

**Carson City School District**  
**Eagle Valley Middle School**  
**2023-2024 School Improvement Plan**

**Classification: 1 Star School**

**Distinction Designations:**  
ATSI

# Mission Statement

Eagle Valley Middle School's **mission** is to close the opportunity gap by preparing all students for college and career readiness and success in a global society.

# 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 (Add a link to the school’s School Rating Report.)

[http://nevadareportcard.nv.gov/DI/nv/carson\\_city/eagle\\_valley\\_middle\\_school/2023](http://nevadareportcard.nv.gov/DI/nv/carson_city/eagle_valley_middle_school/2023)

# 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	782	1.66%	2.17%	53.58%	.26%	37.98%	.13%	4.22%	11.38%	12.66%	44.88%
District	7362	2.24%	1.63%	46.01%	.83%	44.24%	.24%	4.81%	14.09%	12.21%	70.84%
State	484240	.77%	5.5%	44.15%	12.22%	28.39%	1.48%	7.48%	12.93%	13.5%	81.48%

Student Performance Data				
	Math (SBAC)	ELA (SBAC)	Science (SBAC)	ELPA

Student Performance Data										
Academic Year	School/District	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2019	School	25.2%	52	23.8%	29.8%	33	28.2%	26.6%	14.4%	43.5%
	District	35.8%	51	29.3%	43.2%	39	38.1%	29.1%		26.1%
2021	School	21.2%						27.7		10.2%
	District	28.2%			39.7			38.1		
2022	School	25.8%	50%	27%	42.9%	53%	48.3%	37.7%		17.8%
	District	33.8%	50%	29.4%	44.5%	51%	50%	37.5%		17.7%
2023	School	20.4	38%	17.4%	31.4%	39%	29.6%	28.6%		18.6%
	District	32.0%			37.9%					27.7%

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# Comprehensive Needs Assessment

Revised/Approved: September 11, 2023

## Student Success

### Student Success Areas of Strength

Overall, our School Climate Data shows FAVORABLE results in the following Social Emotional Climate Data: Cultural and Linguistic Competence (370/500); Relationships (352/500); Emotional Safety (335/500). This trend continued from past years;

We had over 50% parent participation during our Student/Parent/Teacher conferences this year; we did not have any type of conferences since before the COVID years (2019);

We continue to refine our AVID approaches and strategies with focus on Notetaking and Collaboration skills among students; Teachers have been and continue to receive professional development in these areas;

Our teachers are grouped in Academic Teams (Math, Science, Social Studies, and English Language Arts), resulting in better collaboration and support for our students as well as increased parent communication;

We continue to implement the MTSS system and provide professional development for our staff; we are utilizing the PBIS point system to reward students for good choices and behavior.

Students are continually (quarterly) recognized for good attendance, behavior, and grades (academic achievement).

Our behavioral referrals have declined over the years and students have been rewarded for their positive behavior: Fights have significantly been reduced (2021: 41 vs. 2023: 15 1st semester); Bullying incidents remain very low (none so far as of 12/1/23); Vaping did increase last year but has declined this year again.

84.4% of 8th graders have earned all necessary middle school credits and 100% of our students have Academic Learning Plans established and reviewed.

Chronic absenteeism has declined to 18.5%.

### Student Success Areas of Growth

Students proficiency, as measured by the SBAC State Assessment, continued to decline over the past 3 years in both Math, English Language Arts and Science, thus resulting in lower STAR Ratings; These STAR Ratings declined from 2020-2021 to 2022-2023 from 42 to 25.5.

Proficiency Ratings fell over the past three years in Math, English Language Arts, and Science:

#### MATH PROFICIENCY

	2021			2022			2023		
	# Proficient	# Total	% Proficient	# Proficient	# Total	% Proficient	# Proficient	# Total	% Proficient
<b>Eagle Valley MS</b>	<b>153</b>	<b>709</b>	<b>21.6%</b>	<b>190</b>	<b>702</b>	<b>27.1%</b>	<b>146</b>	<b>710</b>	<b>20.6%</b>
Grade 6	47	264	17.8%	52	235	22.1%	62	221	28.1%
Grade 7	61	219	27.9%	70	263	26.6%	45	238	18.9%
Grade 8	45	226	19.9%	68	204	33.3%	39	251	15.5%

ELA PROFICIENCY

	2021			2022			2023		
	# Proficient	# Total	% Proficient	# Proficient	# Total	% Proficient	# Proficient	# Total	% Proficient
<b>Eagle Valley MS</b>	<b>276</b>	<b>708</b>	<b>39.0%</b>	<b>308</b>	<b>700</b>	<b>44.0%</b>	<b>226</b>	<b>714</b>	<b>31.7%</b>
Grade 6	82	265	30.9%	77	233	33.0%	67	222	30.2%
Grade 7	106	216	49.1%	126	263	47.9%	70	243	28.8%
Grade 8	88	227	38.8%	105	204	51.5%	89	249	35.7%

Science (8<sup>th</sup> Grade Only)

<b>% Proficient</b>	2021	2022	2023	Grand Total
Eagle Valley MS	28.1%	38.5%	28.3%	31.3%
Grand Total	28.1%	38.5%	28.3%	31.3%

Our Current ELL students were specifically under-achieving with the following proficiencies:

Math: 1%

English Language Arts: 0%

Science: 2.6%

### **Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** Based on Spring 2023 SBAC scores, 68.6% of all students are not proficient in ELA, and 79.6% of all students are not proficient in math.

**Critical Root Cause:** There has not been adequate training or utilization of student data throughout PLCs or team discussions. Need for identifying essential standards (content vs. skill based) to influence consistent pacing. Teacher lack of fidelity in utilizing ExactPath during Advisory. Lack of SBAC-type questioning in class.

**Problem Statement 2 (Prioritized):** Based on 2023 MAP scores, the data shows that the following percentage of students are performing below the 60th Percentile in: A. Math: 74% below 60th Percentile B. Reading: 66% below the 60th Percentile **Critical Root Cause:** Focus has been on MAP RIT growth rather than Percentile growth. RIT Growth fluctuates and doesn't reflect the true grade level expectations on this assessment; Percentile growth shows better growth information which correlates to grade level work as well as SBAC correlation.

**Problem Statement 3 (Prioritized):** Based on Spring 2023 SBAC scores, 100% of ELL students are not proficient in ELA, and more than 99% of ELL students are not proficient in math. Our ELL students did not make growth last school year. **Critical Root Cause:** Training and supports for our teacher to implement language appropriate instructional supports for our ELL students.

**Problem Statement 4 (Prioritized):** Based on Spring 2023 SBAC scores, 93.5% of IEP students are not proficient in ELA, and 94.8% of IEP students are not proficient in math. **Critical Root Cause:** There has not been adequate training or utilization of student data throughout PLCs or team discussions. Need for identifying essential standards (content vs. skill based) to influence consistent pacing. Students are supported only in ELA and Math in our district; teachers have difficulty differentiating SpEd approaches or strategies amongst a whole group.

# Priority Problem Statements

**Problem Statement 1:** Based on Spring 2023 SBAC scores, 100% of ELL students are not proficient in ELA, and more than 99% of ELL students are not proficient in math. Our ELL students did not make growth last school year.

**Critical Root Cause 1:** Training and supports for our teacher to implement language appropriate instructional supports for our ELL students.

**Problem Statement 1 Areas:** Student Success - Adult Learning Culture

**Problem Statement 2:** Based on Spring 2023 SBAC scores, 68.6% of all students are not proficient in ELA, and 79.6% of all students are not proficient in math.

**Critical Root Cause 2:** There has not been adequate training or utilization of student data throughout PLCs or team discussions. Need for identifying essential standards (content vs. skill based) to influence consistent pacing. Teacher lack of fidelity in utilizing ExactPath during Advisory. Lack of SBAC-type questioning in class.

**Problem Statement 2 Areas:** Student Success - Adult Learning Culture

**Problem Statement 3:** Based on Spring 2023 SBAC scores, 93.5% of IEP students are not proficient in ELA, and 94.8% of IEP students are not proficient in math.

**Critical Root Cause 3:** There has not been adequate training or utilization of student data throughout PLCs or team discussions. Need for identifying essential standards (content vs. skill based) to influence consistent pacing. Students are supported only in ELA and Math in our district; teachers have difficulty differentiating SpEd approaches or strategies amongst a whole group.

**Problem Statement 3 Areas:** Student Success - Adult Learning Culture

**Problem Statement 4:** Based on 2023 MAP scores, the data shows that the following percentage of students are performing below the 60th Percentile in: A. Math: 74% below 60th Percentile B. Reading: 66% below the 60th Percentile

**Critical Root Cause 4:** Focus has been on MAP RIT growth rather than Percentile growth. RIT Growth fluctuates and doesn't reflect the true grade level expectations on this assessment; Percentile growth shows better growth information which correlates to grade level work as well as SBAC correlation.

**Problem Statement 4 Areas:** Student Success - Adult Learning Culture

**Problem Statement 5:** There is a disconnect between student achievement and teacher evaluation results.

**Critical Root Cause 5:** We have been unable to successfully utilize the reports through Evaluwise to inform our professional development needs of our teachers that will greatly impact student achievement.

**Problem Statement 5 Areas:** Adult Learning Culture

**Problem Statement 6:** According to the needs assessment survey: 67% of parents surveyed identified study skills as a problem for their child; 6.6% of students surveyed identified stress as a problem, 56.6% identified 61.1% identified fear of making mistakes as a problem, and 51.5 % identified test anxiety as a problem. Staff identifies a feeling of disconnect within the school community pertaining to time with others.

**Critical Root Cause 6:** Staff turnover and/or new staff; Need for consistent practices in the classroom and with administration (all on the same page) pertaining to expectations and study skills; Need for information for parents to be able to support their student; Feeling of being overwhelmed; Lack of quality substitute teachers New initiatives are not sustained (too many) Communication between staff and administration



**Problem Statement 6 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 - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- State and federal planning requirements

## Accountability Data

- State assessment performance report

## Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

## Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- School department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Teacher evaluation
- Administrator evaluation

#### **Parent/Family/Community Data**

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

#### **Support Systems and Other Data**

- Master schedule

# Inquiry Areas

## Inquiry Area 1: Student Success

### School Goal 1: SBAC ASSESSMENT: WHOLE SCHOOL

By May 2024, 40% of our students will be proficient in ELA and 30% of our students will be proficient in math as measured by SBAC-- an increase of 10% from 2022-2023.

**Evaluation Data Sources:** SBAC

**Summative Evaluation:** No progress made toward meeting School Goal

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Consistently implement AVID WICOR, ELAD, and Special Education high-yield instructional strategies across all content areas.</p> <p><b>Action Step's Expected Result/Impact:</b> An increase in student literacy across schoolwide subpopulations and general education populations using summative testing proficiencies as a measure (SBAC).</p> <p><b>Position Responsible:</b> All teachers, administration</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1, 3 - Adult Learning Culture 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Improvement Strategy 2 Details	Reviews			
<p><b>Improvement Strategy 2:</b> Implement an intervention program to fill gaps in learning resulting from hybrid learning.</p> <p><b>Action Step's Expected Result/Impact:</b> An increase in mathematics proficiency across school wide subpopulations and general education populations using MAP and common assessments as a measurement.</p> <p><b>Position Responsible:</b> Administration; MAP Teacher/Staff Experts, Staff to teach after-school program</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1, 3 - Adult Learning Culture 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

**School Goal 1 Problem Statements:**

**Student Success**

**Problem Statement 1:** Based on Spring 2023 SBAC scores, 68.6% of all students are not proficient in ELA, and 79.6% of all students are not proficient in math. **Critical Root Cause:** There has not been adequate training or utilization of student data throughout PLCs or team discussions. Need for identifying essential standards (content vs. skill based) to influence consistent pacing. Teacher lack of fidelity in utilizing ExactPath during Advisory. Lack of SBAC-type questioning in class.

**Problem Statement 3:** Based on Spring 2023 SBAC scores, 100% of ELL students are not proficient in ELA, and more than 99% of ELL students are not proficient in math. Our ELL students did not make growth last school year. **Critical Root Cause:** Training and supports for our teacher to implement language appropriate instructional supports for our ELL students.

**Adult Learning Culture**

**Problem Statement 1:** Based on Spring 2023 SBAC scores, 100% of ELL students are not proficient in ELA, and more than 99% of ELL students are not proficient in math. Our ELL students did not make growth last school year. **Critical Root Cause:** Training and supports for our teacher to implement language appropriate instructional supports for our ELL students.

**Problem Statement 2:** Based on Spring 2023 SBAC scores, 68.6% of all students are not proficient in ELA, and 79.6% of all students are not proficient in math. **Critical Root Cause:** There has not been adequate training or utilization of student data throughout PLCs or team discussions. Need for identifying essential standards (content vs. skill based) to influence consistent pacing. Teacher lack of fidelity in utilizing ExactPath during Advisory. Lack of SBAC-type questioning in class.





**Inquiry Area 1: Student Success**

**School Goal 2: SBAC ASSESSMENT: ELL**

By May 2024, 40% of our ELL students will have grown at least .5 on the ELAD assessment; and at least 10% of our ELL students will be proficient in math and ELA as measured by SBAC--an increase of 10% from 2022-2023.

**Evaluation Data Sources:** ELAD Assessment

**Summative Evaluation:** No progress made toward meeting School Goal

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Teachers will be retrained in high-yield ELAD/HQSI teaching strategies and implement these on a consistent basis during instruction as measured by walkthrough data.</p> <p><b>Action Step's Expected Result/Impact:</b> ELL students will grow by 10% on the SBAC in Math and ELA; and by at least .5 on the ELAD assessment.</p> <p><b>Position Responsible:</b> ESL Teacher (Linda Belnap): training of teachers; administration: observations and feedback; teachers: implement and use ELAD/HQSI strategies consistently.</p> <p><b>Identify All That Apply:</b> EL, Migrant - <b>Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 3 - Adult Learning Culture 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Goal 2 Problem Statements:**

<b>Student Success</b>
<p><b>Problem Statement 3:</b> Based on Spring 2023 SBAC scores, 100% of ELL students are not proficient in ELA, and more than 99% of ELL students are not proficient in math. Our ELL students did not make growth last school year. <b>Critical Root Cause:</b> Training and supports for our teacher to implement language appropriate instructional supports for our ELL students.</p>
<b>Adult Learning Culture</b>
<p><b>Problem Statement 1:</b> Based on Spring 2023 SBAC scores, 100% of ELL students are not proficient in ELA, and more than 99% of ELL students are not proficient in math. Our ELL students did not make growth last school year. <b>Critical Root Cause:</b> Training and supports for our teacher to implement language appropriate instructional supports for our ELL students.</p>

## Inquiry Area 1: Student Success





### School Goal 3: MAP ASSESSMENT

By May 2024, students scoring below the 60th %ile will decrease by 10%, with the following end result:

- A. No more than 67% of students will be below the 60th %ile in Math (decreased from 67%), and;
- B. No more than 59% of students will be below the 60th %ile in Reading (decreased from 66%).

**Evaluation Data Sources:** MAP Assessments: Fall, Winter, Spring

**Summative Evaluation:** Some progress made toward meeting School Goal

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Students will receive incentives/rewards for increasing their MAP Percentile Scores in both Math and Reading by at least 10%;</p> <p><b>Action Step's Expected Result/Impact:</b> Increase in student Percentile scores on MAP Math and Reading; thus leading to correlation of increased SBAC scores.</p> <p><b>Position Responsible:</b> Greg Thetford: Testing Coordinator Lee Conley: Principal Lois Linehan: Dean</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 2 - Adult Learning Culture 4</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

### School Goal 3 Problem Statements:





Student Success
<p><b>Problem Statement 2:</b> Based on 2023 MAP scores, the data shows that the following percentage of students are performing below the 60th Percentile in: A. Math: 74% below 60th Percentile B. Reading: 66% below the 60th Percentile <b>Critical Root Cause:</b> Focus has been on MAP RIT growth rather than Percentile growth. RIT Growth fluctuates and doesn't reflect the true grade level expectations on this assessment; Percentile growth shows better growth information which correlates to grade level work as well as SBAC correlation.</p>
Adult Learning Culture
<p><b>Problem Statement 4:</b> Based on 2023 MAP scores, the data shows that the following percentage of students are performing below the 60th Percentile in: A. Math: 74% below 60th Percentile B. Reading: 66% below the 60th Percentile <b>Critical Root Cause:</b> Focus has been on MAP RIT growth rather than Percentile growth. RIT Growth fluctuates and doesn't reflect the true grade level expectations on this assessment; Percentile growth shows better growth information which correlates to grade level work as well as SBAC correlation.</p>

## Inquiry Area 2: Adult Learning Culture

**School Goal 1:** By June 2024 we will analyze data collected through multiple means and utilize data to inform our staff professional development specifically focused on supporting our subpopulations such as ELL students.

**Evaluation Data Sources:** Walkthrough data and NEPF results.

**Summative Evaluation:** Some progress made toward meeting School Goal

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> The leadership team developed an instructional framework observation tool that encompasses best instructional practices. The team will consistently collect and use the data to intentionally design and implement professional development opportunities. These walkthroughs will be conducted with an administrator, a department chair, and our district curriculum coordinator, or a combination of these groups.</p> <p><b>Action Step's Expected Result/Impact:</b> Increase effective instructional capacity and consistency in our teachers to improve student achievement to grade level content standards.</p> <p><b>Position Responsible:</b> Administrators, Department Chairpersons, Curriculum Coordinators</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1, 3 - Adult Learning Culture 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Improvement Strategy 2 Details	Reviews			
<p><b>Improvement Strategy 2:</b> Compile NEPF data to identify instructional needs for professional development.</p> <p><b>Action Step's Expected Result/Impact:</b> Provide professional learning opportunities based on data to improve instructional strategies that need improvement.</p> <p><b>Position Responsible:</b> Administrators</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1, 3 - Adult Learning Culture 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



## School Goal 1 Problem Statements:

### Student Success

**Problem Statement 1:** Based on Spring 2023 SBAC scores, 68.6% of all students are not proficient in ELA, and 79.6% of all students are not proficient in math. **Critical Root Cause:** There has not been adequate training or utilization of student data throughout PLCs or team discussions. Need for identifying essential standards (content vs. skill based) to influence consistent pacing. Teacher lack of fidelity in utilizing ExactPath during Advisory. Lack of SBAC-type questioning in class.

**Problem Statement 3:** Based on Spring 2023 SBAC scores, 100% of ELL students are not proficient in ELA, and more than 99% of ELL students are not proficient in math. Our ELL students did not make growth last school year. **Critical Root Cause:** Training and supports for our teacher to implement language appropriate instructional supports for our ELL students.

### Adult Learning Culture





**Problem Statement 1:** Based on Spring 2023 SBAC scores, 100% of ELL students are not proficient in ELA, and more than 99% of ELL students are not proficient in math. Our ELL students did not make growth last school year. **Critical Root Cause:** Training and supports for our teacher to implement language appropriate instructional supports for our ELL students.

**Problem Statement 2:** Based on Spring 2023 SBAC scores, 68.6% of all students are not proficient in ELA, and 79.6% of all students are not proficient in math. **Critical Root Cause:** There has not been adequate training or utilization of student data throughout PLCs or team discussions. Need for identifying essential standards (content vs. skill based) to influence consistent pacing. Teacher lack of fidelity in utilizing ExactPath during Advisory. Lack of SBAC-type questioning in class.

## Inquiry Area 2: Adult Learning Culture

**School Goal 2:** By May 2024, all certified teachers will receive training and support on use of MAP Percentile data and setting goals with students based on Percentiles.

**Evaluation Data Sources:** PD Sign-in/participation

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> MAP Training will be provided to staff for implementation of goal setting with students to increase Percentile Scores</p> <p><b>Action Step's Expected Result/Impact:</b> Student knowledge of growth goals and better understanding or Percentile scores</p> <p><b>Position Responsible:</b> MAP trainers; teachers with MAP expertise Administration Teachers</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1 - Adult Learning Culture 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

### School Goal 2 Problem Statements:





Student Success
<p><b>Problem Statement 1:</b> Based on Spring 2023 SBAC scores, 68.6% of all students are not proficient in ELA, and 79.6% of all students are not proficient in math. <b>Critical Root Cause:</b> There has not been adequate training or utilization of student data throughout PLCs or team discussions. Need for identifying essential standards (content vs. skill based) to influence consistent pacing. Teacher lack of fidelity in utilizing ExactPath during Advisory. Lack of SBAC-type questioning in class.</p>
Adult Learning Culture
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**Inquiry Area 3: Connectedness**

**School Goal 1:** By June 2024, implement consistent school wide procedures with the MTSS process while creating and implementing tier 1 interventions for behavior and academics so that students feel connected to their school and education.

**Summative Evaluation:** Some progress made toward meeting School Goal

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Continue teaching organizational and study strategies in Advisory, and extend organizational and study strategies to all classes on a regular basis.</p> <p><b>Action Step's Expected Result/Impact:</b> Increase organizational skills and study skills in our students to increase achievement.</p> <p><b>Position Responsible:</b> Classroom teachers; Social Emotional Learning Curriculum</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1, 3 - Adult Learning Culture 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Improvement Strategy 2 Details	Reviews			
<p><b>Improvement Strategy 2:</b> Implement MTSS Tier 1 interventions consistently and with fidelity across all Advisory classes.</p> <p><b>Action Step's Expected Result/Impact:</b> Consistent implementation of Tier 1 interventions during Advisory from ALL staff.</p> <p><b>Position Responsible:</b> Administration to observe and teachers to implement.</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- <b>Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1, 4 - Adult Learning Culture 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			

Improvement Strategy 3 Details	Reviews			
<p><b>Improvement Strategy 3:</b> Add Tier 1 lessons according to our student/school needs, not just follow the School Connect curriculum in order (ex: Vaping, Staying out of drama, keeping up on work/credits, etc.)</p> <p><b>Action Step's Expected Result/Impact:</b> Deal with and educate students about immediate concerns and how they can stay away from these problems.</p> <p><b>Position Responsible:</b> Teachers, Counselors, Administration</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Goal 1 Problem Statements:**





Student Success
<p><b>Problem Statement 1:</b> Based on Spring 2023 SBAC scores, 68.6% of all students are not proficient in ELA, and 79.6% of all students are not proficient in math. <b>Critical Root Cause:</b> There has not been adequate training or utilization of student data throughout PLCs or team discussions. Need for identifying essential standards (content vs. skill based) to influence consistent pacing. Teacher lack of fidelity in utilizing ExactPath during Advisory. Lack of SBAC-type questioning in class.</p> <p><b>Problem Statement 3:</b> Based on Spring 2023 SBAC scores, 100% of ELL students are not proficient in ELA, and more than 99% of ELL students are not proficient in math. Our ELL students did not make growth last school year. <b>Critical Root Cause:</b> Training and supports for our teacher to implement language appropriate instructional supports for our ELL students.</p> <p><b>Problem Statement 4:</b> Based on Spring 2023 SBAC scores, 93.5% of IEP students are not proficient in ELA, and 94.8% of IEP students are not proficient in math. <b>Critical Root Cause:</b> There has not been adequate training or utilization of student data throughout PLCs or team discussions. Need for identifying essential standards (content vs. skill based) to influence consistent pacing. Students are supported only in ELA and Math in our district; teachers have difficulty differentiating SpEd approaches or strategies amongst a whole group.</p>
Adult Learning Culture
<p><b>Problem Statement 1:</b> Based on Spring 2023 SBAC scores, 100% of ELL students are not proficient in ELA, and more than 99% of ELL students are not proficient in math. Our ELL students did not make growth last school year. <b>Critical Root Cause:</b> Training and supports for our teacher to implement language appropriate instructional supports for our ELL students.</p> <p><b>Problem Statement 2:</b> Based on Spring 2023 SBAC scores, 68.6% of all students are not proficient in ELA, and 79.6% of all students are not proficient in math. <b>Critical Root Cause:</b> There has not been adequate training or utilization of student data throughout PLCs or team discussions. Need for identifying essential standards (content vs. skill based) to influence consistent pacing. Teacher lack of fidelity in utilizing ExactPath during Advisory. Lack of SBAC-type questioning in class.</p> <p><b>Problem Statement 3:</b> Based on Spring 2023 SBAC scores, 93.5% of IEP students are not proficient in ELA, and 94.8% of IEP students are not proficient in math. <b>Critical Root Cause:</b> There has not been adequate training or utilization of student data throughout PLCs or team discussions. Need for identifying essential standards (content vs. skill based) to influence consistent pacing. Students are supported only in ELA and Math in our district; teachers have difficulty differentiating SpEd approaches or strategies amongst a whole group.</p>

## Connectedness

**Problem Statement 1:** According to the needs assessment survey: 67% of parents surveyed identified study skills as a problem for their child; 6.6% of students surveyed identified stress as a problem, 56.6% identified 61.1% identified fear of making mistakes as a problem, and 51.5 % identified test anxiety as a problem. Staff identifies a feeling of disconnect within the school community pertaining to time with others. **Critical Root Cause:** Staff turnover and/or new staff; Need for consistent practices in the classroom and with administration (all on the same page) pertaining to expectations and study skills; Need for information for parents to be able to support their student; Feeling of being overwhelmed; Lack of quality substitute teachers New initiatives are not sustained (too many) Communication between staff and administration

**Inquiry Area 3: Connectedness**

**School Goal 2:** Implement parent outreach opportunities to provide resources regarding study skills and use of school programs.

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Increase parent awareness and capacity to help their students at home with school success and monitor their student's progress.</p> <p><b>Action Step's Expected Result/Impact:</b> Increase parent awareness and capacity to help their students at home with school success and monitor their student's progress.</p> <p><b>Position Responsible:</b> School Counselors and School Social Worker; Administration</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Improvement Strategy 2 Details	Reviews			
<p><b>Improvement Strategy 2:</b> Provide Parent Information Nights or other avenues to educate parents, as parents didn't show up last year for the education nights. Provide food for parents and team up with or discuss ideas to increase parent involvement with Juvenile Probation services. Provide directions for parents to access different resources or information.</p> <p><b>Action Step's Expected Result/Impact:</b> More parents attending information nights or accessing parent support materials.</p> <p><b>Position Responsible:</b> Counselors</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p> <p><b>Resources and Funding Needed:</b> Food and prizes - General - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**School Goal 2 Problem Statements:**





## Connectedness

**Problem Statement 1:** According to the needs assessment survey: 67% of parents surveyed identified study skills as a problem for their child; 6.6% of students surveyed identified stress as a problem, 56.6% identified 61.1% identified fear of making mistakes as a problem, and 51.5 % identified test anxiety as a problem. Staff identifies a feeling of disconnect within the school community pertaining to time with others. **Critical Root Cause:** Staff turnover and/or new staff; Need for consistent practices in the classroom and with administration (all on the same page) pertaining to expectations and study skills; Need for information for parents to be able to support their student; Feeling of being overwhelmed; Lack of quality substitute teachers New initiatives are not sustained (too many) Communication between staff and administration

**Inquiry Area 3: Connectedness**

**School Goal 3:** Increase staff involvement, recognition, and sense of belonging to the school.

**Evaluation Data Sources:** Monthly Birthday Brigade, Staff Socials, Staff prizes at staff meetings, raffles, school committees.

Improvement Strategy 1 Details	Reviews			
<b>Improvement Strategy 1:</b> Increase staff involvement and recognition through raffles, staff socials, and school committees. <b>Action Step's Expected Result/Impact:</b> Increase feeling of connectedness and value among staff and administration. <b>Position Responsible:</b> Social Committee  <b>Evidence Level:</b> Strong <b>Problem Statements/Critical Root Causes:</b> Connectedness 1 <b>Resources and Funding Needed:</b> Snacks, prizes, funding for activities. - General - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Goal 3 Problem Statements:**

<b>Connectedness</b>
<p><b>Problem Statement 1:</b> According to the needs assessment survey: 67% of parents surveyed identified study skills as a problem for their child; 6.6% of students surveyed identified stress as a problem, 56.6% identified 61.1% identified fear of making mistakes as a problem, and 51.5 % identified test anxiety as a problem. Staff identifies a feeling of disconnect within the school community pertaining to time with others. <b>Critical Root Cause:</b> Staff turnover and/or new staff; Need for consistent practices in the classroom and with administration (all on the same page) pertaining to expectations and study skills; Need for information for parents to be able to support their student; Feeling of being overwhelmed; Lack of quality substitute teachers New initiatives are not sustained (too many) Communication between staff and administration</p>



# School Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Lee Conley	Principal
Administrator	Greg Thetford	Assistant Principal
Administrator	Lois Linehan	Dean of Students
Classroom Teacher	Michaela Filocamo	Teacher
Classroom Teacher	Erik Geril	Teacher
Classroom Teacher	Rob Perry	Teacher
Classroom Teacher	Brian Wallace	Teacher
Classroom Teacher	Katherine Dilger	Teacher
Classroom Teacher	Jennifer Pavlik	Teacher
Non-classroom Professional	Maria "Lupe" Schofield	Counselor
Paraprofessional	Becky Ritter	Special Education Paraprofessional
Parent	Jennifer Ward	Parent
Student	James Ward	Student
Community Representative	Aaron Thacker	Native American Coordinator

# School Funding Summary

General					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
3	2	2	Food and prizes		\$2,000.00
3	3	1	Snacks, prizes, funding for activities.		\$2,000.00
<b>Sub-Total</b>					\$4,000.00
<b>Budgeted Fund Source Amount</b>					\$8,000.00
<b>+/- Difference</b>					\$4,000.00
ESSER					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$14,500.00
<b>+/- Difference</b>					\$14,500.00
<b>Grand Total Budgeted</b>					\$22,500.00
<b>Grand Total Spent</b>					\$4,000.00
<b>+/- Difference</b>					\$18,500.00