



Nye County School District

Amargosa Elementary School

2022-2023 School Performance Plan: A Roadmap to Success

Amargosa Elementary School has established their school improvement roadmap for the 2022-23 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 Amanda Arceo for more information.

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Title 1 **CSI**

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



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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	104	0	0	74.04	3.85	19.23	0	2.88	11.54	31.73	100
District	5577	1.22	1.04	32.15	3.82	54.13	0.97	6.67	13.39	13.77	99.87
State	486682	0.8	5.44	43.6	12.15	29.27	1.47	7.29	12.26	7.53	79.12

	Student Performance Data									
		Math			ELA			Science	ELPA	
Academic Year	School/District	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018-19	School	37.7	42.0	36.3	44.4	50.0	48.4	N/A	N/A	40.7
	District	38.6	N/A	N/A	41.3	N/A	N/A	N/A	N/A	42.2
2019-20	School	42.1	40.05	40.09	31.5	25.0	18.1	9	N/A	31.2
	District	35.3	N/A	N/A	43.4	N/A	N/A	16	N/A	42.0
2020-21	School	36.1	27.0	16.0	34.0	28.0	28.0	9	N/A	33.2
	District	33.7	50.0	35.2	38.8	41.0	42.5	14.5	N/A	39.6
2021-22	School	36.3	26.0	13.0	35.4	48.0	47.8	15.3	N/A	50.0
	District	25.9	40.0	32.6	34.6	41.0	42.3	13.3	N/A	30.1



6 Year ACGR					
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020	Grad Rate 2020-2021	Grad Rate 2021-2022
School	N/A	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	428	440	417
District	358	346	331

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
Amanda Arceo	Principal(s) (required)
Sher Miller Teacher-in-Charge ES	Other School Leader(s)/Administrator(s) (required)
Rebecca Tate Diane George Shawna Krebs Genesis Murphy Penny Taylor Chesney Martin Stephanie Swango	Teacher(s) (required)
Ava Proulx	Paraprofessional(s) (required)
Nuvia Moreno-Garcia Lina Gallegos Katelynn Stone	Parent(s) (required)
Sher Miller	Specialized Instructional Support Personnel (if appropriate)



School Community Outreach

This section highlights outreach events facilitated by the school to engage stakeholders in the development and strategy of future goals.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Title 1/Family Engagement Meeting	9/13/22 5:00 – 6:30 PM	35	We reviewed last Spring's SBAC data and previewed this year's testing and expectations, as well as new SIP process
<i>Coffee with the Community</i>	<i>9/13/22, 8:10-9:10AM</i>	<i>5</i>	<i>We discussed the accomplishments of the previous year and discussed goals the families had for the school.</i>
SIP Meeting	10/10/22 7 -7:50 AM	9	Reviewed new CIP process and reviewed past CIP goals
<i>SIP Digital Communication</i>	10/11/22-10/26/22	11	-Continued to review student data and started to create problem statements -Identified Root causes/Goals -Finished Goals, Strategies, Tasks and reviewed student referral data



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: Root Causes

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	NWEA MAPs, SBACs, WIDA, iReady Scaled scores	iReady incentives, Whole Class Motivators, SEL-Growth Mindset Techniques	Wonders Leveled Readers, Close Reading, NWEA Learning Continuum with NVACS
Problem Statement	<i>According to SBACS 2021 scores, ELA at AES is at 35.4% proficiency, which is significantly lower than the state's average of 43.7%.</i>		
Critical Root Causes	High EL population, limited literacy in the home environment, limited access to educational opportunities at a young age (preschool and Pre-K), a need for more access to building background knowledge thus needing more time to promote a stronger vocabulary.		

Part B: Plan of Action

Student Success	
School Goal: <i>On the 2022 SBAC ELA/Reading examinations, school-wide proficiency will increase to 45%.</i>	Aligned to Nevada's STIP Goal: <i>Goal #3 All students experience continued academic growth.</i>
Improvement Strategy: <i>Use the iReady Reading Intervention program with fidelity in all K through 5th grade classes, use district-adopted curriculum with fidelity, and weekly WIDA breakfasts for all students who qualify.</i>	
Evidence Level <ul style="list-style-type: none"> iReady: ESSA Level 2 (moderate) impact on student learning 	
Intended Outcomes: <i>Students will show measurable gains in all components of the iReady program at the regular diagnostic checks.</i>	
Action Steps: <ul style="list-style-type: none"> <i>All students will be diagnosed monthly relative to their progress on their individual intervention or enrichment plans</i> <i>Teachers will work with School Interventionist to customize additional scaffolding for the students with the lowest diagnostic scores</i> 	



<ul style="list-style-type: none">Interventionist or Principal will review iReady data with elementary teachers monthly
Resources Needed: <ul style="list-style-type: none">District has provided the iReady Program Licenses for all our elementary studentsRTI expectations from the district
Challenge to Tackle: <ul style="list-style-type: none">Time for the Interventionist to get to each of the classrooms daily to provide the scaffolding or students with greatest challenges
Improvement Strategy: All teachers will incorporate easily recognized Reciprocal Teaching or SIOP strategies into their weekly ELA/Reading learning activities. Evidence Level: Reciprocal Teaching: Strong – John Hattie has its Effect Size as .74 through his reported Meta-analyses SIOP strategies: 2017 study shows significant impact on teacher efficacy and student outcomes (Koura and Zahran, 2017)
Intended Outcomes: Students will increase their comprehension and to be able to more effectively cite evidence in text
Action Steps: <ul style="list-style-type: none">At least weekly, teachers will use Reciprocal Teaching strategies (questioning, predicting, clarifying, and summarizing) or SIOP strategies in the learning activities that they design and implement for studentsTeachers will share their experiences with Reciprocal Teaching and SIOP strategies in their PLCs and any germane, attendant formative and summative feedback
Resources Needed: <ul style="list-style-type: none">The book by Lori Oczkus, Reciprocal Teaching at Work (Most of our teachers already have this book)SIOP handouts or resources, as needed
Challenges to Tackle: <ul style="list-style-type: none">Building comfort with the Reciprocal Teaching and SIOP strategies so that teachers develop consistency in use
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: EL Interventionist and EL Tutor will provide extra instruction and tutoring to our EL students to support iReady and Reciprocal Teaching and SIOP concepts and procedures Foster/Homeless: Utilize leaders and School Community Worker to provide resources and support or these students



Free and Reduced Lunch: Utilize leaders and School Community Worker to provide resources and support for these students

Migrant: Utilize leaders and School Migrant Aid Coordinator to provide resources and support for these students

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist in formative and summative assessments in iReady and Reciprocal Teaching student performance data

Students with IEPs: Utilize leaders and resources from our school and district level Special Education Departments

Inquiry Area 2 - Adult Learning Culture

Part A: Root Causes

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	SBACs, NWEA MAPS assessments, formative assessments, quarter grades	Principal PLC involvement, regular classroom walkthroughs, Principal review of MAPS Standards Continuum data	Review of MAPS and SBAC assessments, formal and informal evaluation of teachers, review of Chronic Absenteeism
Problem Statement	Weak data analysis used to determine intervention needs and track ongoing progress within those intervention groups.		
Critical Root Causes	Historic lack of RTI protocols and skilled data analysis to inform intervention groupings and work within the groups.		

Part B: Plan of Action

Adult Learning Culture	
School Goal: 90% of our PLCs will be dedicated to PD focused on introducing and supporting SIOP strategies, supporting last year's initial	STIP Connection: Goal #3 All students experience continued academic growth



<i>implementation of Reciprocal Teaching, and collaboration with a local ES on tier 1 instruction</i>	
Improvement Strategy: <i>Full RTI implementation in all Amargosa Elementary School classes and proven Tier 1 strategies to improve student outcomes</i> Evidence Level: Reciprocal Teaching: Strong – John Hattie has its Effect Size as .74 through his reported Meta-analyses SIOP strategies: 2017 study shows significant impact on teacher efficacy and student outcomes (Koura and Zahran, 2017)	
Intended Outcomes: <i>Students will improve comprehension and reading skills through receiving effective Tier 1 instruction through identified District ELA/Reading curriculum, and Level II and Level III students will receive interventions specifically designed to help them master the essential standards</i>	
Action Steps: <ul style="list-style-type: none">• <i>Daily intervention will occur in all elementary classes</i>• <i>Intervention data will be reviewed regularly in PLCs and more informally between teachers and School Interventionist</i>• <i>In Weekly PLCs, Tier 1 effectiveness will be analyzed and discussed</i>	
Resources Needed: <ul style="list-style-type: none">• <i>School Interventionist, hired and in place</i>• <i>Special resources and supports for targeted, Tier III students (most of these are already in the classes)</i>	
Challenges to Tackle: <ul style="list-style-type: none">• <i>Ensuring adequate time for daily interventions with School Interventionist in all K-5 classes</i>	
Improvement Strategy: <i>SIOP strategies will be implemented in all K-5 classes to help ELL students and all other students learn to read and write more effectively</i> Evidence Level SIOP strategies: 2017 study shows significant impact on teacher efficacy and student outcomes (Koura and Zahran, 2017)	
Intended Outcomes: <i>EL students will show increased proficiency and growth from the incorporation of these strategies into Reading and Writing learning activities – the most effective indicator will be WIDA growth data</i>	
Action Steps: <ul style="list-style-type: none">• <i>School EL Coordinator and District EL Coordinator will provide PD to our teachers with specific SIOP strategies monthly throughout the school year</i>	

**Resources Needed:**

- *School EL Coordinator (already hired and working in the school)*
- *SIOP Strategies Packet or handouts for all teachers*

Challenges to Tackle:

- *Teachers consistently using these strategies in their designed learning activities*

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

English Learners: *School EL Coordinator and EL Tutor will help and support teachers and students with the implementation of SIOP strategies in the classrooms*

-School EL Coordinator will provide PD to teachers in SIOP strategies

Foster/Homeless: *School leaders and School Community Worker will provide support and assistance to students*

Free and Reduced Lunch: *School leaders and School Community Worker will provide support and assistance to students*

Migrant: *School leaders and School Migrant Aid Coordinator will provide additional support and resources to these students*

Racial/Ethnic Minorities: *Track formative data to ensure that these students are regularly being exposed to these strategies*

Students with IEPs: *School leaders and school Sped personnel will work with EL Coordinator to ensure that students on IEPs benefit from the implementation of the SIOP strategies as well*



Inquiry Area 3 - Connectedness

Part A: Root Causes

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	-Nevada State SEL Climate Surveys -K-5 Discipline Referral Data	Staff Relations Survey	Parent School Climate Surveys
Problem Statement	According to our last SEL Climate Survey of students, 38 of our students found it difficult to think about what might happen before making a decision.		
Critical Root Causes	Significant disruption due to Covid and attendant periodic face-to-face instruction loss in the 2020-21 school year, as well as in the beginning of this school year. School-wide and class procedures have not been taught and practiced as effectively as they have in past years		

Part B: Plan of Action

Connectedness	
School Goal: Elementary school student SEL Climate Survey of students will show that fewer than 25% of our students find it difficult to think about what might happen before making a decision.	STIP Connection: Goal #6 All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated
Improvement Strategy: The teacher-selected monthly values will be incorporated into classrooms weekly as well as discussed during community circle time and teachers who began working with the CASEL 5 competencies will continue this work with students. In addition, students will utilize Close Gap in order to build an awareness of their own state of mind and feeling.	
Evidence Level: CASEL 5 Competencies-strong-these core competencies are the basis for many SEL programs and activities	
Intended Outcomes: Students will improve their self-awareness, self-management, social awareness, relationship skills, and responsible decision-making as the school year progresses	
Action Steps: <ul style="list-style-type: none"> Teachers will incorporate learning in one or more of these competency areas in their weekly academic learning activities 	



Resources Needed: <ul style="list-style-type: none">• Access to these CASEL Competencies• List of monthly values
Challenges to Tackle: <ul style="list-style-type: none">• Ensuring that these competencies and values are regularly addressed in learning activities weekly• Ensuring that they are implemented in a manner that will effectively resonate with their students
Improvement Strategy: <i>Incorporating sand dollar and Amargosa General Store system to motivate and inspire students to act appropriately</i> Evidence Level Token System: Number of studies showing the positive impact of a token system on behavior and academic performance
Intended Outcomes: <i>There will be a reduction of defiant behavior in classes, as well as inappropriate outbursts and inappropriate physical and verbal interaction among students</i>
Action Steps: <ul style="list-style-type: none">• Supports and Rewards will be reviewed by our PBIS team for the school year• Certificates and Rewards will be presented monthly and quarterly• Amargosa General Store will be opened and utilized in Q2-Q4
Resources Needed: <ul style="list-style-type: none">• Rewards and Certificates for quarter and semester student recognition• Fully stocked inventory of incentives in Amargosa General Store
Challenges to Tackle: <ul style="list-style-type: none">• No major challenges are readily apparent
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: <i>EL Coordinator, EL Tutor, and School Community Worker will all support and assist students with behavioral expectations</i> Foster/Homeless: <i>School leaders and School Community Worker will all support and assist students with behavioral expectations</i> Free and Reduced Lunch: <i>School leaders and School Community Worker will all support and assist students with behavioral expectations</i> Migrant: <i>School leaders and School Community Worker will all support and assist students with behavioral expectations</i>



Racial/Ethnic Minorities: *Will meet behavioral expectations and be recognized at the same rate as all other students*

Students with IEPs: *School leaders and school Sped personnel will all support and assist students with behavioral expectations*

Corrective Action Plan (CAP)

Corrective Action Plan (CAP)	
Problem:	14 EL students took the 2022 SBAC and only 1 student showed proficiency in ELA (7% proficiency) at the elementary level.
Root Cause(s):	31% of our elementary students are EL students who have not yet reached proficiency in English due to Spanish being the primary language at home.
Plan to address:	Amargosa Valley Elementary School is doing several things to address the needs of our EL students: <ul style="list-style-type: none">a) WIDA breakfast (weekly), to focus on listening, speaking, reading, and writingb) Recognition for advancement in the four domains through awardsc) RTI for ELA with two tiers of intervention available for EL studentsd) SIOP strategies utilized in all classrooms to bolster academic language development in lessonse) Use of Fast ForWord daily with all EL studentsf) BeeReaders program to build literacy in Spanish so literacy skills are transferable
Quantitative Goal(s):	30% of our EL students will achieve proficiency status on SBAC ELA.
Specific Action(s):	Interventionist will provide weekly WIDA breakfasts, students will have daily intervention work focused on remediating ELA work, students will continue to work in Fast ForWord daily and some students will participate in BeeReaders' program. In addition, all teachers are being observed for SIOP strategy usage.
Professional Development:	Teachers get monthly SIOP training so they can focus on one strategy at a time.



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)
Title 1 Funds	\$30,268.56	Professional development, paraprofessionals, extra supplies	PD for teachers, intervention support for students, supplies to support extracurricular activities on campus to build vocabulary and comprehension.