White Pine County School District

**Baker Elementary**

2022-2023 School Performance Plan:

A Roadmap to Success

***Baker 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* ***Robert Bischoff*** *for more information.*

**Principal:** Robert Bischoff

**School Website: https://baker.whitepine.k12.nv.us/**

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**Phone:** 775-235-7722

# 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)*](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/ESSA_Adv_Group/NevadaSubmittedConsolidatedPlanFinal.pdf)*, and for detailed information about the School and District rating system, see the*[*School Rating Overview*](http://nevadareportcard.nv.gov/DI/MoreDownload?filename=Nevadas%20School%20Rating%20System.pdf)*.*

| **Enrollment Data** |
| --- |
|  | **Total**  | **Am In/****AK Native** | **Asian** | **Hispanic** | **Black** | **White** | **Pacific Islander** | **Two or More Races** | **IEP** | **EL** | **FRL** |
| **School** | 16 | % | % | 35 | % | 65 | % | % | 0 | 38% | NA |
| **District** | 1261 | 3.09 | 0.48 | 18.72 | 0.56 | 71.69 | 0.32 | 5.15 | 13 | 33.3 | % |
| **State** | 486,682 | 0.8 | 5.44 | 43.6 | 12.15 | 29.27 | 1.47 | 7.29 | % | 13.8 | % |

|  |  **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** | **School** | 16.6 | NA | NA | 33.3 | NA | NA | NA | NA | NA |
| **District** | 21.9 |  |  | 28.6 |  |  | 10.5 | 17.6 |  |
| **2019** | **School** | 43.7 | 71.5 | 38.7 | 43.7 | 61.5 | 50 | NA | NA |  |
| **District** | 28.6 | 42 | 23.8 | 35.3 | 42 | 34.3 | 15.9 | 44.3 |  |
| **2020** | **School** | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| **District** | NA | NA | NA | NA | NA | NA | NA | NA | NA |

|

| **4 Year ACGR** |
| --- |
|  | **Grad Rate 2017-2018** | **Grad Rate 2018-2019** | **Grad Rate 2019-2020** |
| **School** |  |  |  |
| **District** |  |  |  |

 |

| **School Climate Data** |
| --- |
|  | **Cultural & Linguistic Competence** | **Relationships** | **Emotional Safety** |
| **School** | NA | NA | NA |
| **District** | 339 | 332 | 315 |

 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

# 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** |
| --- | --- |
| Robert Bischoff | **Principal(s)** *(required)* |
| KaeLene Scow | **Other School Leader(s)/Administrator(s)** *(required)* |
| Heather Yacapraro | **Teacher(s)** *(required)* |
| Chandra Conrad | **Paraprofessional(s)** *(required)* |
| Jenny Hamilton | **Parent(s)** *(required)* |
|  | **Student(s)** *(required for secondary schools)* |
|  | **Tribes/Tribal Orgs** *(if present in community)* |
|  | **Specialized Instructional Support Personnel** *(if appropriate)* |
| *\*Add rows as needed* |  |

# School Community Outreach

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

| **Outreach Event** | **Date and Time** | **Number in Attendance** | **Key Takeaways** |
| --- | --- | --- | --- |
| Parent/Teacher Conferences | 10/26/22 |  |  |
| Harvest Festival | 11/18/22 |  |  |
| International Food Day | 03/17/2023 |  |  |

# 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**  | SBAC- 17% of the students were deemed proficient in math on the 2022 SBAC tests. 40% of the students in the fall 2023 MAPs test were at 60% or above. According to NWEA, students who score in the 60th percentile or higher correlate with passing the SBAC.  | Because of our small number of students that we usually have in 5th grade, 2 last year, we didn’t get data from the Nevada school climate social emotional learning survey.  | All of our curriculum has been vetted by district committees.  |
| **Problem Statement** | More of our students need to become proficient in math.  |
| **Critical Root Causes** | Students' math scores dropped more than their reading scores after missing school due to Covid.  |

### Part B

| **Student Success** |
| --- |
| **School Goal:** [In grades 3-6, increase the percentage of students scoring proficient or better on the SBAC Math from 17% to 42% by 20](https://docs.google.com/document/d/19bDbuNBmRMtYCRp5FrdqkXYOAgxjRtfF309r61k_CbE/edit?usp=sharing)24. | **Aligned to Nevada’s STIP Goal: Goal 3: ALL STUDENTS EXPERIENCE CONTINUED ACADEMIC GROWTH** |
| **Improvement Strategy:** We will supply the teacher with some SBAC practice materials to incorporate into the students practice along with some coaching help from our district math coach. **Evidence Level:** Level 3- Promising  |
| **Intended Outcomes:**  Our students will be comfortable with the format of the SBAC questions and this will lead to more of them passing the SBAC and more of them meeting their AGP |
| **Action Steps:** * Determine the availability of the district instructional coach.
* Set up meetings with the teacher and the district instructional coach.
* Obtain the SBAC practice materials
* Identify specific support that the teacher needs.
* Continue working with the teacher on at least a monthly basis.
* Teacher will incorporate SBAC type of questions into their daily class work.
* Check winter math MAP scores for evidence of student growth.
 |
| **Resources Needed:** * Access to the district math coach
* Observation schedule
* SBAC practice materials to incorporate into the classrooms.
 |
| **Challenges to Tackle:** * Finding ways to incorporate SBAC practice materials into our established curriculum
* Determining the most effective ways to incorporate the material
 |
| **Improvement Strategy:** Our school social worker will work closely with our teacher and develop and deliver lessons from the Leader in Me related to developing a growth mindset.**Evidence Level**: 3-Promising |
| **Intended Outcomes:**  Students will learn to persevere and work through problems instead of giving up. This will increase their academic performance on the SBACs.  |
| **Action Steps:** * Staff will meet and discuss the best way to incorporate this into our school
* Lessons will be selected to teach to the students
* Our Social Worker will be scheduled to go to the school and teach the selected lessons.
 |
| **Resources Needed:** * Lessons related to growth mindset
* Schedule to get into the school
* Time for the social worker to teach the lessons
 |
| **Challenges to Tackle:** * Ways to evaluate to see if the lessons are effective
* Appropriate lessons to teach.
 |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** |
| English Learners: Extra support in small groupsFoster/Homeless: NA Free and Reduced Lunch: NAMigrant: NARacial/Ethnic Minorities: Students with IEPs: NA |

## Inquiry Area 2 - Adult Learning Culture

### Part A

| **Adult Learning Culture** |
| --- |
|  | **Instructional Practice** | **Instructional Leadership** | **Systems and Structures that Support Continuous Improvement** |
| **Data Reviewed**  | MAP Scores show that only 40% of our students are at a level of proficiency, according to MAPs, required to pass SBAC testing.  | PLC Agendas | PLC, coaching, NEPF |
| **Problem Statement** | The teacher needs support with properly preparing our students for the math SBAC tests. Also, our teacher needs to be able to collaborate with her grade level peers in order to improve their craft which in turn would help our students perform better on the SBACs. There is only one teacher for 4 grade levels at our school so in order to have a true PLC with people teaching the same content and standards she needs to work with teachers from other schools.  |
| **Critical Root Causes** | Our teacher hasn't had specific training in the area of preparing students for success on the SBACs | Time, distance and lack of a consistent effort have made it difficult for our teacher to be able to collaborate in a PLC format with her peers in the district.  | District collaboration days have been inconsistent in the past. |

### Part B

| **Adult Learning Culture** |
| --- |
| **School Goal:** Improve our math SBAC scores from 17% of our students being proficient in 2022 to 42% of our students being proficient by May of 2024 through improvement of pedagogy.  | **STIP Connection:** Goal 2- All students have access to effective educators |
| **Improvement Strategy:** Have the teacher participate in bi-monthly district wide PLC meetings. **Evidence Level**4-Demonstrates a rationale |
| **Intended Outcomes:** Our teacher will be able to collaborate with other teachers and learn how to better prepare our students for the rigor required to be deemed proficient on SBACs. Our students will go from only 27% of them meeting their AGP to 50%.  |
| **Action Steps:** * Cooperate with administrators from other sites to schedule the PLCs
* Inform teacher of dates
* An administrator will attend each different grade level PLC
* Agendas will be required
* Minutes will be kept of what transpired during the meetings and who attended
* Set up Zoom meetings
 |
| **Resources Needed:** * Time scheduled to hold the meetings
* Each teacher will need a piece of technology from which they can attend zoom meetings
 |
| **Challenges to Tackle:** * Scheduling a time when all of the elementary teachers in the district can attend.
 |
| **Improvement Strategy:** The principal and instructional coach will meet with the teacher. We will discuss the perceived needs of the teacher and students. The teacher will then be observed teaching lessons and feedback will be given. Based on these observations we will be able to meet with the teacher and determine exactly in what area she needs help. We will then come in and look at those specific areas. This cycle will continue throughout the year on a monthly basis.**Evidence Level** 3-Promising  |
| **Intended Outcomes:** Theteacher working with our math instructional coach will receive ongoing coaching focusing on the individual pedagogical areas that need the most improvement in order to increase the performance of our students on SBAC. The students in these four grades will meet their AGP.  |
| **Action Steps:** * Determine the availability of the district instructional coach.
* Set up meetings with the teacher, principal and coach.
* Begin observations to collect baseline data.
* Identify specific support that each teacher needs.
* Continue working with teacher on at least a monthly basis.
* Teacher will incorporate SBAC type of questions into their daily class work.
* Check winter math MAP scores for evidence of student growth.
 |
| **Resources Needed:** * Access to the district math coach
* Observation schedule
* SBAC practice materials to incorporate into the classrooms.
 |
| **Challenges to Tackle:** * Finding financial resources given limited budget
* Hiring a quality candidate on a short timeline
* Onboarding new staff member
* Teacher working relationship
 |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** |
| English Learners: Extra support in small groupsFoster/Homeless: NA Free and Reduced Lunch: NAMigrant: NARacial/Ethnic Minorities: Students with IEPs: NA |

## Inquiry Area 3 - Connectedness

### Part A

| **Connectedness** |
| --- |
|  | **Student** | **Staff** | **Family & Community Engagement** |
| **Data Reviewed**  | We don’t have enough students for the state to give us data on the Nevada School Climate Survey. We used data from a survey that we did on our own based on questions from the Nevada School Climate Survey. Our concerns with the data are in the area of emotional safety. 38% of the students stated that they either disagree or strongly disagree with the statement that they feel like they belong; 33% of the students stated that they either disagree or strongly disagree with the statement, “I feel a part of this school”; and 25 % of the students stated that they either disagree or strongly disagree with the statement, “I feel socially accepted”. | Conversations with teacher and aides. There are only three total employees at the school.  | Comments from PT Conferences  |
| **Problem Statement** | We have three areas of concern located in the area of emotional safety. It’s not a large number of students in our small school but it is a concern because we want all of our students to feel emotionally safe at our school.  |
| **Critical Root Causes** | It may be because some of the students live on isolated ranches; few of the students live close enough to each other to socialize outside of school.  |

### Part B

| **Connectedness** |
| --- |
| **School Goal:** At least 25% less students will select disagree or strongly disagree on the three questions; I feel like I belong, I feel like I am part of this school, I feel socially accepted on our next survey in the fall of 2023 in the areas of social emotional safety.  | **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:** Our school social worker will work closely with our teacher and develop and deliver lessons from the Leader in Me related to emotional safety to help develop a feeling of belonging.**Evidence Level***:* Level 3- Promising |
| **Intended Outcomes:** Our students will improve their feelings in the area of emotional safety to the point where most if not all of the students feel like they belong here and feel like a part of the school.  |
| **Action Steps:** * Staff will meet and discuss the best way to incorporate this into our school
* Lessons will be selected to teach to the students
* Our Social Worker will be scheduled to go into the classroom and teach the selected lessons.
* Teachers will incorporate daily/weekly SEL lessons
* Another survey will be administered in the winter to determine the students feelings.
 |
| **Resources Needed:** * Lessons related to growth mindset
* Schedule to get into classrooms
* Time for the social worker to teach the lessons
 |
| **Challenges to Tackle:** * Ways to evaluate to see if the lessons are effective
* Appropriate lessons to teach.
 |
| **Improvement Strategy:** *Insert after Event 4***Evidence Level**(1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:*  |
| **Intended Outcomes:** *Insert after Event 4* |
| **Action Steps:** * *Insert during Event 5*
 |
| **Resources Needed:** * *Insert during Event 5*
 |
| **Challenges to Tackle:** * *Insert during Event 5*
 |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** |
| English Learners: Foster/Homeless: Free and Reduced Lunch: Migrant: Racial/Ethnic Minorities: Students with IEPs:  |

## 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)** |
| --- | --- | --- | --- |
| General Supply Funds | $3,151 | Supplies and support materials | Goals 1,2,3 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |