

**LINCOLN COUNTY
SCHOOL DISTRICT**

**PAHRANAGAT VALLEY ELEMENTARY SCHOOL
593 BROADWAY
ALAMO, NEVADA 89001**

**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
Brian Higbee	Principal
Jessica Jones	Special Education/Resource Teacher
Caroline Lytle, Lynette Stirling, Cheri Hansen, Kari Mortensen, Gary Jorgensen, Annette Jorgensen	Classroom Teachers
Elaine Shumway, Charlene Bowman, Bonnie Poulsen, Roxy Wade, Adam Lytle	Paraprofessionals
*Tami Perkins, *Aimee Miller, *Debbie Meldrum	Parent PTC/SHO

Submission Date: 11/8/2010

Area Reviewer: NAME, TITLE

School: Pahrnagat Valley Elementary	District: Lincoln County
Principal: Brian G. Higbee	School Year: 2011-2012
Address: 593 Broadway	Phone: 775-725-3321
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Part I: VISION FOR LEARNING

District Vision or Mission Statement

“Educational Success for ALL Students!”

District Goal 1

- Every school will show growth (make AYP, or alternative as determined by State Waiver)
- Data from assessments will drive instruction
- Growth Model will be used in evaluating data.

District Goal 2

Improved Relationships

Each school will communicate with every parent associated with their school community concerning:

- Common Core State Standards/criteria
- School goals
- Data through Individual student plans.

District Goal 3

PLC's will focus on vertical alignment.

Schools will focus on Vertical PLC's:

- RTI/Pyramid of intervention
- Common Core State Standards (as available)
- School Goals

VISION FOR LEARNING (continued)

School Vision or Mission Statement

It is our task to help students develop the desire and skills necessary to become responsible and productive members of society. We will establish a school where there is celebration in learning, tolerance in relationships, and personal growth in multiple areas that include academics as well as enrichment programs. It is our quest to provide a school that is safe, progressive, and personal attention is given to all students. The staff will work as a team to enlist students, parents and the community in the school's progress. Celebrations for small growth and for the pure enjoyment of learning are guiding principles for Pahrnagat Valley Elementary School. We believe that cultivating this type of environment is paramount and essential to student learning.

School Highlights

We believe the size of PVES allows us to do some great things with our students in the way of educational field trips and other learning activities close to home. Some examples are: Local Native American petro glyphs, fossil beds, geothermal warm springs, Valley of Fire and the local Pahrnagat National wildlife refuge just to name a few.

We have fully implemented the "Imagine it" reading program from McGraw Hill pilot program from preschool to 5th grade. This change has given our staff and students at PVES continuity in our approach to teaching reading in all grades. Combine this with our afternoon rotation classes which include art, music, technology/computers, writing/reading workshops, PE each day, accelerated math & reading, we believe we offer a rigorous, energetic, and effective yet enjoyable learning environment.

At PVES we try extremely hard to communicate with parents on a consistent basis. Our school website has been constructed which allows our school community and stakeholders to access calendar information, look up assignments, and correspond with staff. The website will give parents a window into the goings on in the classroom and further our goal of improving relationships with parents and community.

We are continuing a reading and mathematics incentive program that we instituted last year PVES. We have had incredible student and community "buy in" and tremendous amount of support. Students keep track of reading time at home and are able to win prizes for total reading time and improvement made. Students are able to win prizes individually and as a class at our quarterly reading/math assemblies based on minutes that they read in and out of school and objectives mastered in the accelerated math. Currently as a school the students have read a combined 5022 hours since the beginning of the year. At the end of each quarter a reading and math assembly is held and names are drawn to receive prizes. The community and businesses have been incredible in supporting our efforts to improve the basic building blocks of education (math and reading) and have donated all kinds of prizes including food, gift certificates, bikes, and many other things.

We currently know and are tracking the reading/ELA, math, and writing levels of every student at PVES. By incorporating CRT and NWEA test results we are able to “target” and tier students so that our school can become an individualized, differentiated, needs specific learning environment. The data that is collected on each student is entered into student portfolios which originate at the preschool/kindergarten screenings. This portfolio follows the students through the sixth grade and the information is then passed to the middle/high school. This portfolio, combined with classroom performance, is used to target and guide students to reach their full potential through the RTI process.

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)

We believe that our greatest strengths are an extremely committed staff and strong community and parental support. The families and businesses in the Valley are dedicated to the education of our young people and are willing to help in any way possible. Secondly, we believe the size of our school is one of our greatest strengths. Our ability to meet the individual needs of every student at Pahrnagat Valley Elementary School allows each child to have a premier educational experience.

Priority Concerns

- Basic skills in ELA and math are the main priority, concern and focus.
- CRT test results show that we must emphasize basic concepts in the basic core areas
- Every student that did not meet or exceed the standards on the CRT.
- High achieving students need to be challenged and not forgotten.
- Students that are consistently found in tier 2 and 3

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>Basic skills in ELA and math are the main priority, concern and focus.</p> <p>CRT test results show that we must emphasize basic concepts in the basic core areas, and enhance test taking skills with our student that do not meet standards regularly</p> <p>Students that did not meet or exceed the standards on the CRT or are tier 2 or 3</p>	<p>Information overload. There is so much information that has to be taught that the basic skills are often overlooked.</p> <p>Poor test taking strategies and lack of understanding on the students' part regarding the seriousness of CRT and NWEA test scores.</p> <p>Basic skills, lack of test taking strategies and test preparation, test apathy</p>	<p>Regularly scheduled reading and math basic skills time as part of core and rotation classes. Continued use of Accelerated Reader and Accelerated Math as well as new math software each day.</p> <p>CRT test preparation time in rotation time 1 or 2 weeks before the test is given. Test taking strategies discussed as well. Improve on using NWEA test results to help prepare students for these tests. In addition, as a staff use NWEA test results to targeting students</p> <p>Basic skills practice daily. Accelerated reader, and math facts practice daily. Test preparation several weeks before the test. Discuss and practice good test taking strategies.</p>

<p>High achieving students need to be challenged and not forgotten.</p>	<p>High achieving students are left out to a certain extent because of the pressure to raise the scores of the lower scoring students.</p>	<p>Web based accelerated math and reading programs to allow high achievers to work at their pace and reach goals.</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 individual CRT scores in Mathematics

Measurable Objective

All students will show consistent and continual improvement on Math NWEA testing and a 5% gain on overall Math CRT scores.

Goal 2:

All Students will increase individual ELA CRT scores

Measurable Objective 2:

All Students will show consistent and continual improvement on ELA NWEA testing and a 5% gain on overall ELA CRT scores.

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: Students will increase individual CRT scores in Mathematics

Measurable Objective(s): All students will show consistent and continual improvement on Math NWEA testing and a 5% gain on overall Math CRT scores.

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?
1.1 Evaluate and implement changes in schedule that will allow for more math time in the classroom and rotation schedule.	Complete	Staff	Principal	NWEA testing data August-May	Principal, Resource Teacher
1.2 Using the NWEA testing data, students will be tiered in order to target those individuals who are at risk of not meeting the standards on the CRT test.	August 2012 May 2013	Staff	Principal, Resource Teacher and Staff	NWEA testing data August-May	Principal and Staff
1.3 Individualized Intervention opportunities in the morning and afternoon. This time will focus on basic math facts as well as conceptual remediation.	August 2012 May 2013	Staff, 1 additional Parapro's, comprehensive Math software	Principal, Resource Teacher and Staff	Individual Student Classroom Performance August-May	Principal, Staff, Resource Teacher
1.4 Math incentive program	August 2012 May 2013	Staff	Staff, Principal	August-May	Principal, Staff, Resource Teacher

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Students will increase individual ELA CRT scores

Measurable Objective(s): All Students will show consistent and continual improvement on ELA NWEA testing and a 5% gain on overall ELA CRT scores.

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?
2.1 Evaluate and implement changes in schedule that will allow for more reading time in the classroom and rotation schedule.	Complete	Principal, Staff	Principal	NWEA testing data August-May	Principal, Resource Teacher
2.2 Using the NWEA testing data, students will be tiered in order to target those individuals who are at risk of not meeting the standards on the CRT test.	August 2012 May 2013	Staff	Principal, Resource Teacher and Staff	NWEA testing data August-May	Principal and Staff
2.3 Individualized Intervention opportunities in the morning and afternoon. These classes will focus on basic reading comprehension, vocabulary building, grammar etc.	August 2012 May 2013	Staff, 1 additional Parapro comprehensive ELA Software	Principal, Resource Teacher and Staff	Individual Student Classroom Performance August-May	Principal, Staff, Resource Teacher
2.4 School wide Reading and Accelerated math incentive program.	August 2012 May 2013	Staff, Parapro's	Staff, Principal	Principal & Staff August-May	Principal, Staff, Resource Teacher

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	Total amount needed to accomplish Goal. (Amounts for each action step should be listed under "Resources.")	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1	\$20,000 for 1 Additional paraprofessional for intensive math remediation classes for lower and middle tier students. Comprehensive K-5 math software program and purchase of comprehensive direct instruction reading program.	\$5000	\$5000
Goal 2	\$7000 1part time paraprofessional for intensive ELA remediation classes for lower and middle tier students. new supplementa of Lexia reading program and additional reading comprehension software	\$1000	5,000

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.

Measurable Objectives	Evaluation Measures (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.)	Timeline For collecting data	Person(s) Responsible, Who is the person or group who will ensure that the evaluation is completed?
All Students will show consistent and continual improvement (fall, winter and spring) on NWEA testing and increase CRT scores in Math by 5%.	NWEA tests, CRT test results and weekly resource checks of lower and middle tiered students.	August - May	Principal, staff, and Resource teacher
All Students will show consistent and continual improvement on NWEA testing and increase CRT scores in ELA by 5%.	NWEA tests, CRT test results and weekly resource checks of lower and middle tiered students.	August - May	Principal, staff, and Resource teacher

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	Yes	
Transiency Rate			Served		No
% enrolled continuously since Count Day			Targeted Assisted		No
Incidents of School Violence: Student-to-Student	0	0	Schoolwide		No
Incidents of School Violence: Student-to-Staff	0	0	Did your school make Adequate Yearly Progress (AYP)?	Yes	No
% of Highly Qualified Teachers	7	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 (HS)	Na		Did you appeal your latest AYP designation?		No
Graduation Rate (HS)	Na		Was your latest appeal granted?		No
			Designated as Persistently Dangerous School?		No
			Receiving State Remediation funding?		No
			Has a State SST been assigned to your school?		No

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

PVES is a data driven school that uses information from NWEA and CRT test results to target low performing students from K through 5th grades. Beginning this year we have put into place a system of remediation that will effectively help lower tier students receive help with basic skills in Math and ELA. With the help of dedicated volunteers and our staff we believe we can help increase student achievement across the board.

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 school offers before and after school tutoring as well as a mentoring program. We were able to have a summer reading and math tutoring program that focused on our FRL students in the areas of ELA and Math. This was highly effective and a very good use of funding. If funding is available we would like to do the same next summer.

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

Local budget, grants, Federal funding. In addition, we rely on volunteer help from the community and high school as well as dedicated staff to make sure the plan works.

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

Small rural grant money that our district has received will be a tremendous help and boost for our school and students. One way we plan to use the money is to buy a comprehensive reading program. This is something we have never had at PVES. I believe that this is an incredibly effective way of using federal funds because it directly affects kids and ultimately increases educational performance.

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

Pahrnagat Valley Elementary includes Educational Involvement Accords for Parents including the Honor Code in the elementary school's yearly registration packet.

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).

NA

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement,” MUST complete Items 1 through 5 on this page. Title I Schools operating a Schoolwide Program, MUST complete Items 6 through 10 on this page.

1. Describe the required services the school has provided based on the number of years the school has been in need of improvement, (e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on).

- Year 1: School Choice.
- Year 2: Supplemental Services.
- Year 3: Corrective Action.
- Year 4: Restructuring.

2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development.

NA

3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

NA

4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.

NA

5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

NA

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement,” MUST complete Items 1 through 5 on this page. Title I Schools operating a Schoolwide Program, MUST complete Items 6 through 10 on this page.

6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school.

NA

7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

NA

8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

NA

9. Identify the measures that include teachers in decisions regarding the use of academic assessments.

NA

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

NA

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

PVES will send out written notice to all stakeholders regarding status upon notification from the state.

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

Our staff is very gracious with their time and put in many, many hours above and beyond contracted time to work with young people. In addition several of our staff members work as coaches in local volunteer community sports programs.

	4 th Grade Proficiency Reading								Math				5 th Grade Writing											
	CRT 4 th Grade Reading				CRT 4 th Grade Math				Nevada Writing Proficiency 5 th Grade Writing															
Subpopulation Tested	Not Proficient		Proficient		Not Proficient		Proficient		Not Proficient		Proficient		Not Proficient		Proficient									
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%								
Male	3	27	2	18	5	45	1	9	1	9	3	27	5	45	2	18	0	0	7	31	2	22	0	0
Female	3	30	1	10	5	50	1	10	0	0	4	40	5	50	1	10	0	0	3	27	6	55	2	18
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	1	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	2	100	0	0	0	0	0	0	0	0	1	50	1	50	0	0	0	0	1	50	1	50	0	0
Black/African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	4	22	2	11	10	56	2	11	1	5	5	28	9	50	3	17	0	0	9	50	7	39	2	11
IEP	0	0	0	0	1	100	0	0	0	0	1	50	1	50	0	0	0	0	0	0	0	0	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	5	55	1	11	2	22	1	11	1	11	4	36	3	33	1	11	0	0	2	29	3	43	1	14

