Lincoln County School District

Pioche Elementary School
95 Airport Road
P.O. Box 30
Pioche, Nevada 89043

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.

<u>Name of Member</u>	<u>Position</u>
Steven E. Hansen	Principal
Kathy Wight	Assistant Principal, 3rd Grade Teacher
Stephanie Vincent	Sixth Grade Teacher

Submission Date: October 15, 2012   Area Reviewer: NAME, TITLE

School: **Pioche Elementary School**	District: **Lincoln County**
Principal: Steven E. Hansen	School Year: **2012-2013**
Address: **P.O. Box 30, Pioche, Nevada 89043**	Phone: **(775) 962-5832**
	Email: piocheelementary@yahoo.com

SAGE School Improvement Plan Template, Revised 2007

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, plus 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 ultimate goal is to nurture and reveal individual greatness. (August 2003)

"Educational Success for ALL Students!"

District Goal 1

Every student will show adequate yearly growth as measured by their individual student plan.
1. **Restructure core offerings to integrate Common Core State Standards.**
2. **Teachers will exhibit differentiated instruction to fit different learning styles**
3. **Teachers will show evidence of growth for individual students they teach in math, reading and writing**
4. **Teachers will demonstrate best practice teaching strategies that are researched based.**
5. **Teachers will respond to the results of their instruction by intervening with novel instructional processes.**

District Goal 2

Every School Will Achieve AYP (or alternative as determined by State Waiver)
1. **Teachers will use data from assessments will drive instruction.**
2. **Teachers will show evidence of student growth through district assessment instruments**

District Goal 3

The district will provide opportunities for Professional Learning Communities to improve teacher's skills.
1. **Teachers will respond to instruction by using the pyramid of interventions.**
2. **Teachers will align common core standards with instructional planning.**
3. **Teachers will use data information to differentiate instruction and meet a variety of student learning needs.**

SAGE School Improvement Plan Template, Revised 2007

School Vision or Mission Statement

Our mission is to instill in students and teachers a desire to strive for personal excellence. This will be achieved by students and teachers setting goals to improve their skills. Empirical data will be used to demonstrate individual progress in student achievement, teaching skills, and a respectful school environment. Success is an individual choice.

School Highlights

Pioche Elementary School was designated an adequate school by the Nevada Department of Education. The school met all of the Adequate Yearly Progress goals set forth by the federal legislation known as No Child Left Behind.

Students receive recognition for excellence in academics and for competitions in: the National Geographic Society Geography Bee and the Scripps-Howard Spelling Bee. Students are recognized on their birthdays, for citizenship, and for exemplary attendance.

The school is supported by an active Parent Teacher Group. The PTG helped sponsor the Halloween Carnival and assisted with the Christmas Program, a longstanding tradition that pulls hundreds of individuals into the school. The Opening Social was well attended as were Parent-Teacher Conferences. The Parent-Advisory Board met three times throughout the year and discussed important challenges to the school. This meets the Nevada state law for parental involvement and better school/parent communication.

The school sponsored two book fairs: one to raise money and the other to provide free reading materials for students in the community and for teachers in the school.

The school celebrated Veteran's Day at the Pioche Ball Park. Activities included: a flag raising ceremony and pledge, musical numbers performed by the Lincoln County High School Band, and a military salute by the local VFW Post 35.

The Masons/Eastern Star provided Santa Claus for the Christmas program. The same organization also brought in a teacher's goody bag for each grade level. Teachers received several hundred dollars' worth of supplies.

 Tremendous effort was made by parents and students to raise approximately $30,000 to take the 6th graders to Washington, D.C. to lay wreaths at Arlington National Cemetery with the Arlington Wreath Project.

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
Test results indicate that the school, as a whole and as measured by the 3rd, 4th, 5th, and 6th grade CRTs are meeting the No Child Left Behind adequate yearly progress requirements. Pioche Elementary was designated adequate by the NV Department of Education under federal guidelines.

Priority Concerns

Reading and Writing score results show a downward trend in our students' performance. For the second year we intend to respond to our reading instruction with increased interventions to remediate student deficiencies and correlate reading instruction with continued improvement in writing integration and instruction across all topics.

Individually, some students are still emerging/developing or approaching standards. We are implementing an RtI model to respond to their learning deficiencies in their specific subject areas. Decisions will be made using assessment data to guide instructional decisions with all decisions documented in an individual academic plan for all students.

SAGE School Improvement Plan Template, Revised 2007

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.

Priority Concerns	*Root Causes*	*Solutions*
Reading scores have declined Writing scores have declined	Deficiencies in reading and writing processes, direct reading and writing instruction and specific targeted remediation instruction for student deficiencies.	Improved Instruction on reading & writing process and practice. Expanded Instruction in Story Town, Imagine It, & Write From the Beginning, in grades K-6 this year. Implement a Reading Analysis and Prescription System diagnostic program along with a Fluent Reading Trainer, Phonics, Vocabulary, Grammar and Comprehension training for all students. Continue to use Accelerated Reader & Lexia as a resource for additional reading opportunities. With a longer school day, provide additional reading and writing opportunities throughout the day.
Students still in need of improvement need a response to instruction plan using data to drive decisions and re-teach curriculum	Data interpretation has not correlated with instructional decisions	An Individualized Academic Plan (IAP) will be formulated for each student using data to base decisions and interventions.

SAGE School Improvement Plan Template, Revised 2007

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: Test scores will rise in ELA, as measured by the CRT's and as measured by the state writing assessment, by 3% points in the 2012 – 2013 school year, with an emphasis in reading comprehension of informational text and expository writing using a structured process with emphasis of reading and writing alignment with common core state standards.

Measurable Objective 1: Teachers will reallocate 15 specific minutes in the instructional day schedule for added time of direct instruction of reading and writing processes and practice. All students will receive a reading analysis and prescription application to identify each student's reading abilities and then use My Virtual Reading Coach with includes, A Fluent Reading Trainer, to improve their reading levels. All grades appropriate will continue using "Accelerated Reader" and "Lexia" as a resource for additional reading improvement opportunities. Teachers will emphasize reading comprehension of informational text and expository writing using a structured process with emphasis on using evidence to inform or make an argument.

Goal 2: All teachers will use Common Core State Standards, 100 % in ELA and 100 % K-2 in Math. Grades 3 through 6 in Math will teach to targeted CCSS and transition to 100 % CCSS in Math.

Measurable Objective 2: Teachers will transition to Common Core State Standards by aligning their curriculum with CCSS as documented in their lesson plans and by receiving professional development in PLC's and collaborating with colleagues.

Goal3: 100% of students will take CCSS aligned NWEA assessments in ELA and Math. Measures of Academic Progress (MAPS) data will be used to respond to a student's curricular deficiencies by differentiating instruction in the classroom.

Measurable Objective 3: Teachers will receive training to understand and apply the Measures of Academic Progress (MAPS) data to individual students for the development of an Individual Academic Plan for each student, incorporating strategies on how to correct curricular deficiencies exhibited by the student by differentiating instruction in the classroom.

SAGE School Improvement Plan Template, Revised 2007

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: Test scores will rise in ELA, as measured by the CRT's and as measured by the state writing assessment, by 3% points in the 2012 – 2013 school year, with an emphasis in reading comprehension of informational text and expository writing using a structured process with emphasis of reading and writing alignment with common core state standards.

Measurable Objective(s): Teachers will provide 15 additional minutes in the instructional day schedule for direct instruction of reading and writing processes and practice.   All students will receive a reading analysis and prescription application to identify each student's reading abilities and then use My Virtual Reading Coach which includes, A Fluent Reading Trainer, to improve their reading levels. All grades appropriate will continue using "Accelerated Reader" and "Lexia" as a resource for additional reading improvement opportunities. Teachers will emphasize reading comprehension of informational text and expository writing using a structured process with emphasis on using evidence to inform or make an argument.

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 Teachers will provide at least 15 additional minutes for reading and writing.	**Implemented 09/24/2012 FY 12/13.**	**Teachers, Planning, Team meetings, PLC group training.**	**Teachers**	**Classroom Observation Throughout the year.**	**Principal**

SAGE School Improvement Plan Template, Revised 2007

1.2 Direct instruction will include "Story Town" & "Imagine It" curriculum for grades K-6 and "Write…From the Beginning, and Beyond."	**Implemented by 09/24/2012, for the remainder of school year.**	**Teachers, Team planning, PLC Groups.**	**Teachers**	**Classroom Observation for remainder of school year 2012/2013.**	**Principal**
1.3 Teachers will use Accelerated Reader and Lexia as an additional reading resource to improve reading levels.	**Implemented by 09/24/2012 for the remainder of school year.**	**Teachers, Team Planning, PLC Group training**	**Teachers**	**Classroom Observation for the remainder of school year. AR reading comprehension assessments and reading levels, NWEA reading Assessments.**	**Principal**
1.4 All students will receive a reading analysis and prescription application to identify each student's reading abilities and then use My Virtual Reading Coach which includes, A Fluent Reading Trainer, to improve their reading levels.	**Implemented by 09/24/2012 for the remainder of school year.**	**Teachers, Team Planning, PLC Group training** **$ 400.00 for licensing.**	**Teachers, Principal**	**Classroom Observation for remainder of school year 2012/2013.**	**Principal**

9

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: **All teachers will use Common Core State Standards, 100 % in ELA and 100 % K-2 in Math. Grades 3 through 6 in Math will teach to targeted CCSS and transition to 100 % CCSS in Math.**

Measurable Objective(s): **Teachers will transition to Common Core State Standards by aligning their curriculum with CCSS as documented in their lesson plans and by receiving professional development in PLC's and collaborating with colleagues.**

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 Teachers will receive training in CCSS from RPDP and District PLC's.	**09/24/2012 with a follow-up training later in the school year (To be scheduled)**	**RPDP budget.** **Teachers will work several Fridays to be trained.**	**Principal**	**Attendance at the PD Training by all staff and principal.**	**Principal**
2.2 Teachers will become familiar with the CCSS and the changes from the NV Standards.	**To be implemented on 09/24/2012**	**Teachers planning, Team Meeting planning**	**Teachers**	**Classroom Observation,**	**Principal**

10

SAGE School Improvement Plan Template, Revised 2007

2.3 Teachers will align their curriculum with CCSS as documented in their lesson plans	Beginning from 09/24/2012	CCSS Lesson Plan books.	Teachers	Classroom Observation, Teacher Sharing	Principal

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 3: 100% of students will take CCSS aligned NWEA assessments in ELA and Math. Measures of Academic Progress (MAPS) data will be used to respond to a student's curricular deficiencies by differentiating instruction in the classroom.	
Measurable Objective(s): Teachers will receive training to understand and apply the Measures of Academic Progress (MAPS) data to individual students for the development of an Individual Academic Plan for each student, incorporating strategies on how to correct curricular deficiencies exhibited by the student by differentiating instruction in the classroom.	
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?
3.1 All students will take the new common core aligned NWEA assessments in ELA and Math.	**To be implemented as per district testing calendar and tested 3 times a year.**	**Computer Lab, Testing Administrators**	**Testing Administrators, Principal**	**District Test Director and IT Technical Director will ensure that testing calendar is set up.**	**Principal**
3.2 Teachers will receive training concerning MAPS data interpretation and application.	**09/28/2012 from this date on there will be trainings for MAPS understanding on a weekly basis by admin.**	**RPDP Training personnel. Teachers will give a Friday for Professional Development training in Professional Learning Communities (PLC**	**District Administration, Principals, Teachers.**	**Attendance at the PLC's**	**Principal**
3.3 Apply MAPS data to develop an Individual Academic Plan for all students at Pioche Elementary.	**From 09/28/2012 implementation occurs the rest of the school year.**	**Teachers, Staff/Team Meetings, On-Line MAPS access to Data.**	**Teachers**	**Individual Academic Plan Portfolio filed on every student by the end of school year.**	**Principal**

12

SAGE School Improvement Plan Template, Revised 2007

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	400	400	0
Goal 2	0	0	0
Goal 3	0	0	0

13

SAGE School Improvement Plan Template, Revised 2007

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. Teachers will provide additional minutes in the instructional day schedule for students to implement reading and writing process and practice. Grades K-6 will continue to use Story Town & Imagine It as direct reading instruction, and Write from the Beginning for writing instruction. All grades appropriate, will implement "Accelerated Reader" and "Lexia" as a resource for additional reading opportunities and reading comprehension assessments. All students will receive a reading analysis and prescription application to identify each student's reading abilities and then use My Virtual Reading Coach which includes, A Fluent Reading Trainer to improve their reading levels.	Teachers will collaborate during PLC vertical and horizontal groups to monitor the outcomes of "story town" and accelerated reading processes throughout the year. The principal will monitor through classroom observations the extended reading time and the use of the new curriculum resources.	**Monitoring data will be collected at the end of each grading quarter during the school year 12/13.**	**Principal, Staff**

SAGE School Improvement Plan Template, Revised 2007

2. Teachers will transition to Common Core State Standards by aligning their curriculum with CCSS as documented in their lesson plans and by receiving professional development in PLC's and collaborating with colleagues.	Weekly Staff Meetings will be used to monitor and collaborate on the outcomes of transitioning to CCSS. Teachers will document the alignment of CCSS with their teaching in their lesson plans.	**Weekly staff meetings throughout the school year 12/13.**	**Teachers, and Principal**
3. Teachers will receive training to understand and apply the new aligned common core Measures of Academic Progress (MAPS) data to individual students for the development of an Individual Academic Plan for each student, incorporating strategies on how to correct curricular deficiencies exhibited by the student by differentiating instruction in the classroom.	100% attendance at the data training will be required. The production of a student portfolio containing an individual academic plan that identifies areas of academic concern and a plan to challenge and provide assistance for each student to improve.	**All students will have an Academic Plan by the end of the school year 12/13.**	**Principal, Secretary, Teachers,**

15

SAGE School Improvement Plan Template, Revised 2007

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		**98.7**	Eligible		✔
Transiency Rate		**0**	Served		✔
% enrolled continuously since Count Day		**100**	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)?	✔	
% 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)		**N/A**	Did you appeal your latest AYP designation?		✔
Graduation Rate (HS)		**N/A**	Was your latest appeal granted?	**N/A**	
			Designated as Persistently Dangerous School?		✔
			Receiving State Remediation funding?		✔
			Has a State SST been assigned to your school?		✔

SAGE School Improvement Plan Template, Revised 2007

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

We use a teacher's aide in some cases to provide assistance for specific children to get the academic attention they need. We purchase research backed materials to assist the teachers in their instruction. We use assessment data to identify individual student's deficiencies, and then target those low areas with corrective strategies of instruction. We provide professional training to ensure that teachers have the professional skills to accomplish the achievement goals. We use the Professional Learning Community model as a staff.

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.

During the summer we run and extended school year for those students who qualify by IEP. We also have an aide that works directly with kids to assist in their studies.

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

Regular school budget to help implement the goals we have set this year in Reading, Writing, and Data usage.

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

We are unaware of any special financial appropriations to Lincoln County School District from the legislature except those that come through the Distributive School Account (DSA). Any funds available to Pioche Elementary School are used to directly target measures to increase student achievement. Research based curriculum purchases, professional development for teachers in researched based best practices or teaching methods directly target improving student achievement.

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

All documents, i.e. the Educational Involvement Accord, and the Honor Code appear in our student handbook. Parents are required to sign that they have received these documents and will abide by them. By holding "town" meetings, by making phone calls, and by sending letters home asking for parental help, we continue to strengthen parental involvement with our school.

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**

SAGE School Improvement Plan Template, Revised 2007

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as "Needs Improvement," and are a schoolwide Title I school MUST complete 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. **N/A**

   - 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.

   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

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

   N/A

---

4. 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" and are a schoolwide Title I school, MUST complete this page.

---

5. Describe the school's strategies to attract high-quality highly qualified teachers to your school.

N/A

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

N/A

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

---

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

N/A

---

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

N/A

SAGE School Improvement Plan Template, Revised 2007

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

SAGE School Improvement Plan Template, Revised 2007

Pioche Elementary Table A: Achievement Data (2012-2013)

Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds

	English Language Arts																							
	CRT 3rd Grade Math								CRT 3rd Grade Reading															
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male					1	34	2	66					3	100										
Female			2	40	1	20	2	40			3	60			2	40								
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
Hispanic																								
Black/African American																								
White			2	25	2	25	4	50			3	37.5	3	37.5	2	25								
IEP																								
LEP																								
FRL							1	100					1	100										
Migrant																								
Participation Rate			2	25	2	25	4	50			3	37.5	3	37.5	2	25								
School Average																								
District Average																								

21

SAGE School Improvement Plan Template, Revised 2007

Pioche Elementary Table B: Achievement Data (2012-2013)

Elementary Achievement Data   1. Emerging/Developing   2. Approaching   3. Meets   4. Exceeds

4th Grade CRT Results

Subpopulation Tested	CRT 4th Grade Math — Not Proficient				CRT 4th Grade Math — Proficient				CRT 4th Grade Reading — Not Proficient				CRT 4th Grade Reading — Proficient				Nevada Writing Proficiency 5th Grade Writing — Not Proficient				Nevada Writing Proficiency 5th Grade Writing — Proficient			
	1 #	1 %	2 #	2 %	3 #	3 %	4 #	4 %	1 #	1 %	2 #	2 %	3 #	3 %	4 #	4 %	1 #	1 %	2 #	2 %	3 #	3 %	4 #	4 %
Male			1	20	3	60	1	20	1	20	1	20	2	40	1	20	3	27	7	64	1	9		
Female			1	16.7	4	66.6	1	16.7			1	16.7	2	33.3	3	50			1	100				
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
Hispanic			1	50			1	50	1	50			1	50										
Black/African American																			2	100				
White			1	11	7	78	1	11			2	22	3	33	4	45	3	30	6	60	1	10		
IEP																								
LEP																								
FRL					1	100							1	100										
Migrant																								
Participation Rate			2	18	7	64	2	18	1	10	2	18	4	36	4	36	3	25	8	67	1	8		
22 School Average																								

SAGE School Improvement Plan Template, Revised 2007

Pioche Elementary Table C: Achievement Data (2012-2013)

Elementary Achievement Data	1. Developing/Emerging	2. Approaching	3. Meets	4. Exceeds

English Language Arts

Subpopulation Tested	CRT 5th Grade Math — Not Proficient 1 #	%	2 #	%	Proficient 3 #	%	4 #	%	CRT 5th Grade Reading — Not Proficient 1 #	%	2 #	%	Proficient 3 #	%	4 #	%	CRT 5th Grade Science — Not Proficient 1 #	%	2 #	%	Proficient 3 #	%	4 #	%
Male	4	36	1	9	6	55			2	27	1	9	7	64			2	18	3	27	5	46	1	11
Female																								
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
Hispanic																								
Black/African American					2	100							2	100							1	50	1	50
White	4	44.5	1	11	4	44.5			3	33	1	11	5	56			2	22	3	33	4	45		
IEP																								
LEP																								
FRL																								
Migrant																								
Participation Rate	4	36	1	9	6	55			3	27	1	9	7	64			2	18	3	27	5	46	1	9
School Average																								

SAGE School Improvement Plan Template, Revised 2007

Pioche Elementary Table D: Achievement Data (2012-2013)

Elementary Achievement Data	1. Developing/Emerging	2. Approaching	3. Meets	4. Exceeds

	English Language Arts																							
	CRT 6th Grade Math								CRT 6th Grade Reading															
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male			1	13	6	74	1	13	1	13	3	37	2	25	2	25								
Female	1	11	1	11	6	67	1	11	2	22	3	33.5	3	33.5	1	11								
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
Hispanic																								
Black/African American							1	100							1	100								
White	1	6	2	13	12	75	1	6	3	19	6	38	5	31	2	12								
IEP																								
LEP																								
FRL	1	25			2	50	1	25	1	25	1	25	1	25	1	25								
Migrant																								
Participation Rate	1	5	2	12	12	71	2	12	3	18	6	35	5	29	3	18								
School Average																								
District Average																								

24

SAGE School Improvement Plan Template, Revised 2007

Appendix B

School Profile

Pioche Elementary was built in 2001. There are 77 children attending Kindergarten through the 6th grade. That is a decline of three from the previous year. We also have an Early Intervention population of two. Class sizes are slightly over 10 per grade.

Pioche, Nevada is an old mining community located 190 miles north of Las Vegas on Highway 93. Settled in 1864, many historic buildings remain illustrating the town's colorful past. Students come from the community of Pioche and the outlying areas of Dry Valley, Rose Valley, Eagle Valley, and Castleton.

Pioche is a small, tight-knit community. Parent and community support for the school is exceptional. The Christmas Program is a major event with hundreds attending. The community donated materials for and built a ball field for the school. Expectations are high for quality education.

Pioche Elementary has a Free and Reduced Lunch population of 28%. The community is predominantly white but we have a Hispanic culture and a small percentage of African Americans.

Pioche Elementary School has been designated an Adequate School by the Nevada Department of Education for several years using the guidelines established by the Federal legislation known as No Child Left Behind.

SAGE School Improvement Plan Template, Revised 2007