



Nye County School District
Manse Elementary School
2022-2023 School Performance Plan:
A Roadmap to Success

Manse Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Genoveva Lopez-Angelo for more information.

Principal: Genoveva Lopez-Angelo
School Website:
Email: glopezangelo@nyeschools.org
Phone: 775-727-5252

School Designations: ☐ Title I ☐ CSI ☐ TSI ☐ ATSI ☐ Zoom ☐ Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	486682	0.8	5.44	43.6	12.15	29.27	1.47	7.29	12.26	13.77	79.12
District	5577	1.22	1.04	32.15	3.82	54.13	0.97	6.67	13.39	7.53	99.87
State	464	0.22	0.22	35.13	2.8	51.51	0.43	9.7	9.05	10.78	100

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	47.6	68.0	57.6	57.9	63.0	66.9	26.5	N/A	37.2
	District	35.3	N/A	N/A	43.4	N/A	N/A	16.0	N/A	42.0
2019	School	40.1	62.0	48.3	47.1	38.0	48.9	10.3	N/A	42.2
	District	33.8	50.0	35.3	38.9	41.0	42.5	14.5	N/A	39.6
2020	School	25.7	47.0	42.3	40.1	41.0	46.9	13.2	N/A	31.4
	District	25.9	40.0	32.6	34.6	41.0	42.3	13.3	N/A	30.1



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	80.0%	77.3%	83.1%

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	380	369	354
District	362	351	334

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Genoveva Lopez-Angelo	Principal(s) (required)
Elizabeth Ewing	Other School Leader(s)/Administrator(s) (required)
Jasmine Ujifusa GATE Teacher, Kimberley Kingsley Intervention Specialist, Emily Bueno, Ginger Johnston, Ashley Dodge, Misa Carlson, Deborah Follow	Teacher(s) (required)
Perla Cruz	Paraprofessional(s) (required)
Jeanette Ogden	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2			
Title 1 Meeting	August 5,2022		Parents were very excited about the continuation of GATE and Intervention programs offered this year.
Kagan Staff Survey	August 3, 2022	16	Staff is requesting professional development with Kagan structures including class/team builders, structures to use during math and reading.
NV SEL Survey	October 27,2022		



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<ul style="list-style-type: none"> • MAP Growth Assessments • SBAC Assessments • iReady Assessments 	<ul style="list-style-type: none"> • NV SEL Survey 	<ul style="list-style-type: none"> • Observations • Student work & data review
Problem Statement	A significant number of students are performing below the 40 th percentile according to MAP Growth Assessment Data.		
Critical Root Causes	Inconsistent rigorous tier 1 instruction.	Students report not feeling safe and supported by their teachers.	Inconsistent rigorous tier 1 instruction.

Part B

Student Success	
School Goal: <i>By Spring NWEA Assessment, increase the number of students meeting/exceeding growth targets by 10% in reading and 10% in math.</i>	Aligned to Nevada's STIP Goal: <i>Goal 3: All students experience continued academic growth.</i>
Improvement Strategy: <i>Hire a reading intervention teacher to support with tier 3 interventions during walk to read instructional rotations.</i> <i>Hire a GATE teacher to support enrichment during walk to read instructional rotations.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):	



Intended Outcomes: Manse Elementary School will steadily increase the percentage of students meeting their MAP growth goals in Reading and Math through consistent design and delivery of rigorous Tier I instruction aligned to the Nevada Academic Content Standards (NVACS) for all students.

Action Steps:

- *Teachers will identify students for Tier 2 & Tier 3 intervention based on lack of adequate growth on NWEA and iReady fall diagnostic assessments*
- *Teacher will identify students for enrichment based on students performing in top quartile in NWEA and SBAC*
- *Dedicated enrichment/intervention class time*
- *RTI data analysis meetings every 6 weeks*
- *Principal & AP will conduct weekly observations during Intervention/enrichment instruction*
- *SAFE program will provide students 30 minutes of tutoring and 30 minutes of homework help*

Resources Needed:

- *MAP growth assessment data*
- *Intervention teacher to provide intervention*
- *Classroom teachers to provide intervention*
- *iReady progress monitoring*
- *Observation feedback form*
- *SAFE program staff*

Challenges to Tackle:



- *Targeted small group instruction must occur daily*
- *Ongoing professional development for reading interventions/Tier 1 instruction*
- *Possible lack of attendance. Ensure ongoing communication with families about school attendance and provide students incentives for attendance.*

Improvement Strategy:

Daily 30 minute reading intervention/enrichment in a walk to read instructional model, progress monitoring and data analysis, teachers incorporate scaffolding/strategies to support all students with accessing Tier 1 reading instruction(ex: building background, explicit vocabulary with total physical response, differentiating reading assignments).

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

Intended Outcomes: *Support identified academic gaps in reading and math*

Action Steps:

- *Ongoing PD, observations, and feedback*
- *Ongoing data analysis*
- *Progress monitoring*
- *Ongoing teacher collaboration*

Resources Needed:

- *PLC time for RTI data analysis and professional development*

Challenges to Tackle:



- Strengthen tier 1 instruction, to reduce the amount of tier 2 and tier 3 identified students' needs
- Using curriculum with fidelity (math, reading, intervention)

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Embed a variety of academic supports/scaffolds (ex: TPR, Kagan, Sentence stems, Tell me more strategy), student directed goal setting/ conferences

Foster/Homeless: Counselor will check in weekly with identified students.

Free and Reduced Lunch: Provide math manipulatives, books and academic vocabulary word banks for students to use at home.

Migrant: NA

Racial/Ethnic Minorities: Identify achievement gaps in MAP data.

Students with IEPs: Grade level teachers will review students' math/reading IEPs goals and accommodations.

Students with behavioral needs: school counselor and social worker will provide mini lessons on restorative justice, appropriate behavior in social settings, and group dynamics.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Kagan Staff Survey</i>	<i>Provide monthly ongoing Kagan professional learning opportunities</i>	<i>· Kagan peer coaching</i>



Problem Statement	Teachers lead lessons with limited opportunities for students to collaborate with peers.
Critical Root Causes	<i>Inconsistent use of collaborative learning structures, student-to-student discourse, and student engagement.</i>

Part B

Adult Learning Culture	
School Goal: <i>The school will increase 3 index points on Nevada report card.</i>	STIP Connection: Goal 3: <i>All students experience continued academic growth.</i>
Improvement Strategy: Use of Kagan structures school wide will support all students being engaged and accountable for their own learning.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):	
Intended Outcomes: <i>Students will show continued academic growth.</i>	
Action Steps: <ul style="list-style-type: none">• <i>Kagan PD, September 29, 2022</i>• <i>Follow up with Kagan structure of the month</i>• <i>Stop, Drop, and Kagan Class/team building (weekly)</i>• <i>Peer coaching</i>	
Resources Needed: <ul style="list-style-type: none">• <i>Professional Development provided by Manse Kagan coaches</i>• <i>Kagan materials</i>	
Challenges to Tackle: <ul style="list-style-type: none">• <i>PLC Time for professional development</i>	
Improvement Strategy: <i>Ongoing Peer coaching & ongoing staff development</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):	
Intended Outcomes: <i>Teachers will use Kagan structures within Tier 1 instruction</i>	

**Action Steps:**

- Follow up professional development with peer coaching/mentoring
- Principal & AP will conduct Observations

Resources Needed:

- *Peer coaches*
- *Feedback form*

Challenges to Tackle:

- *Time in school day for peer coaching/collaboration*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Embed a variety of academic supports/scaffolds (ex: TPR, Kagan, Sentence stems, Tell me more strategy), student directed goal setting/ conferences

Foster/Homeless: Counselor will check in weekly with identified students.

Free and Reduced Lunch: Provide math manipulatives, books and academic vocabulary word banks for students to use at home.

Migrant: NA

Racial/Ethnic Minorities: Identify achievement gaps in MAP data.

Students with IEPs: Grade level teachers will review students' math/reading IEPs goals and accommodations.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Student Survey</i>	<i>Staff Survey</i>	<i>Monthly Family Newsletter highlighting key findings from survey results and helpful tips for parents to support schools learning objectives.</i>
Problem Statement	<i>Significant percentage of staff report that student behaviors are impacting their ability to teach effectively.</i>		
Critical Root Causes	<i>Student social emotional behaviors and teacher effective response and progressive discipline classroom protocols.</i>		

Part B

Connectedness	
School Goal: <i>As measured by future survey results staff feel supported by administration in their classroom management behavior practices and students will report feeling safe and valued by their teachers.</i>	STIP Connection: Goal 3: <i>All students experience continued academic growth.</i>
Improvement Strategy: <i>Social worker and counselor classwide mini lessons for appropriate behavior in school.</i> <i>Staff will participate in Kagan team building structures that will be used to model for students during weekly Stop, Drop, and Kagan!</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):	
Intended Outcomes: <i>Significant reduction (10%) in the number of students being removed from the classroom for minor misbehaviors.</i>	
Action Steps: <ul style="list-style-type: none"> <i>Review percentage of kids that are being removed by December 2022</i> 	



Resources Needed: <ul style="list-style-type: none">• <i>Data review</i>
Challenges to Tackle: <ul style="list-style-type: none">• <i>Time to review data</i>• <i>Time to share data and collaborate with teaching staff</i>
Improvement Strategy: <i>Insert after Event 4</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):
Intended Outcomes: <i>Insert after Event 4</i>
Action Steps: <ul style="list-style-type: none">• <i>Insert during Event 5</i>
Resources Needed: <ul style="list-style-type: none">• <i>Insert during Event 5</i>
Challenges to Tackle: <ul style="list-style-type: none">• <i>Insert during Event 5</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
<p>English Learners: Embed a variety of academic supports/scaffolds (ex: TPR, Kagan, Sentence stems, Tell me more strategy), student directed goal setting/ conferences</p> <p>Foster/Homeless: Counselor will check in weekly with identified students.</p>



Free and Reduced Lunch: Provide math manipulatives, books and academic vocabulary word banks for students to use at home.

Migrant: NA

Racial/Ethnic Minorities: Identify achievement gaps in MAP data.

Students with IEPs: Grade level teachers will review students' math/reading IEPs goals and accommodations.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Title 1</i>	121,212.78	<i>Intervention Specialist Salary & Benefit</i>	Goal 3: All students experience continued academic growth.
<i>Title 1</i>	16,163.91	Extra Duty Leadership/PBIS/CIP	Goal 3: All students experience continued academic growth.
<i>Title 1</i>	8348.95	General supplies-STEM furniture	Goal 3: All students experience continued academic growth.
<i>Title 1</i>	4,064.00	2 smart panel TVs	Goal 3: All students experience continued academic growth.



<i>Title 1</i>	2,083.72	1 admin ESEA Title 1 Conference	Goal 3: All students experience continued academic growth.
<i>Title 2a</i>	6,492.36	2 admin Kagan WinWin Discipline	Goal 3: All students experience continued academic growth
<i>RPDP</i>	5,513.61	1 asmin Unbound Ed PD Registration & Travel	Goal 3: All students experience continued academic growth.
<i>CRRSA ESSER II</i>	27,232.32	1 long term floating sub	Goal 3: All students experience continued academic growth.
<i>CRRSA ESSER II</i>	36,059.35	5 SAFE after school teachers Extra duty salary & benefits	Goal 3: All students experience continued academic growth.
<i>CRRSA ESSER II</i>	10,545.00	iReady Licenses	Goal 3: All students experience continued academic growth.
<i>CRRSA ESSER II</i>	3,500.00	iReady PD	Goal 3: All students experience continued academic growth.
<i>CRRSA ESSER II</i>	123,515.39	Assistant Principal Salary & Benefits	Goal 3: All students experience continued academic growth.
<i>K-5 STEM Funding</i>	18,550.00	STEM PLTW supplies	Goal 3: All students experience continued academic growth
<i>K-5 STEM Funding</i>	950.00	PLTW Gateway Annual Fee	Goal 3: All students experience continued academic growth



<i>K-5 STEM Funding</i>	500.00	PLTW Training	Goal 3: All students experience continued academic growth
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