

# Lincoln County School District

## Lincoln County High School Panaca, Nevada

### SAGE SCHOOL IMPROVEMENT PLAN TEMPLATE TITLE I - NRS 385

For Implementation in  
(2012-2013)

#### School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Mr. Ken Thornock	Chairman/Teacher
Ms. Sherrin McHenry	Teacher
Ms. Lori Cheeney	Teacher
Mr. Marty Soderborg	Principal
Ms. Linda Avery	Parent*

Submission Date: 11/4/2012

Area Reviewer:

<b>School:</b> <a href="#">Lincoln County High School</a>	<b>District:</b> <a href="#">Lincoln County</a>
<b>Principal:</b> <a href="#">Mr. Marty Soderborg</a>	<b>School Year:</b> <a href="#">2012-2013</a>
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**Part I: VISION FOR LEARNING**

**District Vision or Mission Statement**

**We are committed to helping every student succeed in learning. All students will learn essential academic outcomes. They will also learn the skills and habits of mind to become life-long learners. Our students will gain a passion for learning and develop the art of caring for others by the example we set. Our Mission is “*Academic Success for all students.*”**

**District Goal 1**

**Every Student Graduates from High School**

**District Goal 2**

**All Teachers Teach Reading and Writing in Their Content Area**

**District Goals 3**

**Facilities at all school sites will meet student needs and support student learning**

## VISION FOR LEARNING (continued)

### School Vision or Mission Statement

It is the mission of Lincoln County High School to produce citizens who can think critically and communicate effectively.

### School Highlights

- Academic All-State Honors in Volleyball, Softball, Spirit, and Boy's and Girl's Track.
- Our Back-to-School Night Event was successful as parents were invited to meet with teachers and explore programs.
- During homecoming the high school sponsors a community tailgate party. It was well attended by students, faculty and community members.
- Weekly faculty PLC meetings were held. Teachers participate by presenting and discussing current best practices in education.
- A yearly Thanksgiving Food Drive was held and students and faculty donated food items which were then donated to local churches in the area.
- Similar activities were held during the Christmas season and students collected or donated needed food and clothing items to local families in need.
- Honors dinner and Distinguished Awards Night were held to pay tribute to Honor Students and their parents as well as recognizing the senior students for their academic scholarships.
- Several LCHS students won local and regional essay, poetry, and short story contests, thus having their work published.
- The FFA club competed in the Southern Nevada Livestock Show.

## PART II: INQUIRY PROCESS

### Comprehensive Needs Assessment

Based on a complete analysis of the data, list the key strength and priority concerns in student performance, instructional and remediation practices, and program implementation for ALL students in ALL grade levels.

#### *Key Strengths*

- Target proficiency levels were met in the areas of math, reading, and writing.

#### *Priority Concerns*

- Preparing to meet goals that will be set forth with the State-wide “Growth” Model.

**INQUIRY PROCESS (continued)**

**Verification of Causes – Root Cause Analysis**

For each concern, verify the root causes that impact or impede the priority concerns. Identify research-based solutions that address the priority concerns.

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
<ul style="list-style-type: none"> <li>Preparing to meet goals that will be set forth with the State-wide “Growth” Model.</li> </ul>	<p>Possible root causes may include:</p> <ol style="list-style-type: none"> <li>Ineffective instruction.</li> <li>Poor student motivation.</li> <li>Lack of parental support and involvement.</li> <li>The possibility that students are meeting or even exceeding the standards but not enough “Growth” can be measured in a sub-population.</li> </ol>	<ol style="list-style-type: none"> <li>Teach to the Nevada Common Core State Standards in all academic areas.</li> <li>Use data from assessments to identify areas of concern. (MAPs Testing, FLRT Reading, etc.)</li> <li>Use the academic intervention period to provide one-on-one instruction for at risk students.</li> <li>Use horizontal and vertical PLC’s to establish and maintain educational continuity.</li> <li>Relate concepts taught to real world experiences.</li> <li>Increase parental involvement using our parent involvement plan.</li> </ol>

### Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Convert the top priority concerns into the goal(s) for improvement and incorporate the identified solutions into the action plan.

**Goal 1:** Increase the number of students passing the Math and Reading/Writing High School Proficiency Test by the end of their junior year in high school.

**Measurable Objective 1:** 80% of students will pass their Math and Reading/Writing High School Proficiency Test and by the end of their junior year in high school.

**Goal 2:** All students will earn a passing grade in all subjects.

**Measurable Objective 2:** 100% of students at each grade level will receive a passing grade (D- or higher) in all subjects by the end of each academic quarter.

**Goal 3:** Identify sub-populations that may not be showing “Growth” using our RtI Model, then accommodate for their needs in Tiers 2 and 3.

**Measurable Objective 3:** Teacher documentation showing specific accommodations and remedial approaches utilized with regards to selected students.

## Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

**Action Plan:** List the action steps to implement the solutions for each goal, as well as the timeline, resources, and the person(s) responsible.

**Monitoring Plan:** Identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

**Goal 1:** Increase the number of students passing the Math and Reading/Writing High School Proficiency Test by the end of their junior year in high school.

**Measurable Objective(s):** 80% of students will pass their Math and Reading/Writing High School Proficiency Test and by the end of their junior year in high school.

ACTION PLAN				MONITORING PLAN	
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources e.g., money, people, facilities to be used for implementation	Person(s) Responsible Who is the person or group who will ensure that each action step is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each action step.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
1.1 Academic Intervention	2012-13 School year	Classroom instructors, paraprofessionals	Math and ELA Instructors specifically and all instructors generally	Weekly Grade Check	Math and ELA Instructors
1.2 MAPs (NWEA) testing	2012-13 School year	District Funds – approx. \$1,400	Principal and High School Counselor	MAPs test results reviewed 2 times per year	Counselor and Math Instructors
1.3 Monitor academic progress weekly	2012-13 School year	Classroom instructors	Principal, Counselor, AD and Instructors	Weekly Grade Check	Principal and AD
1.4 Before and after school tutoring	2012-13 School year	Youth Career Counselor Grant, Instructors, and Peer Tutors	Math and ELA Instructors	Weekly Grade Check	Counselor, Youth Career Counselor, ELA and Math Instructors



## SCHOOL IMPROVEMENT MASTER PLAN (Continued)

**Goal 2:** All students will earn a passing grade in all subjects.

**Measurable Objective(s):** 100% of students at each grade level will receive a passing grade (D- or higher) in all subjects by the end of each academic quarter.

<b>ACTION PLAN</b>				<b>MONITORING PLAN</b>	
<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Monitoring Measures</b>	<b>Person(s) Responsible</b>
to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?
<b>2.1 Academic Intervention</b>	2012-13 School year	Classroom instructors, paraprofessionals	ELA Instructors	Weekly Grade Check	ELA Instructors
<b>2.2 NWEA testing</b>	2012-13 School year	District Funds – (included in # 1 above)	Principal and High School Counselor	NWEA test results reviewed 2 times per year	Counselor and Math Instructors
<b>2.3 Monitor academic progress weekly</b>	2012-13 School year	Classroom instructors	Principal, Counselor, AD and Instructors	Weekly Grade Check	Principal and AD
<b>2.4 Before and after school tutoring</b>	2012-13 School year	Youth Career Counselor Grant and Instructors	ELA Instructors	Weekly Grade Check	Counselor and ELA Instructors

## SCHOOL IMPROVEMENT MASTER PLAN (Continued)

**Goal 3:** Identify sub-populations that may not be showing “Growth” using our RtI Model, then accommodate for their needs in Tiers 2 and 3.

**Measurable Objective(s):** Teacher documentation showing specific accommodations and remedial approaches utilized with regards to selected students.

<b>ACTION PLAN</b>				<b>MONITORING PLAN</b>	
<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Monitoring Measures</b>	<b>Person(s) Responsible</b>
to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?
<b>3.1</b> Academic Intervention and FLRT Reading Program	2012-13 School year	Classroom instructors, Paraprofessionals	All Instructors	Weekly Grade Check	All instructors
<b>3.2</b> Monitor academic progress weekly	2012-13 School year	Classroom instructors	Principal, Counselor, and Instructors	Weekly Grade Check	All instructors
<b>3.3</b> Documentation of Accommodations for Students	2012-13 School year	Classroom instructors	Classroom Instructors	RtI Tiers 2 and 3	Principal
<b>3.4</b> Meet with At-Risk students quarterly	2012-13 School year	Counselor	Principal, Secretaries	Mid-term Grade Check	Counselor and Principal
<b>3.5</b> Incorporate Peer Tutoring during Intervention time	2012-13 School year	Student Council and Peer Tutors	Student Council Advisor, Principal, Student Coun.	Check Quarterly	Principal
<b>3.6</b> School day Intensive Study Opportunity	2012-13 School year	\$100-\$4,000 Substitute Pay	Principal and Assigned Teacher	Weekly, as needed	Principal, Grades in classes

**Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN**

List the funds necessary to carry out the school improvement plan and accomplish the goals.

Goals	<b>Total amount needed to accomplish Goal.</b> (Amounts for each action step should be listed under "Resources.")	<b>Funds available in current school funding that have been specifically set aside for the implementation of the goal.</b>	<b>Funds still needed to implement goal.</b>
<b>Goal 1</b>	\$1,400.00	None	\$1,400.00*  <small>*District has committed to provide this amount</small>
<b>Goal 2</b>	None	None	None
<b>Goal 3</b>	\$100-\$4,000*  <small>*District has committed to provide this amount</small>	\$100-\$4,000 as needed*  <small>*District has committed to provide this amount</small>	\$100/Day as needed*  <small>*District has committed to provide this amount</small>

## Part VI: EVALUATION OF THE SIP

For each measurable objective, identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

<b>Measurable Objectives</b>	<b>Evaluation Measures</b> (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.)	<b>Timeline</b> For collecting data	<b>Person(s) Responsible,</b> Who is the person or group who will ensure that the evaluation is completed?
80% of students will pass their Math and Reading/Writing High School Proficiency Test and by the end of their junior year in high school.	High School Proficiency Exam results	Data is collected after every exam.	High School Counselor, Math Instructors, and Principal
100% of students at each grade level will receive a passing grade (D- or higher) in all subjects by the end of each academic quarter.	Quarterly Report Cards	Data is collected after every Quarter.	Principal
Teacher documentation showing specific accommodations and remedial approaches utilized with regards to selected students.	RtI Tier 2 and 3 students	Data is collected after MAPs testing	All Instructors, Counselor, and Principal

## Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		%	Eligible		X
Transiency Rate		%	Served		X
% enrolled continuously since Count Day		%	Targeted Assisted		X
Incidents of School Violence: Student-to-Student	8		Schoolwide		X
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	X	
% of Highly Qualified Teachers		100%	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	<b>Adequate</b>	
Dropout Rate (HS)	13	%	Did you appeal your latest AYP designation?		X
Graduation Rate (HS)	87	%	Was your latest appeal granted?		N/A
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? **We conduct a weekly grade check of all students. Students in jeopardy of failing must attend a 30-minute daily academic intervention period.**
2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year. **Our academic intervention period takes place during the academic day during a morning breakfast break. Utilizing Grant funding, we have a Youth Career Counselor to coordinate tutoring needs and provide tutoring as needed. Additionally each instructor is available before and after school for individual tutoring.**
3. Describe the resources available to the school to carry out the plan. **Previously funded by SB 404. Currently funded with district funds.**

- |   |
|---|
| <p>4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. The Legislature imposed options for students to “Test out-of” classes and require more safe-learning environments through Parent involvement. So far, these have not impacted the school in any way, negatively or positively. By cutting back in expenditures; however, we do see an impact on the additional services we cannot now provide without going through other sources, such as Federal Grants, etc.</p> |
| <p>5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law. We distributed to all students and parents/guardians the Nevada Department of Education Honor Code and the Nevada Department of Education Educational Involvement Accord. 100% of students and parents/guardians signed the Educational Involvement Accord.</p>  |
| <p>6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension). N/A</p>  |

**Table E: Achievement Data**

<b>High School Achievement Data</b>								
<b>Subpopulation Tested</b>	<b>HSPE 10<sup>th</sup> Grade Reading</b>				<b>HSPE 10<sup>th</sup> Grade Math</b>			
	<b>Not Proficient</b>		<b>Proficient</b>		<b>Not Proficient</b>		<b>Proficient</b>	
	<b>FAIL</b>		<b>PASS</b>		<b>FAIL</b>		<b>PASS</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Male	13	81	3	19	11	69	5	31
Female	7	27	19	73	10	38	16	62
American Indian/Alaskan Native	1	100	0	0	1	100	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	0	0	1	100	0	0	1	100
Black/African American	0	0	0	0	0	0	0	0
White	19	47	21	53	20	50	20	50
IEP	3	100	0	0	3	100	0	0
LEP	0	0	0	0	0	0	0	0
FRL	13	65	7	35	14	70	6	30
Migrant	0	0	0	0	0	0	0	0
Participation Rate								
School Average								
District Average								

**Table F: High School Achievement Data**

Subpopulation Tested	HSPE 11th Grade Reading				HSPE 11th Grade Math				HSPE 11th Grade Writing			
	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	7	26	20	74	6	22	21	78	5	19	22	81
Female	3	15	17	85	5	25	15	75	1	5	19	95
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	2	100	1	50	1	50	0	0	2	100
Hispanic	1	100	0	0	0	0	1	100	0	0	1	100
Black/African American	0	0	1	100	0	0	1	100	0	0	1	100
White	9	21	34	79	10	28	34	77	6	14	37	86
IEP	2	100	0	0	2	100	0	0	2	100	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
FRL	5	26	14	74	6	32	13	68	3	16	16	84
Migrant	0	0	0	0	0	0	0	0	0	0	0	0
Participation Rate												
School Average												



# Appendix A

## School Profile

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Lincoln County High School sits in the heart of Panaca, Nevada, a town in Lincoln County, to the north of Clark County. Panaca, or Meadow Valley, as the early pioneers called it, was settled in 1864 by Mormon pioneers.

Educating the young people became a priority early in the development of the communities and all three local towns vied for the school to be placed in their community. Pioche felt it should be selected as it was the county seat and held the mining industry. Caliente felt it should house the school because it was the largest of the three and held the railroad revenue. Panaca offered a compromise and promised that if the school were built there, no alcohol would be sold within the city limits. To this day this promise has been kept. LCHS students come from the three small communities of Panaca, Pioche, and Caliente as well as from surrounding ranches. The school was founded in 1909 and a structure was completed two years later (students were attending the Grammar School) and alumni from the area are supportive and fierce about protecting the lifestyle and traditions of LCHS.

The student enrollment for 2011-2012 was 193 students. Most students are Caucasian but we do have a few Latin and Asian students. The population within the communities is mostly poor to middle class, all 3 elementary schools are labeled Title I schools. The parents and community are active in the school atmosphere and are supportive of teachers, students, and programs. LCHS has a functioning School Improvement Team that consists of parents and teachers. Students contribute to the school improvement efforts through student government. Students are given many opportunities to excel in academics, athletics, and experiences through clubs & organizations.

The staff of LCHS is highly dedicated and most members serve in several capacities as teachers, coaches, and advisers. All teachers are highly qualified to teach in their assigned areas. Students and staff enjoy a positive learning environment and improvement is a focal point that is celebrated regularly.

# Attachment A

## **Professional Development Plan**

Professional development opportunity is sustainable through RPDP and Grants. Professional development is structured so that it does not rely solely on occasional experts in “workshops,” rather it is collaboration among staff members through horizontal and vertical Professional Learning Communities (PLC’s).

STRATEGY 1: Provide time to support effective professional development for teachers.

STRATEGY 2: Provide access of professional development resources.

STRATEGY 3: Provide specific professional development opportunities targeting identified needs for action plan implementation.

# Attachment B

## **Parent Involvement Plan**

1. Parent Advisory Committee (PAC) meets quarterly.
2. A Back to School Open House is held at the beginning of the year so that parents may speak with teachers and become acquainted with policies and procedures.
3. Parents are able to use the internet to access student grades, assignments, and messages from teachers.
4. All teachers have an open door policy and encourage parent visits.
5. An Evening of Merit is held and parents are invited to school to see displays of student achievement. It is a night of celebration as parents view the accomplishments of their students.
6. Student progress reports are sent out on a quarterly basis.
7. A quarterly school newsletter is sent home and is on the school’s website.
8. Parents are invited to attend student performances of choir, band, drama presentations and sporting events.
9. Parents are involved in educational decisions for their special education students through IEPs.
10. A weekly grade check system lets parents know if their student is failing or has a “D.” Individual notes are sent home to the homes of all students in this category.
11. The counselor contacts the parents of at risk students to discuss educational goals for the students.