

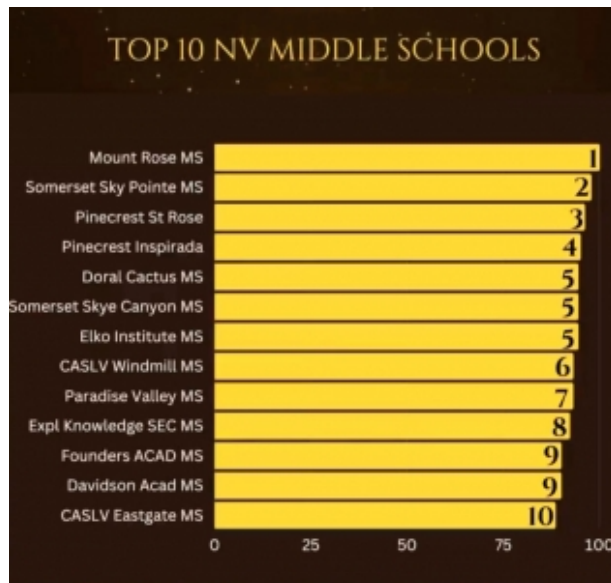
State Public Charter School Authority

Elko Institute for Academic Achievement Middle School

2023-2024 School Improvement Plan

Classification: 5 Star School

Distinction Designations:
Title I



Board Approval Date: April 18, 2023
Public Presentation Date: September 7, 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

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.

Elko Institute for Academic Achievement MS 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

Table of Contents

- Comprehensive Needs Assessment 4
 - Student Success 4
 - Adult Learning Culture 5
 - Connectedness 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Inquiry Areas 10
 - Inquiry Area 1: Student Success 10
 - Inquiry Area 2: Adult Learning Culture 12
 - Inquiry Area 3: Connectedness 15
- School Funding Summary 16

Comprehensive Needs Assessment

Revised/Approved: April 14, 2023

Student Success

Student Success Areas of Strength

Growth year over year from 2018.

Student Success Areas of Growth

Student Agency, Proficiency Levels.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 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 Cause:** 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.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Having a strong belief that all children can learn and making learning relevant.

Adult Learning Culture Areas of Growth

Aligning assessments to goals and creating learning tasks with high cognitive demand.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Student proficiency levels are not where we want or need them to be. **Critical Root Cause:** Over 80% of the new students we enrolled during the 2022-2023 school year were 3 or more grade levels below academically. Our teachers need to be strong in Analyzing data, defining big rocks in a grade level, determining student needs, implementing strategic and focused research based interventions, and improving tier 1 instruction

Connectedness

Connectedness Areas of Strength

82% of 5th-8th graders surveyed agree or strongly agree that they feel like they are “part of this school”, while 18% disagree or strongly disagree.

Connectedness Areas of Growth

Keeping parents updated on student learning goals.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 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 Cause:** Time

Priority Problem Statements

Problem Statement 1: 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 Cause 1: 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.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Student proficiency levels are not where we want or need them to be.

Critical Root Cause 2: Over 80% of the new students we enrolled during the 2022-2023 school year were 3 or more grade levels below academically. Our teachers need to be strong in Analyzing data, defining big rocks in a grade level, determining student needs, implementing strategic and focused research based interventions, and improving tier 1 instruction

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 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 Cause 3: Time

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
- Planning and decision-making committee minutes

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Career and Technical Education (CTE)
- STEM/STEAM
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Dyslexia data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Inquiry Areas

Revised/Approved: November 29, 2023

Inquiry Area 1: Student Success

School Goal 1: Increase the percent of all students meeting AGP in ELA from 75.9% in 21-22 to 78% by the end of the 23-24 school year, as measured by SBAC (Maintain from 22-23 to 23-24)

Increase the percent of all students meeting AGP in math from 64.8% in 21-22 to 67% by the end of the 23-24 school year, as measured by SBAC (Maintain from 22-23 to 23-24)

Evaluation Data Sources: Classroom Assessments, I-ready, MAP

STIP Goal 2 and 3

Improvement Strategy 1 Details	Formative Reviews		
Improvement Strategy 1: 1. Analyze Data, Create Goal Binders for students, Implement interventions, Repeat 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 * 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. 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 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	Formative		
	Feb	May	May

* 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.

Position Responsible: EIAA Administration, EIAA staff, NNRPDP

Identify All That Apply:

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

Problem Statements/Critical Root Causes: Student Success 1

Resources and Funding Needed: Personnel - AB 495 - \$30,000, Personnel - Title I, Pt. A - \$30,000



No Progress



Accomplished



Continue/Modify



Discontinue

School Goal 1 Problem Statements:

Student Success





Problem Statement 1: 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 Cause:** 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.

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: Teacher Goals and Plans, notes from meetings, data within leadership binders

STIP Goal 2 and 3

Improvement Strategy 1 Details	Formative Reviews		
<p>Improvement Strategy 1: Teachers will work with NNRPDP 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>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 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).</p> <p>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)</p> <p>* Schedule time for each teacher to meet with coach (Modeling, feedback, coaching) (Standards for Professional Development 1 Learning Communities, 4 Data, and 7 Outcomes)</p> <p>Position Responsible: EIAA Administration, EIAA staff, NNRPDP</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Formative		
	Feb	May	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

School Goal 1 Problem Statements:

Adult Learning Culture





Problem Statement 1: Student proficiency levels are not where we want or need them to be. **Critical Root Cause:** Over 80% of the new students we enrolled during the 2022-2023 school year were 3 or more grade levels below academically. Our teachers need to be strong in Analyzing data, defining big rocks in a grade level, determining student needs, implementing strategic and focused research based interventions, and improving tier 1 instruction

Inquiry Area 3: Connectedness

School Goal 1: By May of 2024, 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.

Evaluation Data Sources: Parent conference numbers, presenting data to parents

STIP Goals 3 and 6

Improvement Strategy 1 Details	Formative Reviews		
<p>Improvement Strategy 1: Communicate with parents on a regular basis. Share specific data and intervention plans to get students where we need them.</p> <p>Action Step's Expected Result/Impact: * Provide professional development to teachers on best practices in parent communication. (Standards for Professional Development number 1 Learning Communities)</p> <p>Position Responsible: EIAA admin, EIAA staff, EIAA parents</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Formative		
	Feb	May	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

School Goal 1 Problem Statements:

Connectedness
<p>Problem Statement 1: 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 Cause: Time</p>

School Funding Summary

General Funds					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,959,020.00
+/- Difference					\$2,959,020.00
AB 495					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Personnel		\$30,000.00
Sub-Total					\$30,000.00
Budgeted Fund Source Amount					\$29,909.41
+/- Difference					-\$90.59
IDEA-B					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$35,611.39
+/- Difference					\$35,611.39
Special Education EXN					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$28,920.00
+/- Difference					\$28,920.00
Title I, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Personnel		\$30,000.00
Sub-Total					\$30,000.00

Title I, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$30,000.00
				+/- Difference	\$0.00
Title II, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$12,346.13
				+/- Difference	\$12,346.13
ARP ESSER Late Liquidation					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$40,197.09
				+/- Difference	\$40,197.09
CRSSA ESSER II					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$17,793.00
				+/- Difference	\$17,793.00
Transportation Grant					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$149,695.00
				+/- Difference	\$149,695.00
				Grand Total Budgeted	\$3,303,492.02
				Grand Total Spent	\$60,000.00
				+/- Difference	\$3,243,492.02