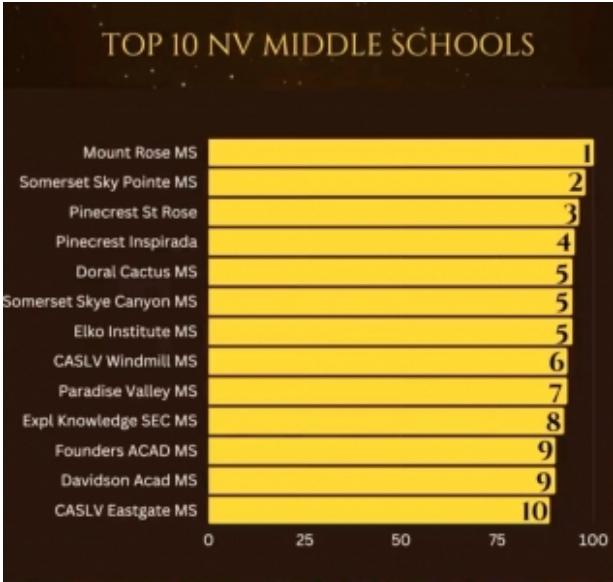# State Public Charter School Authority

Elko Institute for Academic Achievement Elementary School

2023-2024 School Improvement Plan

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

Comprehensive Needs Assessment

Revised/Approved: March 15, 2023

Student Success

Student Success Areas of Strength

Area of Strength: Growth year over year from 2018

Student Success Areas of Growth

Areas for 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:** 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.

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 their grade level, determining student needs, implementing strategic and focused research based interventions, and improving tier 1 instruction

Connectedness

Connectedness Areas of Strength

PTSO support within the school.

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: 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.

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 their 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

Accountability Data

- State assessment performance report

Student Data: Assessments

- 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
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- State certified and high quality staff 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
- 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 27, 2023

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		
Improvement Strategy 1: Improvement Strategy: Lead: Admin, EIAA staff NNRPDP	**Formative**		
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 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.	**Feb**	**May**	**May**

* 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

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

Resources and Funding Needed: Personnel - AB 495 - $30,000, Personnel - Title I, Pt. A - $30,000, Teacher Mentor - Title II, Pt. A - $12,346.13

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**: 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.

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

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.	Formative		
	Feb	May	May

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 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.

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)
 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.
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.
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: * 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

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 their 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

Improvement Strategy 1 Details	Formative Reviews		
Improvement Strategy 1: Communicate with parents on a regular basis. Share specific data and intervention plans to get students where we need them.	**Formative**		
	Feb	May	May

English Learners
* Challenge: Ensuring we are communicating with ESL families in a language they understand. Communicating present levels and goals with parents.
* Support: Translate what we can and have personnel or tools available to reach all of our families
Foster/Homeless:
* Challenge: Keeping communication often ensuring we are providing needed supports while still having high expectations of growth.
* Support: Making a communication plan for ensuring constant contact.
Free and Reduced Lunch:
* Challenge: Reaching parents and getting the parent participation needed to share student data and plans.
* Support: Flexible times and dates to meet with consistent communication.
Migrant:
* Challenge: Finding present levels and maintaining high expectations for growth while providing needed supports
* Support: Contact with previous schools and parents
Racial/Ethnic Groups:
* Challenge: Ensuring we are communicating with ESL families in a language they understand. Communicating present levels and goals with parents.
* Support: Translate what we can and have personnel or tools available to reach all our families
Students with IEPs:
* Challenge: Keeping parents informed on students grade level goals along with IEP goals (APR indicator 8 - parent involvement)
* Support: Providing IEP progress reports along with report cards (APR indicator 8 - parent involvement
 	
    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)
    Position Responsible: Administration, EIAA staff, Parents
 	
    Problem Statements/Critical Root Causes: Connectedness 1			

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

School Goal 1 Problem Statements:

Connectedness
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

Plan Notes

How to use this page:

- When you are reviewing parts of the plan you can record your notes in the table below. This will not create a notification so if you need quick follow up, send a quick note to the principal.
- Do not include sensitive information such as student or staff names in this notes space.
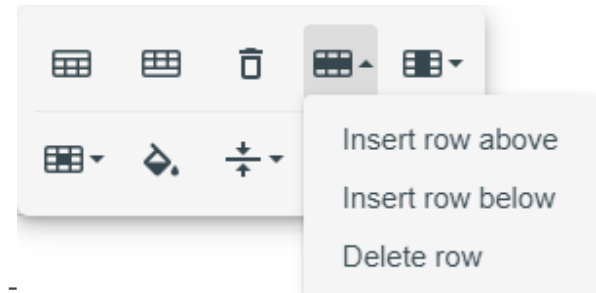
If more rows are needed. select inside a cell and use the "Row" button in the pop-up menu -

Date	Name	Department	Notes & Feedback	Campus Note
example: 6/29/23	Sample user	*Campus and District Accountability*	*Welcome to Plan4Learning! Thank you for all that you do to care for our students and staff!*	*If you have a response or follow up note you can add it here or reach out to the commenter directly!*

Date	Name	Department	Notes & Feedback	Campus Note	

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	$59,909.41
				+/- Difference	$29,909.41
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	$25,086.68
				+/- Difference	-$4,913.32
Title II, Pt. A					
Inquiry Area	**School Goal**	**Improvement Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Teacher Mentor		$12,346.13
				Sub-Total	$12,346.13
				Budgeted Fund Source Amount	$12,346.13
				+/- Difference	$0.00
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	$3,328,578.70
				Grand Total Spent	$72,346.13
				+/- Difference	$3,256,232.57