

# LINCOLN COUNTY SCHOOL DISTRICT

## MEADOW VALLEY MIDDLE SCHOOL

P.O. BOX 567, 91 N. 4<sup>th</sup> STREET  
PANACA, NV 89042

### SAGE SCHOOL IMPROVEMENT PLAN 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	Name of Member	Position
Marty Soderborg	Principal	Larissa Frehner	Parent
Cherry Florence	Teacher	Kelly Wadsworth	Parent*
Malissa Zierow	Teacher		

Submission Date: October 25, 2010

Area Reviewer: Nykki Holton, Superintendent

<b>School:</b> Meadow Valley Middle School	<b>District:</b> Lincoln County
<b>Principal:</b> Mr. Marty Soderborg	<b>School Year:</b> 2012-201
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<b>TABLE OF CONTENTS</b>	
	<b>Page #</b>
<b>Part I:</b> Vision of Learning	63-64
<b>Part II:</b> Inquiry Process: Evidence of Development of the SIP (Comprehensive Needs Assessment)	65-67
<b>Part III:</b> SIP Goals & Measurable Objectives	68
<b>Part IV:</b> School Improvement Master Plan (Reform Strategies):	69-71
Goal 1: Action Plan & Monitoring Plan	69
Goal 2: Action Plan & Monitoring Plan	70
Goal 3: Action Plan & Monitoring Plan	71
<b>Part V:</b> Budget for the overall cost of carrying out the plan	72
<b>Part VI:</b> Evaluation of the SIP	73
<b>Part VII:</b> Other Required Elements & Assurances of the SIP (All schools)	74-76
<b>Part VIII:</b> Required Elements & Assurances for Title I Schools	N/A
<b>Part IX:</b> Additional Required Elements & Assurances for Non-Title I Schools	N/A
<b>Appendix A:</b> School Profile (Accountability Report, Testing Data)	77-79
<b>Appendix B:</b> School Profile (Other Data)	80-81
<b>Attachments:</b> Professional Development Chart, Parent Involvement Chart	82-83

**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 Goal 3**

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

## VISION FOR LEARNING (continued)

### School Vision or Mission Statement

At Meadow Valley Middle School, we will all experience and demonstrate principles and skills needed to meet the challenges of Today AND Tomorrow.  
We are All Partners in Education!

### School Highlights

- Every student has a netbook computer that they can use 24/7 and in every class!
- We enjoyed weekly visits from the Book Mobile.
- Our student test scores on State required battery tests have improved over last year in the area of Writing and Math!
- We have enhanced our Reading/Literacy program in our school this year by rehiring a Reading Specialist and continued providing monies for purchasing books and periodicals chosen by students.

## 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*

(to sustain in the school improvement plan)

8<sup>th</sup> Grade Math CRT's increased by 12% (from 49% to 61%) while 8<sup>th</sup> Grade Writing scores increased 2% (from 39% to 41%). 8<sup>th</sup> Grade Reading scores increased by 11% (from 39% to 50%). There was no ITBS test data to collect due to the fact that the State did not offer it this year. We still contend that students are not compared to themselves and how they are improving. Instead, the CRT tests show how classes compare to other classes from previous years. The problem with this data in a "School Improvement Plan" is that by the time you work on helping those students with their "specific" needs, they have already "moved on." So, students needing specific assistance never receive it!

#### *Priority Concerns*

7<sup>th</sup> Grade Reading scores decreased by 20% (from 58% to 38%) as did 7<sup>th</sup> Grade Math scores which decreased 19% (85% to 66%). Demographically, we noted that on the 7<sup>th</sup> Grade CRT the following percentage of males were proficient in Math (84%), and in Reading (47%) and in compared to the female categories in Math (86%), and in Reading (66%). We also noted that demographically, on the 8<sup>th</sup> Grade CRT scores that the following percent of males were proficient in Math (36%), in Reading (18%) and writing (55%) while compared to the female categories in Math (65%), Reading (65%), and Writing (88%). We did not make our AYP goals with our 8<sup>th</sup> Grade and 7<sup>th</sup> Grade Reading students which is a legitimate concern but we were able to appeal the discrepancy.

## 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>
<p>Need to improve Reading Scores and decrease the high percentage of males not proficient in Reading.</p>	<p>Low test scores, lack of motivation for male students, and disinterest seem to be major factors in these testing results. Not enough time during the day to read for enjoyment as well as lack of assistance for core subject text reading seems to also contribute.</p>	<p>Continue with the current curriculum and add supplementary materials to add interest, especially focused on the male students. Implementing technology allows greater interaction, participation, and successful production from students and their teachers. Reading diagnostics tools would be needed to assist teachers in finding approaches that are well suited and research driven to begin interventions. These tools might include the MAP’s Testing, FLRT Reading approach, and RAPS360 for less mature students.</p> <p>Maintain an 8<sup>th</sup> Grade “Non-Fiction” reading program and our current 7<sup>th</sup> Grade reading class by purchasing new and relevant books, periodicals, and other materials to enhance and encourage reading throughout the school and in all subject areas. One goal is to build a school library. Other goals include Online Reader’s Workshop which is an ideal application of the online approach to learning and allows for the extension of the reader’s workshop approach. Making connections can be performed online, making it possible for all students to respond to others’ connections and make additional connections of their own. Readers’ Conferences take on an exciting new configuration as students can instant message within their conference group, blog about their thoughts and feelings, or Podcast an interview or discussion about a book, article, or textbook passage.</p>

<p>Although our scores went up we need to improve Math skills while increasing CRT Exam scores.</p> <p>Maintain student's Writing proficiency while increasing CRT Exam scores.</p>	<p>Though the Math scores came up last year, we still want to approach and exceed the AYP designations where possible. Utilizing existing diagnostic tools; like MAPs Testing should provide specific needs of students.</p> <p>Lack of meaningful writing opportunities that correlate with learning or skills development and student performance. Coordination between core subjects and writing experiences are insufficient. Lack of motivation for male students.</p>	<p>Digital reading environments “promote the use of media and technology tools for literacy instruction based on student reactions to text-based information.” Students utilize internet resources and technology tools to enhance fluency, comprehension, and vocabulary.</p> <p>We have a new Math computer program this year that we have incorporated that we feel will bolster learning skills and Math related understanding. Utilize technology to help incorporate better processing opportunities and comprehension skills. Utilizing MAPs Testing data results to improve and change instruction based on student need should provide a better avenue of success towards improvement and understanding of Math concepts. Applying the math skills that are learned will also improve long-term learning situations.</p> <p>Meadow Valley Middle School's <i>Writing and Reading with WiFi</i> program will expand collaborative and cooperative eighth-grade classrooms and online learning principles to writing and reading instruction across all content areas. The role of computer technology, often seen as merely an assistive tool, is viewed under this program as the integrative and essential backbone of an innovative approach to learning, especially in the areas of writing and reading. This technology, in forms such as Moodling, Podcasting, digital imaging and multimedia, will enable innumerable inventive approaches to teaching reading and writing. Implementing the Writer's Workshop in a communications class will be a priority.</p>
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### **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: All students will increase Reading skills.**

**Measurable Objective 1:** The number of 8<sup>th</sup> Grade students passing the Reading CRT test will increase from 50% to 72% (22%) and the number of 7<sup>th</sup> Grade students passing the Reading CRT test will increase from 38% to 65% (27%).

**Goal 2: All students will increase Math skills.**

**Measurable Objective 2:** The number of 8<sup>th</sup> Grade students passing the Math CRT test will increase from 61% to 72% (11%). The number of 7<sup>th</sup> Grade students passing the Math CRT test will increase from 66% to 75% (9%).

**Goal 3: All students will increase their Writing skills.**

**Measurable Objective 3:** The number of 8<sup>th</sup> Grade students passing the Writing CRT test will increase from 72% to 79% (7%)



## 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: All students will increase Reading skills.

**Measurable Objective(s):** The number of 8<sup>th</sup> Grade students passing the Reading CRT test will increase from 50% to 72% (22%) and the number of 7<sup>th</sup> Grade students passing the Reading CRT test will increase from 38% to 65% (27%).

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
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 Podcasting</b>	<b>2012-13 SY</b>	<b>\$ 300</b>	<b>Cumming</b>	<b>Spring 2013 CRT's</b>	<b>Soderborg</b>
<b>2.2 Align Curriculum Development to CCSS</b>	<b>January 2013</b>		<b>Finlinson</b>	<b>Spring 2013 CRT's</b>	<b>Soderborg</b>
<b>2.3 Align Curriculum Development to CCSS</b>	<b>January 2013</b>		<b>Florence</b>	<b>Spring 2013 CRT's</b>	<b>Soderborg</b>
<b>2.4 Non-Fiction Book Sets</b>	<b>2012-13 SY</b>	<b>\$ 800</b>	<b>Wadsworth/Florence</b>	<b>Spring 2013 CRT's</b>	<b>Soderborg</b>
<b>2.5 Books and Materials</b>	<b>2011-12 SY</b>	<b>\$ 1,200</b>	<b>Florence/Cumming</b>	<b>Spring 2013 CRT's</b>	<b>Soderborg</b>

**SCHOOL IMPROVEMENT MASTER PLAN (Continued)**

**Goal 2: All students will increase Math skills.**

**Measurable Objective(s):** The number of 8<sup>th</sup> Grade students passing the Math CRT test will increase from 61% to 72% (11%). The number of 7<sup>th</sup> Grade students passing Math CRT test will increase from 66% to 75% (9%).

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?
<b>1.1 Curriculum Revision implementing CCSS</b>	<b>January 2013</b>		<b>Finlinson/Jackson</b>	<b>Spring 2012 CRT's</b>	<b>Soderborg</b>
<b>1.2 Weekly Intervention</b>	<b>2012-13 SY</b>		<b>Finlinson/Jackson</b>	<b>Spring 2012 CRT's</b>	<b>Soderborg</b>
<b>1.3 Utilizing technology items in learning process</b>	<b>2012-13 SY</b>	<b>\$1,000</b>	<b>Finlinson</b>	<b>Spring 2012 CRT's</b>	<b>Soderborg</b>

**SCHOOL IMPROVEMENT MASTER PLAN (Continued)**

**Goal 3: All students will increase their Writing skills.**

**Measurable Objective(s):** The number of 8<sup>th</sup> Grade students passing the Writing CRT test will increase from 72% to 79% (7%)

<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 Wi-Fi Netbooks for every student (continued)</b>	<b>2012-13 SY</b>		<b>SIP Committee/Cumming</b>	<b>May 2013</b>	<b>Soderborg</b>
<b>3.2 Align Curriculum for Core Classes to CCSS</b>	<b>2012-13 SY</b>		<b>All Core Teachers</b>	<b>May 2013</b>	<b>Soderborg</b>

**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>
Goal 1	<b>\$2,300</b>	<b>\$ 2,300 Total</b>	<b>\$ 0</b>
Goal 2	<b>\$1,000</b>	<b>\$ 1,000 Total</b>	<b>\$ 0</b>
Goal 3	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>

## 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?
The number of 8 <sup>th</sup> Grade students passing the Reading CRT test will increase from 50% to 70% (22%) and the number of 7 <sup>th</sup> Grade students passing the Reading CRT test will increase from 38% to 65% (27%).	<b>Spring 2013 CRT Tests</b>	<b>May 2013</b>	<b>State/District/School Administration</b>
The number of 8 <sup>th</sup> Grade students passing the Math CRT test will increase from 61% to 72% (11%).	<b>Spring 2013 CRT Tests</b>	<b>May 2013</b>	<b>State/District/School Administration</b>
The number of 8 <sup>th</sup> Grade students passing the Writing CRT test will increase from 72% to 79% (7%)	<b>Core Curriculum Classes aligned to CCSS for Writing</b>	<b>May 2013</b>	<b>SIP Committee &amp; Principal</b>

**Part VII: OTHER REQUIRED ELEMENTS OF THE SIP**

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		94	Eligible		√
Transiency Rate		14	Served		√
% enrolled continuously since Count Day		94	Targeted Assisted		√
Incidents of School Violence: Student-to-Student	7		School wide		√
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	√	
% of Highly Qualified Teachers	6	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.	Adequate	
Dropout Rate	0	0	Did you appeal your latest AYP designation?	√	
Graduation Rate (HS)		N/A	Was your latest appeal granted?	√	
			Designated as Persistently Dangerous School?		√
			Receiving State Remediation funding?		√
			Has a State SST been assigned to your school?		√

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

Working with specific demographic groups at the middle school allows us to differentiate our learning and also incorporate RtI Model interventions, especially with Tier 3 students. We do have practices that have been put into place to help with assisting specific subgroups like our Intervention time and Teacher availability. Our reading program has taken a specific look at reading interest for our male population and has encouraged this group to select magazines and other materials centered on their interests.

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.

The afterschool “Recharge” Program was very successful over the years but now that we are in a budget crisis our “late” bus option is not available which made it difficult to return students to their home towns after the Recharge time. To help with needed assistance, we are continuing to a scheduled “Study Hall” period in the morning where students who are missing assignments and/or failing classes receive tutoring assistance and can complete work. We encourage students to complete their school work here at school and provide this time for them to accomplish this. Those students who are not on “Intervention” may participate in other activities under the teacher’s supervision. Extended School is available for our special needs population but we do not have funding for a regular summer school program. For credit deficient students, we find approved Correspondence courses.

3. Describe the resources available to the school to carry out the plan.

The Intervention time is during school, so there is no cost involved with this program. Summer school funds are never available unless the district receives a grant. Our District ensures that each summer an Extended School Year Program is available to special needs students. The District has committed to fully funding the Technology needs at our school (in fact, all the schools in the district currently enjoy this benefit) so we are continuing utilizing wi-fi netbooks in classes this year.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

We appreciate the technology grants that have come down from the state and hope that they will be able to continue in the future and we have fully implemented the grant to include purchasing and utilizing netbooks for every student! We have access to a technology specialist who provides professional development for our school and other schools as well.

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

Our Parent Advisory Group has never advocated “doing” anything specific about these accords and codes. The school distributes them and maintains returned copies and signatures as part of its regular school policies and procedures.

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



## APPENDIX A: SCHOOL PROFILE - Achievement Data

Middle School Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																									
Subpopulation Tested	CRT 7 <sup>th</sup> Grade Math								CRT 7 <sup>th</sup> Grade Reading								There is no 7 <sup>th</sup> Grade CRT Writing Test								
	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient			Proficient					
	1		2		3		4		1		2		3		4		1		2		3		4		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
Male	3	14	4	19	14	67	0	0	7	33	7	33	7	33	0	0									
Female	2	8	6	25	15	63	1	4	6	25	8	33	7	29	3	13									
American Indian/Alaskan Native	0	0	2	100	0	0	0	0	2	100	0	0	0	0	0	0									
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
Hispanic	0	0	1	50	1	50	0	0	1	50	1	50	0	0	0	0									
Black/African American	0	0	0	0	2	100	0	0	0	0	1	50	1	50	0	0									
White	5	13	7	18	26	67	1	3	10	26	13	33	13	33	3	8									
IEP	3	50	2	33	1	17	0	0	4	67	2	33	0	0	0	0									
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
FRL	3	13	7	29	14	58	0	0	8	33	8	33	6	25	2	8									
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
Participation Rate																									
School Average	5	11	10	22	29	64	1	2	13	29	15	33	14	31	3	7									
District Average																									

## APPENDIX A: SCHOOL PROFILE - Achievement Data (continued)

Middle School Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																								
Subpopulation Tested	CRT 8th Grade Math								CRT 8th Grade Reading								Writing 8th Grade							
	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient			Proficient				
	1		2		3		4		1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Male	1	5	5	24	14	67	1	5	5	24	8	38	3	14	5	24	0	0	6	29	13	62	2	10
Female	0	0	11	48	12	52	0	0	3	13	6	26	6	26	8	35	0	0	6	27	13	59	3	14
American Indian/Alaskan Native	0	0	0	0	1	100	0	0	1	100	0	0	0	0	0	0	0	0	0	0	1	100	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black/African American	0	0	1	100	0	0	0	0	0	0	1	100	0	0	0	0	0	0	0	0	1	100	0	0
White	1	2	15	36	25	60	1	2	7	17	13	31	9	21	13	31	0	0	12	29	24	59	5	12
IEP	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	0	0	0	0	1	100	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FRL	0	0	9	45	11	55	0	0	6	30	3	15	5	25	6	30	0	0	5	26	13	68	1	5
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Participation Rate																								
School Average	1	2	16	36	26	59	1	2	8	18	14	32	9	20	13	30	0	0	12	28	26	60	5	12
District Average																								

# Appendix B

## School Profile

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Meadow Valley Middle School is located in Panaca, Nevada and is attended by students from the surrounding communities of Caliente, Pioche, Eagle Valley, and Dry Valley. The majority of students come from Caliente, which has been declared “economically impacted” by the Federal Government. Both Caliente and Panaca Elementary Schools receive Title I funding. Though we do not qualify as a school, we have a large number of students in the following areas: 49% of our students qualify for Free/Reduced Meals and 8% of students have IEPs. We have a total of 89 students enrolled; 0% are Asian/Pacific Islander, 2% are Hispanic, 3% are American Indian, 3% African-American, and 92% are White.

100% of our teachers are highly qualified and teaching in their areas of certification and strengths. We have 5 Certified Educators, 1 Certified Special Education Teacher, and 2 Para-professionals; we share an exploratory teacher for two periods with the high school. We have one Principal and an Assistant Principal. The student to teacher ratio is 18 to 1.

When the middle school was established over twenty years ago, we shared a Principal with the elementary school. Now we share a Principal with the high school because of state-wide budget cuts. The Assistant Principal is also a full time teacher.

The middle school was established with a part-time Reading teacher in addition to a full-time English teacher. Twelve years ago, we lost the part-time Reading teacher (and the program) as well as a full-time teacher. We have tried to cover all the core subject areas over the years while still promoting and maintaining our middle school philosophy. Eight years ago, the board of trustees approved a full-time reading teacher position and we have re-established a Reading/Literacy program in our school.

We encourage lifelong learning as all our staff members continually develop their professional skills and all but three have earned Master’s Degrees or higher. We have developed a learning culture that provides a positive learning environment and challenges students to excel. We have high expectations for our students that embody our school’s mission: “At Meadow Valley Middle School, we will all experience and demonstrate principles and skills needed to meet the challenges of Today AND Tomorrow. We are All Partners in Education!”

<b>Educator</b>	<b>Classes Taught</b>	<b>Degrees</b>
Cluff, Van	P.E. and Special Education	Bachelors (Brigham Young University) Masters (Southern Utah University)
Katschke, Richard	Life Science/Science Reasoning	Bachelors (Brigham Young University) Masters (Brigham Young University)
Wadsworth, Raymond	English/Language Arts/ Communications	Bachelors (Southern Utah University)
Finlinson, Jake	Math, Pre-Algebra, Algebra I/ Math Reasoning	Bachelors (Southern Utah University) Masters (St. Lawrence University)
Florence, Cherry	Reading/Information Literacy	Bachelors (Southern Utah University) Masters (Southern Utah University)
Zierow, Malissa	Social Studies/Critical Thinking	Bachelors (Southern Utah University)

# 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 issued user ID and passwords for internet access to student grades, assignments, and messages from and/or to teachers.
4. All teachers have an open door policy and encourage parent visits.
5. Student progress reports are sent out on a quarterly basis, at minimum.
6. A monthly school calendar and newsletter is sent home.
7. Parents are invited to attend student performances of choir/band and drama presentations.
8. Parents are involved in educational decisions for their special education students through IEPs.
9. “School Reach” is a mass-telephone messaging service that allows us to call every student’s home to provide up-to-date information directly to parents.