disparities exist during intervention. Using research-based instruction for ELL.</p> <p>Foster/Homeless: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.</p> <p>Free and Reduced Lunch: Track formative data to measure if any disparities exist during intervention.</p> <p>Migrant: Track formative data to measure if any disparities exist during intervention.</p> <p>Racial/Ethnic Minorities: Track formative data to measure if any disparities exist during intervention.</p> <p>Students with IEPs: Track formative data to measure if any disparities exist during intervention. Closely monitoring and tracking IEP goals and success criteria.</p>

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>
Special Education Part B IDEA	\$31,558.96	Salary and Benefits of SPED teacher	Create, update, and follow IEP process and cases. Work with students towards IEP goals
Special ED Part B IDEA / Authority	\$34,567.58	SPED Aide salary and benefits Text Help for SPED students Hygiene Products for IEP	Provide SPED support within a push in environment to close the gap between our IEP students and their general classroom



			peers.
Title II	\$7,603.00	Contract with RTB Data and Consulting / Mentor Teacher	Analyze EIAA data and find holes or gaps where we need to adjust instruction
Title II Crossover	\$2,288.21	Mentor to Provide PD to staff	Provide weekly PD sessions covering mental health and well being including PD on restorative justice.
ESSER II	\$73,575.20	.5FTE Life skills Coach Summer school salary and benefits I-ready Edgenuity	Provide interventions and supports to students in need. Provide opportunities for our students to work on specific identified skills both in school and outside of school.
ARP ESSER	\$15,000.00	Instructional Aide	Push in support to provide specific, data driven interventions to struggling students.