

Nye County School District

Manse Elementary School

4881 N Lola Ln

Pahrump, NV 89060

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
*Kathryn Gent	Parent
Misa Carlson	Teacher
Deanna Floyd	Teacher
Kim Kingsley	Math Coach/Intervention Specialist
Teresa Linner	Teacher
Jennifer Ogden	Teacher
Yvette Rivera	EL Teacher (60%)
Trudi Salzwedel	Teacher
Lenna Skelton	Teacher

Submission Date: DATE

Area Reviewer: NAME, TITLE

School: Manse Elementary School	District: Nye County
Principal: Evangelyn Visser	School Year: 2012-2013
Address: 4881 N Lola Lane, Pahrump, NV 89060	Phone: 775-727-5252
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Part I: VISION FOR LEARNING

District Vision or Mission Statement

Mission: Every child a success.

Vision: An educated citizenry, career and college ready.

District Goal 1

Improvement in student achievement and proficiency levels.

District Goal 2

Sustain practices in the Nye County School District that increase the graduation rate and decrease the dropout rate.

District Goal 3

Maintain safe learning and working environments for all students and staff.

District Goal 4

Utilize educational technology and parent involvement in pursuit of these goals.

VISION FOR LEARNING (continued)

School Vision or Mission Statement

Mission

At Manse Elementary School we value each child and believe we make positive, long-lasting differences in every child's life.

Vision

Our desire is that children at Manse Elementary School will have success, a hopeful outlook on life, fulfillment and opportunities for a productive future.

Values

We, the staff at Manse Elementary School, are working together so each Manse student:

- *Receives excellent instruction, in every class, every day!*
- *Is routinely monitored for growth.*
- *Receives the time and support necessary to achieve or exceed established benchmarks in reading, writing, and mathematics.*
- *Learns to treat others with respect and is treated with respect by peers and adults.*
- *Knows he or she is safe in the classroom, on the playground, in the lunch room, and on the bus.*

School Highlights

- What an exciting year! Manse Elementary moved into a brand new facility. We added about 125 students and 9 teachers from other schools in the district.
- Our first public event in the new building was the ribbon cutting combined with an Ice Cream Social before school started. We had over 700 guests.
- Each classroom is equipped with a SmartBoard, Audio Enhancement's audio & SAFE systems, and 4 student computers.
- With two computer labs (35 computers each), computer-assisted learning is available with Lexia, Symphony Math, Renaissance, Study Island, & StudyDog.
- A SEDL study allowed us to implement Everyday Mathematics school-wide. This program meets the need for better number sense and problem solving.
- In March, the Masons set the cornerstone for our school. 5th grade students were part of the oration. All students exceeded the adults' expectations.
- Our students benefit from our participation in the Fresh Fruits & Vegetable Program. Star fruit, guavas, passion fruit, and pomegranates are tasty.
- Instruction Consultation, sponsored by the state, was hard (we lost 5 team members); but we have trained new members and we have successful cases.
- Our computerized writing assessment went off without a hitch. We used Study Island to get used to transferring the writing process onto the computer.
- The extra 30 days until CRTs have been filled with instruction & learning. Language Arts is based on the CCSS and we are in transition for Math

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)

1. AYP Strengths: Goals were met for the school and all sub-groups except for students with IEPs in English-Language Arts. In Mathematics, the goal was met by the White and FRL (free & reduced lunch) sub-groups. We missed Safe Harbor for the School by one student in Math.
2. NWEA MAP mean growth goals were met in all grades except 2nd & 5th in Reading and 4th & 5th in Mathematics.
3. Met Spring NWEA MAP RIT score targets in Kindergarten (Reading & Math) and 1st Grade (Math).
4. Nine teachers were trained in SIOP (Sheltered Instruction Observation Protocol).
5. The Instructional Consultation model for intervention is well established. We trained 4 new teachers who are going on to Level 1 training and we are adding 2 new members to the team and training two co-facilitators. We have also expanded and will be including some other schools in the training this year.
6. Implemented Positive Behavior Supports school-wide mid-year 2011-12 and reintroduced at the beginning of 2012-13.

Priority Concerns

7. According to NWEA MAP tests, 56% of students are below their grade-level benchmark in Reading and Mathematics.
8. According to NWEA MAP tests (Spring 2012), 48.6% of students met growth projection in reading with a low of 26.4% in 2nd grade and a high of 57.5 % in 4th grade.
9. According to NWEA MAP tests (Spring 2012), 63.5% of students met growth projection targets in mathematics with a high of 79.7% in 1st grade and a low of 53.3% in 2nd grade.
10. Students must maintain or accelerate growth trajectory in mathematics.
11. On the 5th Grade Holistic Writing Assessment, 22.6% of students were proficient.

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>
<ol style="list-style-type: none"> 1. According to NWEA MAP tests, 56% of students are below their grade-level benchmark in Reading and Mathematics. 2. According to NWEA MAP tests (Spring 2012), 48.6% of students met growth projection in reading with a low of 26.4% in 2nd grade and a high of 57.5 % in 4th grade. 3. According to NWEA MAP tests (Spring 2012), 63.5% of students met growth projection targets in mathematics with a high of 79.7% in 1st grade and a low of 53.3% in 2nd grade. 4. Students must maintain or accelerate growth trajectory in mathematics. 5. On the 5th Grade Holistic Writing Assessment, 22.6% of students were proficient. 	<ul style="list-style-type: none"> • Our student population comes with varying levels of academic support at home. Many students come to school with low language skills and a minimal vocabulary. • Student transiency rates are increasing. Many students are struggling with basic needs (food, shelter, safety) due to economic issues. Students qualifying for McKinney-Vento are increasing. • Students who struggle to learn need to have sufficient opportunity and/or time to succeed. • Our instruction and school environment needs to be engaging, positive, or motivating for all students. Academic vocabulary must be developed efficiently. • Focus is on stories not reading comprehension strategies. • Many students come to school with insufficient lap time (books read aloud and discussion). • Students who misbehave must be taught to use appropriate school 	<p>We will develop educator capacity and improve student achievement through Professional Learning Communities which will utilize the following:</p> <ul style="list-style-type: none"> ◦ Long-term SMART goal in English-Language Arts (ELA) with short-term SMART goals that are based on Common Core State Standards (CCSS) and utilizing common assessments ◦ SIOP (sheltered instruction observation protocol) based on CCSS with focus on ELA ◦ Use English in a Flash to develop academic language for all students ◦ Everyday Math (aligned to CCSS) ◦ Systematic Intervention (focus on Reading) using the Instructional Consultation model of problem-solving ◦ Positive Behavior Support System

	<p>behaviors so they can focus on learning.</p> <ul style="list-style-type: none">• Large class sizes increase the challenge to develop individual relationships with students and differentiate instruction.	
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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: Improve proficiency rate by maximizing student growth through the use of Professional Learning Communities.

Measurable Objective 1: The percentage of non-proficient students in Math will decrease by at least 10% in grades three through five on the CRT AND 65% of our students will meet growth projections, based on NWEA MAP Fall 2012 Math scores, with their NWEA MAP Spring 2013 Math scores (63.1% in 2012).

Measurable Objective 2: The percentage of non-proficient students in Reading will decrease by at least 10% in grades three through five on the CRTs AND 55% of our students will meet growth projections, based on NWEA MAP Fall 2012 Reading scores, with their NWEA MAP Spring 2013 Reading scores (48.6% in 2012).

Goal 2: Maintain a safe and respectful learning environment.

Measurable Objective 1: # of office referrals, # of bus referrals (collect monthly to establish a baseline).

Goal 3 (if applicable):

Measurable Objective 3:

(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: Improve proficiency rate by maximizing student growth through the use of Professional Learning Communities.

Measurable Objective 1: The percentage of non-proficient students in Math will decrease by at least 10% in grades three through five on the CRT AND 65% of our students will meet growth projections, based on NWEA MAP Fall 2012 Math scores, with their NWEA MAP Spring 2013 Math scores (63.1% in 2012).

Measurable Objective 2: The percentage of non-proficient students in Reading will decrease by at least 10% in grades three through five on the CRTs AND 55% of our students will meet growth projections, based on NWEA MAP Fall 2012 Reading scores, with their NWEA MAP Spring 2013 Reading scores (48.6% in 2012).

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?

<p>1.1 Grade-Level PLCs will develop a year-long ELA SMART goal with supporting short term goals (4-6 weeks) using common assessments and CCSS.</p>	<p>9/14/12 10/10/12 11/14/12 1/16/13 2/27/13 4/10/13</p>	<p>–Leadership Team – Accelerated Reader and STAR Reading (Renaissance) –Lexia, Reading Eggs, & Reading Mate, Reading Assistant –<i>The Handbook for SMART School Teams</i> –<i>Learning by Doing Common Core Flip Charts</i></p>	<p>GL PLCs</p>	<p>SMART goal with results of common assessment/EOY measure and summary of analysis/discussion</p>	<p>GL PLC</p>
<p>1.2 SIOP training will address one or two components (of 8) every 4-6 weeks. Teachers will be required to plan and execute at least one lesson a week that contains SIOP</p>	<p>10-3-12 10-31-12 12-12-12 2-13-13 3-27-13</p>	<p>– SIOP Team – Teacher Resource Books: ○ <i>Making Content Comprehensible for English</i></p>	<p>SIOP Team</p>	<p>Pictures of artifacts Feedback from PLCs Summary of</p>	<p>10/24/12 - SIOP Tm. 12/5/12 - SIOP Tm. 2/6/13 - SIOP Tm. 3/20/13 - SIOP Tm. 5/8/13 - SIOP Tm. 10/3/12 - SIOP Tm. 10/31/12 - SIOP Tm.</p>

<p>components to date. Teachers will share lesson artifacts with all (first week/next training following week)</p>		<p><i>Learners: The SIOP Model</i></p> <ul style="list-style-type: none"> ○ <i>99 Ideas and Activities for Teachers of English Language Learners</i> ○ <i>Explicit Direct Instruction</i> <p>– Safari-Montage content to provide visual background knowledge for all students.</p>		<p>Training with implementation goals</p>	<p>12/12/12 - SIOP Tm. 2/13/13 - SIOP Tm. 3/27/13 - SIOP Tm.</p>
<p>1.3 PLCs will analyze Everyday Math assessment data every 4-6 weeks and discuss feedback from a peer observation during</p>	<p>11/6/12 PDD 12/19/12 GL PLCs 1/30/2013 GL PLCs 3/13/2013</p>	<p>– Title I Math Coach/Intervention Specialist (Ms. Kingsley) – EM Online</p>	<p>GL PLCs</p>	<p>Summaries of PLC feedback, analysis of data and observations discussion.</p>	<p>11/6/12 GL PLCs 11/7/12 GL PLCs 1/30/12 GL PLCs 3/13/13 GL PLCs 5/22/13 GL PLCs</p>

<p>that period and/or an observation of the Math Coach working with the teacher's students.</p>	<p>GL PLCs 4/24/2013 GL PLCs 5/22/13 GL PLCs</p>	<p>– Symphony Math</p>			
<p>1.4 Every six weeks, grade/level PLCs will identify struggling students in reading, design intervention and chart/document student progress.</p>	<p>9/14/12 SIP Team 9/19/12 IC Team 10/5/12 IC Trainer 10/10/12 GL PLC 12/03/12 Teachers 1/7/13 Teachers 2/4/13 Teachers 3/4/13 Teachers 4/8/13 Teachers 5/6/13 Teachers 6/7/13 Teachers</p>	<p>– Instructional Consultation (IC) Team – NWEA MAP data including lexiles – STAR Reading data – Fountas & Pinnell and DRA data – Scholastic Reading Inventory (SRI) data – Common Assessments – Computer- assisted learning (Lexia, Study Dog, Headsprout,</p>	<p>SIP Team IC Team IC Trainer GL PLC Teachers</p>	<p>Data wall of all student showing status (at or above GL, within a year of GL, one or more years behind GL) Instructional Consultation (IC) Tracking System (list of students/teacher with stage of intervention and EOY summary Whole School Training Agendas</p>	<p>10/10/12 GL PLC 1/23/13 GL PLC 3/6/13 GL PLC 5/1/13 GL PLC On Tuesdays, following IC meetings 6/7/2013 10/5/12</p>

		Archipeligo Programs, Reading Assistant, MoreStarfall.c om)			
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SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Maintain a safe and respectful learning environment

Measurable Objective 1: # of office referrals, # of bus referrals (collect monthly to establish a baseline)

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 Review Positive Behavior program quarterly and adjust/provide training for students and staff as needed.	8/24/12 – 11/2/12 – 1/18/13 – 3/29/13 – 6/7/13 –	Prezi (for student and staff presentations) Positive Behavior Matrix Social Skills lesson resources Project Wisdom (morning announcements and lesson plans)	Math/Intervention & Principal	Hawk Rules Rollout Hawk dollars banked and redeemed.	8/27/12 to 9/7/12 Principal 9/30/12 – Math/Intv 10/31/12 – Math/Intv 11/30/12 – Math/Intv 12/21/12 – Math/Intv 1/31/13 – Math/Intv 2/28/13 – Math/Intv 3/29/13 – Math/Intv 4/30/13 – Math/Intv 6/7/13 – Math/Intv

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	\$245,858	\$245,858	-0-
Goal 2	\$500	\$500	-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?
Measurable Objective 1: The percentage of non-proficient students in Math will decrease by at least 10% in grades three through five on the CRT AND 65% of our students will meet growth projections, based on NWEA MAP Fall 2012 Math scores, with their NWEA MAP Spring 2013 Math scores (63.1% in 2012).	CRT Scores	August 2013	Principal
	MAP Scores	June 2013	
Measurable Objective 2: The percentage of non-proficient students in Reading will decrease by at least 10% in grades three through five on the CRTs AND 55% of our students will meet growth projections, based on NWEA MAP Fall 2012 Reading scores, with their NWEA MAP Spring 2013 Reading scores (48.6% in 2012).	CRT Scores	August 2013	Principal
	MAP Scores	June 2013	
Measurable Objective 1: # of office referrals, # of bus referrals (collect monthly to establish a baseline).	PowerSchool Data	June 2013	Principal

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		93.4	Eligible	X	
Transiency Rate		34.9	Served	X	
% enrolled continuously since Count Day		87.3	Targeted Assisted		X
Incidents of School Violence: Student-to-Student	61		Schoolwide	X	
Incidents of School Violence: Student-to-Staff	1		Did your school make Adequate Yearly Progress (AYP)?		X
% of Highly Qualified Teachers	19	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.	ELA In Need of Improvement (Year 1); Math In Need of Improvement (Year 4)	
Dropout Rate (HS)			Did you appeal your latest AYP designation?		X
Graduation Rate (HS)			Was your latest appeal granted?		X
			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? Resource Teachers provide collaborative input regarding the best practices for all subpopulations. Our social skills-training makes our school inclusive.
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. An after-school tutoring program was available to all Manse students. In addition to the SES program, we plan to offer after-school tutoring for the 2011-2012 school year with a focus on math and reading.

<p>3. Describe the resources available to the school to carry out the plan. We are using Title I funds and the Principal’s general funds to support the plan. Our average class-size is 29. The district is providing 2 5-hour classroom aides to help mitigate the impact of the large classes on our at-risk students.</p>
<p>4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. N/A</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. The Educational Involvement Accord and Honor Code are completed at the beginning of the school year and reviewed at Parent-Teacher Conferences.</p>
<p>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). With a focus on academic and content vocabulary in Math and ELA, our students should make growth on the WIDA, as well as the CRTs. In addition, we use the computer program English in a Flash, to introduce and reinforce further content vocabulary.</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 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.

Year 4/H Restructuring Yr 1 Planning

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

The Title I Coordinator ensures that federal, state, and local services are coordinated and integrated into the school improvement efforts.

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

The district provides written notice to parents of the school’s “Needs Improvement” status.

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

By improving instruction in Mathematics and improving the planning of teachers which should result in improved student learning. We continue to increase the effective use of computer-assisted programs for intervention and enrichment. We continue to work on identifying students who need assistance and then matching them to appropriate supports. The Math Coach is providing professional development for teaching math and then coaching teachers so math instruction is more effective as well as helping to coordinate after-school tutoring.

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

We do not have a teacher mentoring program. The Instructional Consultation Team is vital for assisting teachers in a shoulder-to-shoulder collaborative process to enhance, improve, and increase student and staff performance. We also take advantage of the district’s RPDP and Title II resources to improve teacher effectiveness. We have implemented an online teacher handbook as a reference to all teachers.

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 – Our teaching staff is decreasing, not increasing.

7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services. Manse holds several family activities throughout the year, including Family Literacy Night (3 times/year) and a Math or Science Night.

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. The middle school coordinates a transition program for our 5th grade students. We hold transition meetings for students coming from our Early Childhood Special Education program and for our 5th grade IEP students moving to the middle school.

9. Identify the measures that include teachers in decisions regarding the use of academic assessments. Grade level teams (PLCs) determine the appropriate assessments to use for common assessments. We are using the assessments from the new mathematics curriculum as a common assessment. We are providing professional development to help teachers make decisions based on academic assessments.

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts. The Title I Coordinator ensures that federal, state, and local services are coordinated and integrated into the school improvement efforts.

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.

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