Elko County School District
Flag View Intermediate
2021-2022 School Performance Plan:
A Roadmap to Success

Flag View Intermediate 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 Jeffrey Revier, Vice Principal, for more information.

Principal: Travis Monett
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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	677	5%	1%	40%	.1%	51%	.3%	2.2%	16.5%	10%	53%
District	10,247	5.85%	.77%	31.39%	.85%	58.5%	.35%	2.29%	12.85%	9.93%	44.45%
State	496,938	.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

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	34.3%	51%	37%	40.7%	47%	43%	13.7%	22.7%	31%
	District	37.2%	51%	34.5%	46.1%	51%	48.9%	21.2%	11.27%	43.1%
2019	School	36.3%	54%	37.5%	45.1%	47%	45.5%	20.3%	24%	41.1%
	District	37.2%	51%	34.5%	46.1%	51%	48.9%	21.2%	9.32%	43.1%
2020	School	21.1%	66%	32.5%	41.0%	55%	47.8%	25.8%	4%	15%
	District	22.2%	55%	30.5%	38.4%	64%	45.6%	24.8%	TBD	TBD

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	88.5%	91.8%	83.8%

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	395	379	366
District	380	361	347

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
Travis Monett	**Principal(s)** *(required)*
Jeff Revier	**Other School Leader(s)/Administrator(s)** *(required)*
Veronica DeLeon, Heather Johnson, Suzie Beatty, Bernadette Slater, Lindsay Lee	**Teacher(s)** *(required)*
Emilio Puentes	**Paraprofessional(s)** *(required)*
Mellissa Naranjo, Yesenia Avila	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Erin Christensen, Krista Ulloa	**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
Flag View Intermediate Community Outreach Letter and School Improvement Survey - *Posted to School Website*	September 14th - 20th.	677	*On a 1-5 *(Very Dissatisfied - Very Satisfied)* **overall satisfaction** survey question, **71.6%** of the results came back as a 4 or 5. ***55%** of our polled participants **strongly agreed/agreed** that our school was meeting the **<u>academic needs</u>** of all children. **13.3%** of our polled participants **disagreed/strongly disagreed** that we were meeting these academic needs. ***63.3%** of our polled participants **strongly agreed/agreed** that our school was meeting the **<u>social needs</u>** of all children. **10%** of our polled participants **disagreed/strongly disagreed** that we were meeting these social needs. ***58.3%** of our polled participants **strongly agreed/agreed** that they were satisfied with the current level of the **<u>school's engagement</u>** with them. **7%** of these polled participants **disagreed/strongly disagreed** that we were meeting these school engagement expectations.
Flag View Intermediate Community Outreach Letter and School Improvement Survey- *Posted to School Facebook*	September 13th - 20th	575	*On a 1-5 *(Very Dissatisfied - Very Satisfied)* **overall satisfaction** survey question, **71.6%** of the results came back as a 4 or 5. ***55%** of our polled participants **strongly agreed/agreed** that our school was meeting the **<u>academic needs</u>** of all children. **13.3%** of our polled participants **disagreed/strongly disagreed** that we were meeting these academic needs. ***63.3%** of our polled participants **strongly agreed/agreed** that our school was meeting the **<u>social needs</u>** of all children. **10%** of our polled participants **disagreed/strongly disagreed** that we were meeting these social needs. ***58.3%** of our polled participants **strongly agreed/agreed** that they were satisfied with the current level of the **<u>school's engagement</u>** with them. **7%** of these polled participants **disagreed/strongly disagreed** that we were meeting these school engagement expectations.
Flag View Intermediate Community Outreach Letter	September 14th - 20th	677	*On a 1-5 *(Very Dissatisfied - Very Satisfied)* **overall satisfaction** survey question, **71.6%** of the results came back as a 4 or 5. ***55%** of our polled participants **strongly agreed/agreed** that our school was meeting the **<u>academic needs</u>** of all children. **13.3%** of our polled participants **disagreed/strongly disagreed** that we were meeting these academic needs.

and School Improvement Survey - *Posted to each Teachers Google Classroom*			***63.3%** of our polled participants **strongly agreed/agreed** that our school was meeting the <u>social needs</u> of all children. **10%** of our polled participants **disagreed/strongly disagreed** that we were meeting these social needs. ***58.3%** of our polled participants **strongly agreed/agreed** that they were satisfied with the current level of the <u>school's engagement</u> with them. **7%** of these polled participants **disagreed/strongly disagreed** that we were meeting these school engagement expectations.

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 Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Student Success			
Data Reviewed	Nevada School Performance Framework (NSPF), Smarter Balanced Assessment Consortium (SBAC), Measures of Academic Progress (MAP), World-Class Instructional Design and Assessment (WIDA), (IXL) data, (iLIT) data, Department Level Meeting data	The Nevada School Climate / Social Emotional Learning Survey (NV-SCSEL), Flag View Intermediate Community Outreach Letter and School Improvement Survey	Teacher/Administration Observation Data, Department Level PLC Data, Districted Adopted Wonders ELA Curriculum, Eureka Math Curriculum
Problem Statement	SBAC data reflected that Flag View Intermediate 5th grade students were 38.3% proficient in their reading assessment and 20.6% proficient in their math assessment. SBAC data for Flag View Intermediate 6th grade students reading proficiency was 43.6%, while the math proficiency score was 21.5%. Hispanic, American Indian, EL, and IEP subgroups displayed a need to be closely monitored to improve proficiency.		
Critical Root Causes	Summative measures and formal conversations with stakeholders tell us that the majority of our students are behind grade level benchmarks. COVID pandemic has interrupted traditional school learning for the past 3 school years. That means many of the students at our school have not had a 'normal' school year since 3rd or 4th grade. Our school has not been able to offer typical intervention/remediation services, and has also not been able to provide after school tutoring or clubs for enrichment prior to this year.		

Part B

Student Success	
School Goal: Students will achieve a school-wide average Median Conditional Growth Percentile score of 55 or higher in Reading and Math as measured by the Winter NWEA Measures of Academic Progress (MAP) assessment.	**Aligned to Nevada's STIP Goal:** Goal 2: All students have access to effective educators. Goal 3: All students experience continued academic growth.

	Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines. Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

Improvement Strategy:
All students will receive 100 minutes weekly of targeted intervention for ELA.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* Targeted Intervention is a known best practice in improving student learning and providing support to 'close the gap' for students at risk.

Intended Outcomes:
All students will demonstrate larger than expected growth on MAP scores in ELA.

Action Steps:
- Create a schedule with a 50 minute block of intervention daily for targeted educational support.
- Provide After School Writing/Book Club.
- Create valuable professional development opportunities for grade level department teams.
- Utilize both push-in and pull-out support services to best meet the needs of individual learners.
- Utilize MAP and SBAC data, with subgroups, to guide instruction and to monitor achievement levels of each subgroup.
- Provide teachers with professional development on how to utilize MAP data to guide instruction and to monitor progress.
- Utilize IXL, Newsela, BrainPOP and other purchased resources to guide daily intervention.

Resources Needed:
- Additional EL paraprofessional to improve EL services.
- Scheduled time for department level meetings for pacing / curriculum monitoring.
- NNRPDP scheduled professional development training for grade level department teams.
- 50 minutes daily scheduled time for targeted Intervention to improve student progress.

- SBAC data with subgroups.
- MAP data with subgroups.
- Wonders / StudySync curriculum.
- Community in School Site Coordinator.
- After school tutoring instructors.
- Weekly progress reports.
- PLC feedback forms.
- Attendance data.
- Parent/Teacher conference data.
- IXL
- Newsela
- BrainPOP

Challenges to Tackle:
- Probable interruptions to in person learning due to COVID pandemic.
- Creating time in our schedule to provide valuable professional development for grade level department teams.
- Navigating both in-person and virtual learning.
- Significant absences to both staff members and students due to COVID pandemic.

Improvement Strategy: Students will receive 100 minutes weekly of targeted intervention for Math.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* 1 Targeted Intervention is a known best practice in improving student learning and providing support to 'close the gap' for students at risk.

Intended Outcomes: All students will demonstrate larger than expected growth on MAP scores in Math.

Action Steps:
- Create a schedule with a 50 minute block of intervention daily for targeted educational support.
- Provide After School Math and STEM Club.
- Prove morning tutoring in Math.
- Create valuable professional development opportunities for grade level department teams.
- Utilize both push-in and pull-out support services to best meet the needs of individual learners.
- Utilize MAP and SBAC data, with subgroups, to guide instruction and to monitor achievement levels of each subgroup.
- Provide teachers with professional development on how to utilize MAP data to guide instruction and to monitor progress.
- Utilize IXL, Newsela, BrainPOP and other purchased resources to guide daily intervention.

Resources Needed:
- Eureka Math curriculum.
- NNRPDP scheduled professional development training for grade level department teams.
- Project Lead The Way STEM materials.
- Space for a STEM lab.
- 10 additional laptops for STEM lab.
- After school tutors for STEM and Math Club.
- Morning tutors for Math.

Challenges to Tackle:
- Probable interruptions to in person learning due to COVID pandemic.
- Creating time in our schedule to provide valuable professional development for grade level department teams.
- Navigating both in-person and virtual learning.
- Significant absences to both staff members and students due to COVID pandemic.

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

English Learners:
- All students will participate in targeted interventions daily.
- MAPS and SBAC data will be monitored with subgroups.
- Hire an additional EL paraprofessional to help facilitate instructional support.
- Sending EL team and administrator to WIDA writing workshop for EL learners.
- Purchase iLIT to guide EL practices.
- Push in support for ELL students.
- Early identification of ELL students.
- Weekly progress reports on student achievement.

Foster/Homeless:
- All students will participate in targeted interventions daily.
- MAPS and SBAC data will be monitored with subgroups.
- Weekly progress reports on student achievement.
- Utilize counseling for student support.
- Utilize Community in Schools for student and family support.

Free and Reduced Lunch:
- All students will participate in targeted interventions daily.

- MAPS and SBAC data will be monitored with subgroups.
- Weekly progress reports on student achievement.
- Utilize Community in Schools for student and family support.

Migrant:
- No migrant students at FVI.

Racial/Ethnic Minorities:
- All students will participate in targeted interventions daily.
- MAPS and SBAC data will be monitored with subgroups.
- Weekly progress reports on student achievement.
- Utilize Community in Schools for student and family support.

Students with IEPs:
- All students will participate in targeted interventions daily.
- MAPS and SBAC data will be monitored with subgroups.
- Weekly progress reports on student achievement.
- Utilize Community in Schools for student and family support.

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	Nevada Educator Performance Framework (NEPF), Department Level Meeting feedback, Northeastern Nevada Regional Professional Development Program (NNRPDP) feedback, MAP/SBAC scores	Nevada Educator Performance Framework (NEPF), Participation in District provided Professional Development (NEPF)	Department Level Meetings, Designated fifty minute daily block of targeted intervention, Before school math tutoring, After school enrichment programs, Mentor Teacher, IXL program for intervention, Newsela program for

		Intervention, iLIT program for EL team
Problem Statement	Summative assessment measures unanimously show that a significant portion of our students are coming to our school below grade level benchmarks. Teachers are showing a need for professional development in intervention to bridge these learning gaps.	
Critical Root Causes	This is the 3rd consecutive year where the COVID pandemic has affected how schools operate. Because of this, teachers have not received typical professional development services provided by our school and the district. Many outside professional development services had been canceled/postponed.	

Part B

Adult Learning Culture	
School Goal: By November 1st 2021, 100% of Flag View Intermediates department level teams will meet to discuss intervention expectations and resources.	**STIP Connection:** Goal 2: All students have access to effective educators. Goal 3: All students experience continued academic growth. Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines. Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: Administration will schedule department level meetings weekly to provide PD and/or PLC time for certified staff. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* 1 - Professional development to improve teacher efficacy in intervention services is a known best practice.	
Intended Outcomes: PD and PLC time will be used to improve educators knowledge of effective practices for intervention. This scheduled time	

will be used to help teachers understand what target intervention looks like and best practices to reach individual learners.

Action Steps:
- Schedule NNRPDP professional development services for certified staff.
- Create a schedule for department level team meetings.
- Use formal and informal data to guide decisions when creating time for department level meetings.
- Create a coverage schedule for certified staff meetings.
- Provide PD on available intervention resources (IXL, BrainPOP, Newsela).
- Administration will hold department level teams to portray intervention expectations.
- Send EL staff to WIDA writing workshop to improve EL proficiency.
- Send staff to 'Get Your Teach On' conference.
- Have an administrator attend 'Get Your Lead On' conference.

Resources Needed:
- A weekly schedule that allows common time to pull certified staff for department level meetings.
- A coverage schedule to provide support for student coverage.
- A push-in schedule to lower the teacher-student ratio for more individualized learning.
- Communication with NNRPDP to schedule professional learning opportunities for staff.

Challenges to Tackle:
- Probable interruptions to in person learning due to COVID pandemic.
- Creating time in our schedule to provide valuable professional development for grade level department teams.
- Navigating both in-person and virtual learning.
- Significant absences to both staff members and students due to COVID pandemic.

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

English Learners:
- All students will participate in targeted interventions daily.
- MAPS and SBAC data will be monitored with subgroups.
- Hire an additional EL paraprofessional to help facilitate instructional support.
- Purchase iLIT to guide EL practices.
- Push in support for ELL students.
- Weekly progress reports on student achievement.
- Utilize Community in Schools for student and family support.

Foster/Homeless:
- All students will participate in targeted interventions daily.
- MAPS and SBAC data will be monitored with subgroups.
- Weekly progress reports on student achievement.
- Utilize Community in Schools for student and family support.

Free and Reduced Lunch:
- All students will participate in targeted interventions daily.
- MAPS and SBAC data will be monitored with subgroups.
- Weekly progress reports on student achievement.
- Utilize Community in Schools for student and family support.

Migrant:
- No migrant students at FVI.

Racial/Ethnic Minorities:
- All students will participate in targeted interventions daily.
- MAPS and SBAC data will be monitored with subgroups.
- Weekly progress reports on student achievement.
- Utilize Community in Schools for student and family support.

Students with IEPs:
- All students will participate in targeted interventions daily.
- MAPS and SBAC data will be monitored with subgroups.
- Weekly progress reports on student achievement.
- Utilize Community in Schools for student and family support.

Inquiry Area 3 - Connectedness
Part A

Connectedness		
	Student	**Staff**	**Family & Community Engagement**

Data Reviewed	The Nevada School Climate / Social Emotional Learning Survey (NV-SCSEL), Flag View Intermediate Community Outreach Letter and School Improvement Survey, Average Daily Attendance, Chronic Absenteeism Rate	Flag View Intermediate Community Outreach Letter and School Improvement Survey, CIS Staff Survey	Flag View Intermediate Community Outreach Letter and School Improvement Survey, Parent/Teacher Conference Attendance, CIS Staff Survey
Problem Statement	10% of the polled participants that took the Flag View Intermediate School Improvement Survey disagreed/strongly disagreed that we were meeting the social needs of all children.		
Critical Root Causes	Many stakeholders expressed concerns over how COVID has impacted the social needs of their student(s). This is the 3rd consecutive year where the pandemic has affected how schools operate. Over this time students and families have had to navigate distance learning, hybrid learning, and in person learning. This has caused an emotional and mental toll on the families and their students.		

Part B

Connectedness	
School Goal: In Fall 2021, using the Flag View Intermediate Community Outreach Letter and School Improvement Survey, 63.3% of our polled participants strongly agreed/agreed that our school was meeting the social needs of all children. In Fall 2022, 70% (7% increase) of our polled participants using the same survey will strongly agree/agree that our school is meeting the social needs of all children.	**STIP Connection:** Goal 2: All students have access to effective educators. Goal 3: All students experience continued academic growth. Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines. 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 will resume Cougar Pride to provide more social benefits for all students.	

Intended Outcomes: 70% of polled participants on the Flag View Intermediate Community Outreach Letter and School Improvement Survey will agree/strongly agree that our school is meeting the social needs of all children.

Action Steps:
- Flag View Intermediate will implement an after school tutoring program STEM and Math Club.
- Flag View Intermediate will implement an after school Writing/Book Club.
- Flag View Intermediate will implement a before school math tutoring program to provide additional support and services to students in need.
- Advisory Committee to oversee Cougar Pride initiatives.
- Select Cougar Pride student committee.
- A schoolwide 'pawsitive passes' system will be put in place to encourage good decision making. Students can use these rewards to buy items from the 'school store'.
- 'Student of the Quarter' certificates will be given out to recognize students who uphold the schools mission statement and contribute positively to the schools climate.
- Community in Schools will be utilized to provide support for students with attendance, academic, behavior, or emotional needs.
- Weekly folders will be sent home to update families on grades and give an overall progress report for their student.
- Flag View Intermediate will hold multiple opportunities throughout the year to welcome and involve parents in their child's education. These include literacy movie nights and Pastries with a Pal.
- School will provide staff with professional learning opportunities related to restorative practices and positive behavior support.

Resources Needed:
- Personnel to facilitate before/after school tutoring and enrichment services.
- Advisory committee for Cougar Pride.
- Community in Schools Cite Coordinator.
- Order 'pawsitive passes' for students.
- Educational opportunities for teachers to understand and expand on their restorative behavior knowledge.
- Informal walk-throughs from administration to evaluate and improve restorative behavior practices.

Challenges to Tackle:
- Possible interruptions to in person instruction and/or after school tutoring due to COVID pandemic.
- Significant number of student and staff absences due to the COVID pandemic.
- Lack of substitute teachers and the interruption of specials classes due to core content coverage.

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

English Learners:
- All students will participate in targeted interventions daily.
- MAPS and SBAC data will be monitored with subgroups.
- Hire an additional EL paraprofessional to help facilitate instructional support.
- Purchase iLIT to guide EL practices.
- Push in and pull-out support for ELL students.
- Early identification of ELL students.
- Weekly progress reports on student achievement.
- Utilize Community in Schools for student and family support.

Foster/Homeless:
- All students will participate in targeted interventions daily.
- MAPS and SBAC data will be monitored with subgroups.
- Weekly progress reports on student achievement.
- Utilize Community in Schools for student and family support.

Free and Reduced Lunch:
- All students will participate in targeted interventions daily.
- MAPS and SBAC data will be monitored with subgroups.
- Weekly progress reports on student achievement.
- Utilize Community in Schools for student and family support.

Migrant:
- No migrant students at FVI.

Racial/Ethnic Minorities:
- All students will participate in targeted interventions daily.
- MAPS and SBAC data will be monitored with subgroups.
- Weekly progress reports on student achievement.
- Utilize Community in Schools for student and family support.

Students with IEPs:
- All students will participate in targeted interventions daily.

- MAPS and SBAC data will be monitored with subgroups.
- Weekly progress reports on student achievement.
- Utilize Community in Schools for student and family support.

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)
ELPCFF	$67,751.46	After School Tutoring, EL Aide, iLit Program, BrainPop Program, Newsela Program, IXL Program.	Increase in proficiency of all subgroups in ELA, Math, and Science on the SBAC.
Title IV A	$2,373.34	STEM supplies and usage Fee. PLTW services and supplies.	Improvement in Science SBAC proficiency.
At Risk Per Pupil Funding	$55,890.89	Before School Math Tutoring, After School Math and STEM Club, After School Writing/Book Club	Increase in growth and proficiency of all subgroups in Math, ELA, and Science. Increase connectedness of families by adding additional social support.
Instructional Budget	$94,176	Daily operations of the school. - Supplies for school and students, support for educational programs for teachers. Technology enhancements. Professional development for teachers and administrators.	Increase in student academic progress. Supplies for emotional and academic support.