Nye County School District

Amargosa Middle School

2022-2023 School Performance Plan:
A Roadmap to Success

Amargosa Middle 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, School Principal for more information.

Principal: Amanda Arceo
School Website: https://amargosa.nye.k12.nv.us/
Email: aarceo@nyeschools.org
Phone: 775-372-5324

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*.

	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	44	0	0	77.27	0	20.45	0	2.27	0	36.36	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

Enrollment Data

Academic Year	School/ District	Math Proficiency	Math Growth (MGP)	Math Growth (AGP)	ELA Proficiency	ELA Growth (MGP)	ELA Growth (AGP)	Science Proficiency	ELPA Proficiency	ELPA Growth (AGP)
2018-19	School	9.0	39.0	7.1	38.6	73	45.2	N/A	N/A	18.1
	District	22.8	N/A	N/A	37.0	N/A	N/A	N/A	N/A	5.4
2019-20	School	18.7	29.0	17.3	41.6	72.0	47.8	N/A	N/A	8.3
	District	24.6	N/A	N/A	39.1	N/A	N/A	38.2	N/A	11.7
2020-21	School	34.6	72	36.7	32.6	59	34.6	38.7	N/A	14.1
	District	21.6	45	21.8	37.2	47	39.2	33.7	N/A	22.5
2021-22	School	39.5	64.0	52.7	53.4	58.0	64.8	23	N/A	10.0
	District	18.4	43.0	19.7	35.2	43.0	37.7	32.5	N/A	10.8

Student Performance Data

6 Year ACGR					
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020	Grad Rate 2020-21	Grad Rate 2021-22
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	370	341	325
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)*
Deb Mar / Teacher-in-Charge MS	**Other School Leader(s)/Administrator(s)** *(required)*
Justin Petrillo Kathey Benoit Stephanie Swango	**Teacher(s)** *(required)*
Fatima Bosta Debbie Miller	**Paraprofessional(s)** *(required)*
Nuvia Moreno-Garcia Lina Gallegos Genesis Murphy Katelynn Stone	**Parent(s)** *(required)*
Cesar Ubaldo Gamboa-Morales & Valeria Guadalupe Maldonado	**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 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
Coffee with the Community	*9/13/22, 8:10-9:10AM*	*5*	*We discussed the accomplishments of the previous year and discussed goals the families had for the school.*
SIP Meeting #1	10/10/22 7 -7:50 AM	9	Reviewed new CIP process and reviewed past CIP goals
SIP Digital Communication	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 events and email correspondence 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 Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Student Success			
Data Reviewed	*2022 SBAC's results, Winter 2022 WIDA Exam Results, Fall 2022 MAPS Results*	NVSEL Climate Survey Results from the last three recent surveys.	*Multiple Observation Walkthroughs focusing on Curriculum, Instruction, Rigor, and Student Engagement.*
Problem Statement	*Our Middle School Students are still experiencing significant challenges in their Reading and Writing Proficiency. ELA MGP was 64.8, but proficiency is 53.4.*		
Critical Root Causes	High EL population, limited literacy in the home environment, limited background knowledge, not enough intentional coordinated learning activities in foundational skills, vocabulary development, and analyzing and evaluating text.		

Part B

Student Success	
School Goal: We intend to increase our Middle School ELA MGP to 75% based on Spring 2022 SBAC testing.	**Aligned to Nevada's STIP Goal: Goal#3** *All students experience continued academic growth.*

Improvement Strategy: Incorporate iReady into our daily instruction, EL students will utilize Fast ForWord daily, and our WIDA students will have weekly "WIDA Breakfasts" in which they have dedicated time to target the WIDA domains. Finally, we are focusing on incorporating SIOP strategies, designed to enhance comprehension and retention of information.

Evidence Level:
Fast ForWord: Medium to Large impact on alphabetics and comprehension according to What Works Clearinghouse (WWC)
iReady: ESSA Level 2 (moderate) impact on student learning
SIOP strategies: 2017 study shows significant impact on teacher efficacy and student outcomes (Koura and Zahran, 2017)

Intended Outcomes: *Students will show at least a one-year increase in their reading comprehension at all grade levels.*

Action Steps: *Regular monitoring of student growth in all components of reading, as measured by NWEA MAP and iReady, and daily iReady time, to target specific high-needs areas for each student. EL students will have daily Fast ForWord time daily.*

Resources Needed:
- Fast ForWord licenses are pending.
- iReady licenses and access are current.

Challenges to Tackle: Lack of district-adopted program fidelity and ensuring grade-level rigor with embedded intervention support through iReady and Fast ForWord, utilizing highly engaging strategies.

Improvement Strategy: *Teachers in all content areas will incorporate Nevada Literacy Standards into their weekly learning activities to ensure grade level instruction and will utilize engaging strategies.*

Evidence Level 1 –Strong (These are the Nevada State Literacy Standards.)

Intended Outcomes: At least 70% of the students will meet their ELA/Reading Growth Target on NWEA Winter MAPS

Action Steps:
- *Teachers will incorporate both Reading and Writing Nevada State Literacy Standards into weekly learning activities at all grade levels.*
- *Teachers will utilize SIOP strategies to engage students in their learning.*

Resources Needed:
- *Teachers have ready access to the Nevada State Literacy Standards.*
- *Teachers will have SIOP strategy training.*

Challenges to Tackle:
- *Inconsistent incorporation of Literacy Standards into learning activities with respect to NV Content Standards and their requirements and use of SIOP and other engaging strategies.*

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

English Learners: EL Interventionist will provide PD for staff to support EL Learners and to create WIDA awareness and preparation; WIDA breakfasts will provide targeted time for WIDA students to work on foundational language skills, and teachers will receive Can-Do charts on all WIDA students, to break down what students can do and where their next steps of language development are going.

Foster/Homeless: Utilize leaders and School Community Workers to provide resources and support for these students

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

Migrant: Utilize leaders and Migrant Aide Coordinator to provide resources and support for these students (e.g. Digital Spanish Learning Library)

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist within Tier I Instruction

Students with IEPs: Utilize leaders and resources from our school and District Special Education Department.

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*SBACs, NWEA MAPS, WIDA, iReady, formative assessments, quarter grades*	*PLC PDs, frequent classroom walkthroughs*	*Systematic review of data (NWEA Maps, grades and credit sufficiency), monitoring and parent notification of Chronic Absenteeism, and targeted PD*
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

Adult Learning Culture	
School Goal: A minimum of *90% of our PLCs will be dedicated to PD focused on SIOP strategies, collaboration with a local MS and the HS*	**STIP Connection:** *Goal#3 All students experience continued academic growth.*

where our students progress, and enhancing grade level instruction and intervention.

Improvement Strategy: *Regularly review and analyze iReady, NWEA MAPS, and Fast ForWord data as well as GLEAM walkthrough data to ensure that PLC meetings and PD focus is appropriate and driving student improvement .*

Evidence Level:
- Fast ForWord: Medium to Large impact on alphabetics and comprehension according to What Works Clearinghouse (WWC)
- iReady: ESSA Level 2 (moderate) impact on student learning
- SIOP strategies: 2017 study shows significant impact on teacher efficacy and student outcomes (Koura and Zahran, 2017)

Intended Outcomes: Students will progress on schedule in iReady in regular reviews of data by ELA/Reading Teacher. Students will demonstrate continued improvement in reading and writing in their respective classes.

Action Steps:
- ELA/Reading Teacher will monitor and report out on all components of the iReady program to other middle school teachers regularly during PLCs.
- All middle school teachers will review and discuss their formative assessments of student reading and writing in weekly PLC meetings.

Resources Needed:
- *Licenses and access to iReady, which has already been provided by the district*

Challenges to Tackle:
- Ensuring time allocated to this goal as we have limited time due to understaffing

Improvement Strategy: An up to date PLC calendar that prioritizes the teacher PD time and adherence to GLEAM goals, identified as a district, as the PD organized by the district will revolve around grade-level instruction and engagement strategies.

Intended Outcomes: *Students will achieve at least one year's growth in ELA and Mathematics*

Action Steps:
- *All middle school teachers will incorporate learning activities weekly that are tied to the Nevada Literacy Standards*
- *Teachers will review these activities in at least half of their weekly PLC meetings with their peers*

Resources Needed:

● *Nevada State Literacy Standards – these are readily available on the NDE website*	

Challenges to Tackle:
- *Ensuring the incorporation of these literacy learning activities weekly*

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

English Learners: EL teacher and EL Tutor will support the middle school academic team with literacy SIOP supports for EL and WIDA students

Foster/Homeless: Utilize leaders and School Community Worker to provide resources and support for these students

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

Migrant: Utilize leaders and Migrant Aid Coordinator, and the School Community Worker to provide additional resources and support for these students

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist within Tier1 Instruction

Students with IEPs: Special Education Teacher will work with the academic teachers and the Sped Aide to support targeted literacy learning activities with students on IEPs

Inquiry Area 3 - Connectedness
Part A

	Connectedness		
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*Nevada State SEL Climate Surveys*	*Staff Relations Survey*	*Parent School Climate Surveys*
Problem Statement	*Lower than District Survey Results in the "Relationships" and "Emotional Safety" components of the most recent Nevada State SEL Climate Survey for students, 2021.*		
Critical Root Causes	*Significant disruption due to Covid and attendant periodic face-to-face instruction loss in the 2020-21 school year, as well in the beginning of last school year. It is important to note that our current year results are not in as the surveys have not yet begun.*		

Connectedness

School Goal: *Raise SEL scores in all three major survey areas by five points over the District scores in the 2022 Nevada SEL Climate Survey*	**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: *Incorporate monthly values, focused on self-improvement and increasing social-emotional awareness and hold an SEL enrichment course which focuses on the 5 competencies as designed by CASEL for each middle school student, each year. n addition, students will utilize Close Gap in order to build an awareness of their own state of mind and feeling.*

Evidence Level*: 1 –Strong (This is a major NDE support of SEL)*

Intended Outcomes: *Students will have a more positive view of the school, staff, and their peers relative to "Social/Linguistic Competence", "Relationships", and "Emotional Safety" going forward*

Action Steps:
- *Social Worker will create SEL enrichment course to incorporate the 5 competencies*
- *Teachers will familiarize themselves with the monthly values and incorporate teaching around these values into instruction*
- *At least two school-designed SEL Surveys will be given to students this year and attendant data reviewed*

Resources Needed:
- *Access to the CASEL Five Competencies – These are readily available on the NDE website*
- *Access to the teacher-selected monthly values*

Challenges to Tackle:
- *Finding examples and learning activities that will really resonate with the students with regard to the competencies*

Improvement Strategy: *Through the School incentive program, incorporate recognition and rewards that will support student acquisition of the SEL competencies and monthly values.*

Evidence Level: 1 */ Strong*

Intended Outcomes: *Students will demonstrate an increase in positive behavior in classes relative to assignments completed, school attendance, acceptance of others, and an increase of exemplary summative grades, thus minimizing distraction from academic learning*

Action Steps:
- *Student of the month certificates and rewards will be given monthly*
- *Points will be allotted for desirable behaviors and turned into Sand Dollars, Amargosa's currency for our school general store, as quarterly incentive*
- *Expectation that no student will be eligible for any reward trips if they have a suspension from school or more than two discipline referrals during the school year*

Resources Needed:
- *Certificates for the monthly awards*
- *Lesson plans/activities for SEL enrichment course*

Challenges to Tackle:
- *Finding reward trips that truly motivate the students*

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

English Learners: *Principal, EL Coordinator and EL Tutor will all work to motivate these students to build these competencies*

Foster/Homeless: *Utilize leaders and resources from our School Community Worker to support these students in developing these competencies*

Free and Reduced Lunch: *Utilize leaders and resources from our School Community Worker to support these students in developing these competencies*

Migrant: *Utilize Migrant Aid Coordinator and School Community Worker to support these students in developing these competencies*

Racial/Ethnic Minorities: *Utilize Migrant Aid Coordinator and Community School Worker to support these students in developing these competencies*

Students with IEPs: *Utilize Special Education Teacher to support these students in developing these competencies*

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	13617.67	Professional development, paraprofessionals, extra supplies	PD for teachers, intervention support for students, supplies to support extracurricular activities on campus to build vocabulary and comprehension.