

Lincoln County School District
Pahrnagat Valley Middle School
P.O. Box 539
Alamo, 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. Michael Strong	Principal
Mr. Tory Frehner	Administrative Assistant
Mr. David Hansen	E.L.A. teacher
Mr. Eric Hansen	Special Ed. teacher
*Mrs. Amanda Taylor	P.A.C. Chairperson

Submission Date: DATE

Area Reviewer: NAME, TITLE

School: Pahrnagat Valley Middle School	District: Lincoln County School District
Principal: Mr. Michael Strong	School Year: 2012-2013
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Part I: Vision for Learning

District Vision or Mission
LCSD GOALS FOR 2012-2013

VISION	GOALS	STRATEGIES AND POSSIBLE ACTION STEPS
Every Student Graduates from High School	<p>1 Every high school student will show adequate yearly growth as measured by their individual student plan.</p> <p>2 Every elementary and middle school student will show adequate yearly growth as measured by their individual student plan.</p>	<p>1 Restructure core offerings to address Common Core State Standards. 2 Teachers will be instructed on being able to vary instruction to fit different learning styles 3 All teachers will better address the math, reading and writing requirements of individual students 5 All teachers will become more “real world” and more application focused</p> <p>1 Response to Intervention (RtI) will be implemented for <u>all</u> students. 4 Site based learning communities will be given the task and the time to map their curriculum (PLC’s)</p>
Facilities at all school sites will meet student needs and support student learning	1 LCSD will complete district projects as funds become available. Current bond monies will be used and other bond monies will be pursued as they become available.	1 LCSD will follow the Building and Sites Plan for 2011-2012. 2 District facilities will be monitored and maintained according to an organized district plan.

VISION FOR LEARNING (continued)

School Vision or Mission Statement

The PVMS mission is to help students achieve individual success through the best practices of teaching and re-teaching, thereby creating lifelong learners who are productive members of society. 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 in order 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.”

School Highlights

- **94% of the Pahrnagat Valley Middle School Student Body earned the right to participate in the Panther Pride program which included activities such as trips to Las Vegas, Grand Canyon National Park, a local town service project, and a trip to Magic Mt. California theme park in the spring.**
- **75% of our faculty holds a Masters degree and 100% of the faculty is “Highly Qualified.”**
- **School student government/council program provided leadership skills and opportunities to build future leaders by; managing student and school elections, organizing school projects, and implementing fundraising projects.**
- **8th grade Social Studies Classes prepared for and participated in the nationally recognized “We the People, The Citizen and The United States Constitution” program. This included preparing and delivering oral testimony in a formal court setting to professionals in the areas of Law, Civics, and Constitutional Theory.**
- **Three 8th grade students participated on a team of four in the State FFA judging competition.**
- **Six sixth grade students had the opportunity to participate in the annual Lincoln County Washington DC trip.**

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)

- **Parent involvement – This continues to be a strength for us as parents are supportive and involved in every aspect of their student’s education. This translates to success in curricular performance and in developing necessary social skills.**
- **School Team – Our faculty is highly qualified; they focus on curriculum emphasizing Nevada state standards, and use best teaching practices in their instructional methods.**
- **CTE teachers are also highly qualified and offer students career connected course work for school to career transition. All support personnel give extra time students. All team members are willing to take extra time to ensure a student’s success.**
- **Community - The community in which we serve is very supportive. This can be witnessed through the public's strong attendance at the many school activities we engage in.**

Priority Concerns

1. **PVMS has made gains in the area of reading comprehension skills but based on the data this is still a primary concern for the students of PVMS.**
2. **PVMS has begun to bridge the “Achievement GAP” yet there is still work to be done in this area and it remains a priority for PVMS.**

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"> ▪ PVMS will continue to provide intervention programs to improve reading comprehension skills for students ▪ Based on the current test data from the students of PVMS, a major concern continues to be in the area of Math. 	<p>A large percentage of students at PVMS have historically tested in the emergent-development level throughout the Elementary School Process in both Reading and Math.</p>	<ul style="list-style-type: none"> ▪ Divide 6th and 7th grade ELA and Math Classes into two sections each. ▪ Provide a reading class for 6th Grade ▪ Provide a “Pull Out” Program for our students which historically have scored low on the reading portion of both MAPPS and CRT Testing. ▪ Use upgraded version of the District Reading Program called RAP360 and FLRT (Fluent Reader) as a remedial step for intervention. ▪ 8th Grade Math will be divided between Algebra and Pre-Algebra ▪ Provide a well-documented and data driven RTI program ▪ Implementation of Common Core Math Standards

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:

PVMS will continue to provide intervention programs to improve reading diagnostics, fluency and comprehension skills for students.

Measurable Objective 1:

PVMS students involved in intervention programs will see individual growth of one grade level in individual reading skills through the 2012-2013 school year.

(Add additional rows for measurable objectives if needed.)

Goal 2:

Continue to close the “Achievement GAP” which PVMS students are experiencing in the area of Math.

Measurable Objective 2:

PVMS students will show individual measurable growth of at least one grade level through the 2012-2013 school year.

(Add additional rows for measurable objectives if needed.)

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:

PVMS will continue to provide intervention programs to improve reading diagnostics, fluency and comprehension skills for students.

Measurable Objective(s):

PVMS students will show individual measurable growth of at least one grade level.

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 PVMS will provide intervention programs to improve reading diagnostics, fluency and comprehension skills for students.	August 2012	PVMS	Kathy Taylor Mike Prince	MAPPS assessment CRT assessment Teacher self-assessments.	Mike Strong
1.2 Divide 6 th and 7 th grade ELA Classes into two sections for each class.	August 2012	PVMS	Amy Huntsman Mike Prince Eric Hansen David Hansen	MAPPS assessment CRT assessment Teacher self-assessments.	Mike Strong
1.3 Provide a “Pull Out” Program for our students which historically have scored low on the reading portion of both MAPPS and CRT Testing.	September 2012	PVMS	Mike Prince	MAPPS assessment CRT assessment Teacher self-assessments.	Mike Strong
1.4 Use upgraded District Reading Program RAP360 and FLRT as a remedial step for	September 2012	LCSD/PVMS	Kathy Taylor	MAPPS assessment CRT assessment Teacher assessments.	Mike Strong

intervention.					
SCHOOL IMPROVEMENT MASTER PLAN (Continued)					
Goal 2: Close the “Achievement” GAP which PVMS students are experiencing in the area of Math.					
Measurable Objective(s): PVMS students will show individual measurable growth of at least one grade level.					
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?

2.1 Based on current test data from the students of PVMS, a major concern is in the area of Math.	August 2012	Staff	Mike Prince Eric Hansen Mike Sparrow	MAPPS assessment CRT assessment Teacher self-assessments.	Mike Strong
2.2 Divide 6th, 7th and 8th classes into two sections per class for their Math classes.	August 2012	Staff	Mike Prince Eric Hansen Mike Sparrow	MAPPS assessment CRT assessment Teacher self-assessments. Teacher student assessments	Mike Strong
2.3 The Accelerated Math Program will be used as a tool to help with the GAP issue PVMS students are currently experiencing.	September 2012	Staff	Mike Prince Eric Hansen Mike Sparrow	MAPPS assessment CRT assessment Teacher self-assessments. Teacher student assessments	Mike Strong
2.4 PMS will implement On Core Math program. To help facilitate the implementation of Math Common Core Standards to help alleviate the “Achievement Gap”	September 2012	Staff	Mike Prince Eric Hansen Mike Sparrow	MAPPS assessment CRT assessment Teacher self-assessments. Teacher student assessments	Mike Strong

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	\$1500.00	\$1500.00	\$0
Goal 2	\$1800.00	\$1800.00	\$0

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?
1.1 PVMS students will show individual measurable growth of at least one grade level.	1.1 MAPPS assessment CRT assessment Teacher self-assessments	September January March May	Mike Strong Tory Frehner
2.1 PVMS students will show individual measurable growth of at least one grade level.	2.1 MAPPS assessment CRT assessment Teacher self-assessments	September January March May	Mike Strong Tory Frehner

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		X
Transiency Rate		12 %	Served		
% enrolled continuously since Count Day		98%	Targeted Assisted		
Incidents of School Violence: Student-to-Student	0		Schoolwide		
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	X	
% of Highly Qualified Teachers	9	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.	HA	
Dropout Rate (HS)		NA	Did you appeal your latest AYP designation?		X
Graduation Rate (HS)		NA	Was your latest appeal granted?		NA
			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?

All students, and therefore all subgroups, which drop into a D or F range are subject to review from a multi-disciplinary team. This team is comprised of staff members including teachers, counselors, administration, special education teachers (where applicable), parents, and the student. Solutions to address any deficiency are recommended and implemented in core subject areas. These solutions could include the following changes, modifications, or strategies to ensure proficiency: Reassignment of classroom seating, class schedule, intervention class, or after school tutoring class. Also re-teaching lessons, review practice, study skills, organizational planning, Assessment data evaluation, modified curriculum, and technology inclusion areas are all considered ensuring each subgroup is proficient in the core academic areas.

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.

•Response to Intervention Programs including intervention classes during regular school time

<ul style="list-style-type: none"> • Summer school classes; contingent of funding.(usually grants) These classes are all designed to remediate student deficiencies as indicated by low test scores, low grades, failed classes, and behavioral reports.
<p>3. Describe the resources available to the school to carry out the plan. Current contract time and school days</p>
<p>4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.</p> <p>Grants such as The Nevada Pathway Project and 20th Century Learning have help greatly to upgrade our computers so our Smart Technology can be run more efficiently. This benefited our SPED program as well as our Science, Math, Vocational and Social Studies programs. These grants have also been made monies available for I-pod technology and personal computer netbooks for each middle school student.</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.</p> <p>PVMS will meet with every student and their parent or guardian to develop and sign off on a academic plan coupled with a career plan. These plans are developed using data from student assessments, grades, school work, and interest and ability inventories. While engaged in this plan of development, parents will review Educational Involvement Accords and Honor Codes to meet the requirements of the law.</p>
<p>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>

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 School wide 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. N/A
- Year 2: Supplemental Services. N/A
- Year 3. Corrective Action. N/A
- Year 4. Restructuring. N/A

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

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

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

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

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. N/A

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

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. N/A

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

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

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. N/A

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