

Nye County School District

Gabbs Schools

PO Box 147

Gabbs, NV 89409

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
Alvin Eiseman	Principal
Jerri Kerns-	K-2 teacher/head teacher
Connie Stinson-	Special Education K-12
MK Hovden-	Math 7-12
Robert Rooley	Science 7-12
Cindy Rooley	English 7-12
Sue Wood	History/ Home Ec.
Ben Hall	Grades 3-6
*Crystal McKinnon	Parent
*Elisha Mockerman	Parent

Submission Date: 11-24-12

Area Reviewer: Kim K. Friel, Assistant Superintendent

School: Gabbs Schools	District: Nye County
Principal: Alvin Eiseman	School Year: 2011-2012
Address: PO Box 147 Gabbs, NV 89409	Phone: 775-285-2692
	Email: aeiseman@nye.k12.nv.us (Principal) jkerns@nye.k12.nv.us (head teacher)
TABLE OF CONTENTS	
	Page #
Part I: Vision of Learning	
Part II: Inquiry Process: Evidence of Development of the SIP (Comprehensive Needs Assessment)	
Part III: SIP Goals & Measurable Objectives	
Part IV: School Improvement Master Plan (Reform Strategies):	
Goal 1: Action Plan & Monitoring Plan	
Goal 2: Action Plan & Monitoring Plan	
(Add extra rows for additional goals)	
Part V: Budget for the overall cost of carrying out the plan	
Part VI: Evaluation of the SIP	
Part VII: Other Required Elements & Assurances of the SIP (All schools)	
Part VIII: Required Elements & Assurances for Title I Schools	
Part IX: Additional Required Elements & Assurances for Non-Title I Schools	
Appendix A: School Profile (Accountability Report, Other Data)	
Attachments: Professional Development Chart, Parent Involvement Chart	

Part I: VISION FOR LEARNING

District Mission Statement

Every child a success!

District Goal 1

Improvement in student achievement and proficiency levels for all students.

District Goal 2

Sustain and build practices in the NCSD educational organization that increase the graduation rate, increase parental involvement, and promote best teaching practices.

District Goal 3

Maintain a safe and respectful learning environment.

VISION FOR LEARNING (continued)

School Vision or Mission Statement

Our mission is to promote a respectful learning environment in which achievement of goals is driving our multiculturally diverse student population.

School Highlights

- Gabbs School has successfully implemented a Tarantula Showcase that allows students to share what they are learning with their parents and the community along with holding a science fair.
- 100% of the Class of 2012 graduated with a standard diploma
- 100% of the class of 2012 passed the writing proficiency the first time.
- 100% of the class of 2012 has passed the reading proficiency by end of junior year.
- 100% of the class of 2013 has passed the math proficiency the first time.
- 100% of the class of 2014 passed HSPE in Math their first try.

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

Gabbs school has a dedicated staff that is experienced and highly qualified in their teaching area.
Gabbs high school has a strong Gear Up program.
Majority of the Gabbs teachers were trained by RPDP in the new Common Core State Standards (CCSS).

Priority Concerns

Reading, reading expository texts, comprehension, vocabulary, and writing are a concern at Gabbs School. Using data from NWEA spring on average 68.7% of students in Gabbs are a Tier 2 or Tier 3 in reading.

Math facts, measurement, geometry, and data analysis are concerns for Gabbs School. Using data from NWEA spring testing on average 65% of students in Gabbs are a Tier 2 or Tier 3 in math.

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>1. Reading</p> <ul style="list-style-type: none"> A. Expository Texts B. Comprehension C. Vocabulary D. Writing 	<p style="text-align: center;">Reading</p> <p>1.1 Students do not read at home or outside of school.</p> <p>1.2. Students do not like to read.</p> <p>1.3. Not all students have reading materials readily available to them.</p> <p style="text-align: center;">Expository Texts</p> <p>1A. Students do not have nonfiction reading materials at their reading level.</p> <p>1A.1. Students do not have the strategies as to how to read expository texts.</p> <p style="text-align: center;">Comprehension</p> <p>1B. Students do not have the strategies to pull necessary information from what they are reading.</p> <p>1B.1 Students have limited background knowledge and life experiences.</p> <p style="text-align: center;">Vocabulary</p> <p>1C. Students have a limited vocabulary due to the lack of reading.</p> <p style="text-align: center;">Writing</p> <p>1D. Students are poor spellers.</p> <p>1D.1 Students are not exposed to different writing styles.</p> <p>1D.2 Students do not utilize the tools for prewriting and editing during the writing</p>	<p style="text-align: center;">Reading</p> <p>1.1 Students will write book reviews for books they read at home and will be rewarded for their effort.</p> <p>1.2 Students will be exposed to different genres to help them find books they like.</p> <p>1.3 Students will participate in books clubs during homeroom (7-12) and in the classroom (K-6) to help increase reading enjoyment.</p> <p>1.4 Teachers will help students learn different strategies to help improve their reading.</p> <p style="text-align: center;">Expository Texts</p> <p>1A. Nonfiction books will be purchased for the Title I room at different levels.</p> <p>1A.1 Teachers will help students learn different strategies as to how to read nonfiction texts including text books.</p> <p style="text-align: center;">Comprehension</p> <p>1B. Students will be shown strategies on how to gain information out of what they are reading.</p> <p>1B.1 Teachers will use technology as well as other media to help build students' background information.</p>

	<p>process. 1D.3 Students are not aware of the 6+1 trait rubric for scoring writing.</p>	<p style="text-align: center;">Vocabulary</p> <p>1C. Teachers will use technology as well as other media to help build students' vocabulary. 1C.1 Teachers will use common vocabulary across the content areas to enhance students understanding of vocabulary. 1C.2 Teachers will identify content area vocabulary that students need to know at each level. 1C.3 Students will take a pre and post vocabulary test of the content specific vocabulary as well as standard vocabulary words that all students should know.</p> <p style="text-align: center;">Writing</p> <p>1D. Students will take a diagnostic spelling test using Words Their Way to help determine their spelling levels. 1D.1 Students will write in every class or subject area every day. 1D.2 Students will learn the tools for editing their writing. 1D. 3 Students will publish one writing piece in each class every quarter to be displayed at the Tarantula Showcase.</p>
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<p>2. Math</p> <ul style="list-style-type: none"> A. Math Facts B. Measurement C. Geometry D. Data Analysis 	<p style="text-align: center;">Math</p> <p>2.1 Students who struggle with reading also tend to struggle with being able to read the math problems.</p> <p>2.2 Students do not understand how many of the math concepts apply to real life.</p> <p style="text-align: center;">Math Facts</p> <p>2A. Students have trouble memorizing basic facts.</p> <p>2A.1 Students don't make the connection to the importance of knowing the basic facts.</p> <p>2A.2 Students rely on calculators rather than using mental math.</p> <p style="text-align: center;">Measurement</p> <p>2B Students have trouble with elapsed time.</p> <p>2B.1 Students have trouble when converting between different measurements.</p> <p>2B.2 Students have trouble counting money and figuring change.</p> <p style="text-align: center;">Geometry</p> <p>2C. Students struggle with math vocabulary.</p> <p>2C.1 Students struggle with memorizing and being able to use the formulas and theorems.</p> <p>2C.2 Students do not understand the real world application of Geometry.</p> <p style="text-align: center;">Data Analysis</p> <p>2D.1 Students do not understand when and how to use different graphs as well</p>	<p style="text-align: center;">Math</p> <p>2.1 Students will learn strategies to help improve their reading in the content areas.</p> <p>2.2 Students will keep a notebook that includes vocabulary, definition, samples, and a written explanation of their understanding of the terms.</p> <p style="text-align: center;">Math Facts</p> <p>2A.1 Students will do math fact drill sheets and flash cards daily.</p> <p>2A.2 Student will have opportunities to solve problems daily using mental math.</p> <p style="text-align: center;">Measurement</p> <p>2B.1 Students will use Tarantula Dollars that they earn to work with money during buying days.</p> <p>2B.2 Students will have the opportunity to participate in hands on activities to increase their knowledge.</p> <p>2B.3 Students will work on learning this content area vocabulary.</p> <p style="text-align: center;">Geometry</p> <p>2C.1 Students will work on learning and being able to apply the vocabulary necessary to work with the formulas and theorems.</p> <p>2C.2 Students will have to solve problems based on real world situations that are meaningful to them.</p> <p style="text-align: center;">Data Analysis</p> <p>2D.1 Students will help to gather data about the school and create graphs</p>
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	<p>as how to interpret the data. 2D.2 Student do not have a strong background in the concepts and lack necessary vocabulary.</p>	<p>bimonthly. Students will also have the opportunity to help interpret the data and report the findings. 2D.2 Students will learn the necessary vocabulary to build a strong background knowledge and understanding of the subject.</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: Reading and Language Arts

Students in K-12 will increase achievement in reading, writing, and language arts based upon the NWEA Map assessments. Students will demonstrate an additional increase in writing and reading expository texts.

Measurable Objective 1:

In grades K-6, 4 more students will increase their NWEA score by 10% in reading based upon the NWEA Map assessments.

In grades 7-12, 3 more students will increase their NWEA score by 10% reading and language arts based upon the NWEA Map assessments.

Goal 2: Math

Students in K-12 will increase achievement in math based upon the NWEA Map assessments. Students will demonstrate additional increases in Geometry and Measurement.

Measurable Objective 2:

In grades K-6, 4 more students will increase their NWEA score by 10% in math based upon the NWEA Map assessments.

In grades 7-12 3 more students will increase their NWEA score by 10% math based upon the NWEA Map assessments.

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: Reading, Writing, and Language Arts

Students in K-12 will increase achievement in reading, writing, and language arts based upon the NWEA Map assessments. Students will demonstrate an additional increase in writing and reading expository texts.

Measurable Objective(s):

In grades K-6, 4 more students will increase their NWEA score by 10% in reading based upon the NWEA Map assessments.

In grades 7-12, 3 more students will increase their NWEA score by 10% reading and language arts based upon the NWEA Map assessments.

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 Teachers will help students learn different strategies to improve their reading comprehension.	September 2012 through June 2013	RPDP Training Strategy idea sharing Book study on strategies	Jerri Kerns	Late Start Agendas In-Service Agendas Notes and handouts from trainings	Jerri Kerns

<p>1.2 Teachers will have students write every day in every class using different writing styles and teachers will have students publish one piece of writing each quarter.</p>	<p>September 2012 through June 2013</p>	<p>6+1 trait writing scoring training Writing in the content area book study and training</p>	<p>Jerri Kerns</p>	<p>Late Start Wednesday PD Agendas In-Service Agendas Notes and handouts from trainings Check sheet of student writing and scores</p>	<p>Jerri Kerns</p>
<p>1.3 Teachers will help students with word analysis skills.</p>	<p>September 2012 through June 2013</p>	<p>NWEA Flash cards, Vocabulary Lists</p>	<p>Cindy Rooley</p>	<p>Vocabulary lists Pre and post test assessments from students</p>	<p>Jerri Kerns</p>

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Math

Students in K-12 will increase achievement in math based upon the NWEA Map assessments. Students will demonstrate additional increases in Geometry and Measurement and Algebra, Functions, Expressions, & Equations.

Measurable Objective(s):

In grades K-6, 4 more students will increase their NWEA score by 10% in math based upon the NWEA Map assessments.

In grades 7-12 3 more students will increase their NWEA score by 10% math based upon the NWEA Map assessments.

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 Teachers will have students keep a notebook that includes notes, vocabulary, definition, samples, and a written explanation of their understanding of the terms or lessons.	September 2012 through June 2013	Notebooks Training on note taking	Connie Stinson	Reviewed by all teachers each quarter	Connie Stinson

<p>2.2 Teachers will provide learning opportunities for students to participate in hands on activities based upon real life opportunities to use skills in Geometry and measurement.</p>	<p>September 2012 through June 2013</p>	<p>List of projects or ideas</p>	<p>Jerri Kerns</p>	<p>Lesson Plans Writing samples from students reflection after project. Pictures of projects</p>	<p>Jerri Kerns</p>
<p>2.3 Teachers will provide opportunities throughout the school day for students to practice authentic math skills of Algebra, Functions, Expressions, & Equations.</p>	<p>September 2012 through June 2013</p>	<p>Resource books at different levels. List of ways this information can be used in the real world.</p>	<p>Jerri Kerns</p>	<p>List of ideas Lesson Plans</p>	<p>Jerri Kerns</p>

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 Reading, Writing, Language arts	1.1 Book strategies \$350 1.2 Book Content writing \$350	1.1 none at this time 1.2 none at this time	1.1 \$350 1.2 \$350
Goal 2 Math	2.1 notebooks \$200	2.1 none at this time	2.1 \$200

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?
<p>Goal 1: Reading, Writing, and Language Arts</p> <p>In grades K-6, 4 more students will be at or above grade level in reading and language arts based upon the NWEA Map assessments for an increase of 12%.</p> <p>In grades 7-12, 3 more students will be at or above grade level in reading and language arts based upon the NWEA Map assessments for an increase of 15%.</p>	<p>Students' scores will be collected in a chart and tiered to determine which students are Level I, Level II, and Level II using a color coding system. The scores will be calculated to make sure that the goal for the number of students that meet or exceed grade level is being met.</p>	<p>Collected 3 times a year after students have taken the MAPS Assessments</p>	<p>Jerri Kerns</p>
<p>Goal 2: Math</p> <p>In grades K-6, 4 more students will be at or above grade level in math based upon the NWEA Map assessments for an increase of 12%.</p> <p>In grades 7-12 3 more students will be at or above grade level in math based upon the NWEA Map assessments for an increase of 15%.</p>	<p>Students' scores will be collected in a chart and tiered to determine which students are Level I, Level II, and Level II using a color coding system. The scores will be calculated to make sure that the goal for the number of students that meet or exceed grade level is being met.</p>	<p>Collected 3 times a year after students have taken the MAPS Assessments</p>	<p>Jerri Kerns</p>

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		92%	Eligible	X	
Transiency Rate			Served	X	
% enrolled continuously since Count Day		83	Targeted Assisted		
Incidents of School Violence: Student-to-Student	5		Schoolwide		
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	Y	
% 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.	Made Adequate Yearly progress	
Dropout Rate (HS)		0	Did you appeal your latest AYP designation?		
Graduation Rate (HS)		100	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?

Gabbs School staff will meet on a weekly basis to evaluate and monitor the learning of all students to ensure growth in the academic areas. Differentiated instruction will be implemented for students who need additional assistance.

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.

K-6 will incorporate intervention time daily into the school day to provide additional learning opportunities for those students who are behind or need enrichment.

Remedial classes will be provided in math, English and science for high school students who need additional assistance in passing the proficiency exams or who did not do well on their NWEA MAP assessments.

After school tutoring will be provided for students who are shown to need additional help for 1 hour each week for 27 weeks.

After school tutoring will be provided for Gear Up students for 3 hours each week.

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

Gabbs school will use materials that have already been purchased to provide the interventions in grades K-6 along with the remedial high school classes. Gear Up grant funds will provide the necessary money for the 3 hours a week tutoring. Title I will provide the necessary funds for the 1 hour tutoring. The school will also do fundraisers to help raise any other money needed.

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

Gabbs school will not be able to provide the additional assistance that struggling students need due to the budget cuts that has faced the school district.

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

The Accords will be handed out at the beginning of the year and collected. Parents will be encouraged to be involved at school and with their student's learning. There will be reading nights that will provide learning opportunities for parents to show different ways to help their students succeed in school. The school will continue to hold quarterly award programs to bring parents to 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

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).*

Elementary: Adequate

Middle School: Adequate

High School: Adequate

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

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

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

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

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.

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

Gabbs School is located in a small community so there are small class sizes. The school district provides nice housing with affordable rent.

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

Gabbs School will host a back to school BBQ to bring families to school. The BBQ will provide information about what will be happening at school as well as incorporate information about post secondary options. The school will continue to hold the awards programs at the end of every quarter. The school will host service learning projects that will bring parents, students, staff, and community members together to complete the projects.

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.

Students that progress to a different school in Gabbs will have an opportunity to visit the classroom prior to the beginning of school.

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

Teachers are in charge of their individual classroom assessments. The entire school will participate in the NWEA MAP assessments along with the state and district testing.

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

Gabbs School works with different agencies to help provide services to the school as well as keeps these groups informed as to what is happening at the school. Some of these agencies are Yomba Shoshone Tribe, Maple Star, No to Abuse, Nye County Sheriffs Office, Great Basin College, Juvenile probation officer, and Vocational Rehabilitation center. The school also has parents as members of the SIP team.

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