

Lincoln County School District
Pioche Elementary School
2023-2024 School Improvement Plan

Classification: 4 Star School

Distinction Designations:
Title I

Mission Statement

Provide an environment where every person is known, safe, inspired, challenged and empowered.

Vision

We believe that our success as a school lies in our ability to be part of a larger community of support systems that ensure opportunities for all students to realize their full potential.

Value Statement

Nevada Report Card

http://nevadareportcard.nv.gov/DI/nv/lincoln/pioche_elementary_school/2023/nspf/

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Comprehensive Needs Assessment

Revised/Approved: October 23, 2023

Student Success

Student Success Areas of Strength

Students feel safe and are happy at school. There are very few behavior issues.

Student Success Areas of Growth

Improve basic computation and math fact skills.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students don't understand numbers, money, calendar, time or know their basic math facts. so it is difficult for them to grasp increasingly difficult math concepts when they don't have the foundational skills or life experience to connect it to. **Critical Root Cause:** Our common core standards and curriculum materials don't focus on arithmetic, money, time, or calendaring and teachers have not adapted to include these things.

Priority Problem Statements

Problem Statement 1: Students don't understand numbers, money, calendar, time or know their basic math facts. so it is difficult for them to grasp increasingly difficult math concepts when they don't have the foundational skills or life experience to connect it to.

Critical Root Cause 1: Our common core standards and curriculum materials don't focus on arithmetic, money, time, or calendaring and teachers have not adapted to include these things.

Problem Statement 1 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 2: Tier 1 instruction has not adapted to the demands of the common core standards.

Critical Root Cause 2: The demands that teachers face are often overwhelming and many, especially veteran teachers, find it difficult to change.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: If high quality tier 1 instruction isn't in place, and teachers aren't expected to supplement materials and standards with math concepts that mean something to kids (time, money, calendar, etc.) and students are not given enough opportunities to practice arithmetic, they will not be able to perform higher level math tasks.

Critical Root Cause 3: The standards fall short of putting appropriate emphasis on the basis in elementary school. Everything is a story problem that requires multi steps.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Economically disadvantaged
- Male/Female
- Special education
- Homeless data
- Foster
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Social Emotional Learning
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Inquiry Areas

Revised/Approved: September 5, 2023


Inquiry Area 1: Student Success and Well-being


School Goal 1: Improve academic performance on the 2023-24 Math SBAC by 5% while maintaining a positive culture according to the AIR survey.


Evaluation Data Sources: SBAC data, Air Survey


Next Year's Recommendation: Continue to increase by 5%. This year's baseline is 38%. We moved from 30% to 38% proficiency in math from the 22-23 school years.

Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: Ensure students learn basic math facts.</p> <p>Action Step's Expected Result/Impact: Students will be able to attend to operational math and application of math concepts once they have a fluent understanding of facts and number sense. Building a solid foundation should help students improve scores on their math assessments.</p> <p>Position Responsible: Teachers at every grade level.</p> <p>Identify All That Apply: FRL, IEP</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Schoolwide and Targeted Assistance Title I Elements

1.1: Describe the school's strategies to attract effective, highly-qualified teachers to your school.

We work as a team and share the responsibilities of all children in our care. We use a variety of structures, such as team teaching, in order to keep teachers from feeling overwhelmed or isolated. We also have systems of support through other schools and district personnel. Our school feels good.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jaycee Bernal	Paraprofessional	Reading	