

State Public Charter School Authority
Elko Institute for Academic Achievement Middle School
2024-2025 School Performance Plan

Classification: 5 Star School

Board Approval Date: November 30, 2024
Public Presentation Date: November 30, 2024

Mission Statement

MISSION

Our mission is to empower students to acquire and value knowledge and skills that will support them as life-long learners and leaders, to contribute to the world, and practice the core values of our school: RESPECT, HONESTY, KINDNESS, and EXCELLENCE. I am a Coyote; I am in charge of me. I am respectful, I am kind, I strive for excellence!

Vision

VISION

...As outlined in the Charter for EIAA...

Vision Statement:

The Elko Institute for Academic Achievement is a highly visible school known for its challenging academics and innovative curriculum. We actively strive to be a leader in matching curriculum to student ability. We promote and encourage students to think critically, produce creatively, develop special talents and embrace challenges.

Elko Institute for Academic Achievement MS has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/elko_institute_for_academic_achievement/2023

Table of Contents

Comprehensive Needs Assessment	4
Student Success	4
Adult Learning Culture	5
Connectedness	6
Priority Problem Statements	7

Comprehensive Needs Assessment Data Documentation	8
Goals	11
Goal 1: Student Success	11
Goal 2: Adult Learning Culture	17
Goal 3: Connectedness	19
Plan Notes	22
School Funding Summary	23

Comprehensive Needs Assessment

Revised/Approved: February 2, 2024

Student Success

Student Success Summary

Maintaining student growth and proficiency numbers with the doubling of our student population.

Student Success Strengths

Student Growth and Proficiency along with Student Agency will continue to be our focus

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Analyzing data and collaborating with stakeholders, we have identified student agency as our target for improvement. We have identified student agency as "The capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others." **Critical Root Cause:** Clarity of learning goals for the lessons, students understanding what successful performance looks like ultimately leading to student responsibility for learning and agency over learning.

Adult Learning Culture

Adult Learning Culture Summary

Having a strong belief that all children can learn and making learning relevant.

Adult Learning Culture Strengths

Aligning assessments to goals and creating learning tasks with high cognitive demand.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Student proficiency levels are not where we want or need them to be. **Critical Root Cause:** Over 80% of the new students we enroll are 3 or more grade levels below academically. Our teachers need to be strong in analyzing

Connectedness

Connectedness Summary

PTSO support within the school.

Connectedness Strengths

Keeping parents updated on student learning goals.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Families need to know what students' learning goals are, why they are learning. **Critical Root Cause:** Time

Priority Problem Statements

Problem Statement 1: Analyzing data and collaborating with stakeholders, we have identified student agency as our target for improvement. We have identified student agency as "The capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by o

Critical Root Cause 1: Clarity of learning goals for the lessons, students understanding what successful performance looks like ultimately leading to student responsibility for learning and agency over learning.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Student proficiency levels are not where we want or need them to be.

Critical Root Cause 2: Over 80% of the new students we enroll are 3 or more grade levels below academically. Our teachers need to be strong in analyzing

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Families need to know what students' learning goals are, why they are learning.

Critical Root Cause 3: Time

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements

Accountability Data

- State assessment performance report
 - SBAC and MAP
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk

- EL
- Career and Technical Education (CTE)
- STEM/STEAM
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Dyslexia data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data

- Study of best practices

Goals

Revised/Approved: February 2, 2024

Goal 1: Student Success

Annual Performance Objective 1: 1.) EIAA will Maintain the percent of all students meeting AGP in ELA at 60% by the end of the 24-25 school year, as measured by SBAC (Maintain from 2023-2024 to 2024-2025)

2.) EIAA will Increase the percent of all students meeting AGP in math from 50% to 55% by the end of the 24-25 school year, as measured by SBAC.





Evaluation Data Sources: Formative Assessments, classroom assessments, I-ready, MAP

STIP Goals 2 and 3

(APR indicators 3 - Assessment and 5 - Education Environments).

Summative Evaluation: Continue

Next Year's Recommendation: EIAA is currently collecting our midyear data including MAP and I-ready for math, ELA, and science. Moving into the new year, EIAA will finish data collecting and then have a school wide data chat on January 23rd. During the data chat, EIAA will compare data with Objective 1 of our Performance plans. Objective 1 states 60% of our students will meet their AGP in ELA and 55% in Math. EIAA will then adjust as the data shows is needed looking at tier 1 instruction, interventions, Rigor, Pacing, etc. EIAA will then complete end of the year data and repeat the process.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Improvement Strategy: Lead: Admin, EIAA staff, Northeastern Nevada Regional Professional Development Program (NNRPDP), Raising the Barr Data (RTB data consultants). 1. Analyze Data, Create Goal Binders for students, Implement interventions, Repeat for implementing this strategy? Evidence Level: What Works Clearinghouse puts plan and interventions at levels 3 and 4. Administration, EIAA staff, NNRPDP https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-UnderESSA.pdf https://intensiveintervention.org/tools-charts/levels-intervention-evidence</p> <p>Formative Measures: Align financial resources to cover cost of data consultant and intervention supplies and personnel (Standards for Professional Development number 3 - Resources) * Hire 3rd party data consultant to help EIAA analyze data and identify areas of need (Standards for Professional Development number 4 - Data) * Sign agreement for I-ready and Intervention Programs (Standards for Professional Development number 3 - Resources) * Hire Instructional Aides (Standards for Professional Development number 1 - Learning Communities) * Identify Big Rocks and Success Criteria (Standards for Professional Development number 7 - Outcomes) * Create and manage student leadership binders. Create individual student, data-based objectives and goals based off student's identified strengths and deficits (Standards for Professional Development number 4 - Data) * Work with teachers of record to set up weekly push in schedule/tracker (Standards for Professional Development number 1 - Learning Communities) * Have teachers identify what success looks like for students working with resource teacher (Standards for Professional Development number 1 - Learning Communities) * Communicate student current levels, goals and needs with parents (Standards for Professional Development number 1 - Learning Communities) * Use evidence-based interventions such as Newsela, Odyssey Math, Odyssey Reading, I-ready, DRA and data-based decision making to create a plan, instruction, and practice based off goals and objectives (Standards for Professional Development number 4 - Data) * Monitor and adjust student instruction and interventions based on data (Standards for Professional Development number 4 - Data) * EIAA has 10 all day PD days scheduled with two professionals from Northeastern Nevada Regional Professional Development Department (NNRPDP), 3 of which will included our RTB data and consulting coach, during the 23-24 school year that will allow us time to provide professional development for the above items.</p> <p>Position Responsible: Admin, EIAA staff, Northeastern Nevada Regional Professional Development Program (NNRPDP), Raising the Barr Data (RTB data consultants)</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1 Resources and Funding Needed: I-Ready - Title IV, Pt. A - \$10,456.29</p>	Status Check		
	Jan	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Analyzing data and collaborating with stakeholders, we have identified student agency as our target for improvement. We have identified student agency as "The capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others." **Critical Root Cause:** Clarity of learning goals for the lessons, students understanding what successful performance looks like ultimately leading to student responsibility for learning and agency over learning.

Goal 1: Student Success

Annual Performance Objective 2: 3.)EIAA will work to set new baseline data for our SPED department because as we are increasing our student population, roughly 20% of our new kids are coming in on IEP's. Our goal for the 2024-2025 school year is to identify our baseline SPED data.

Evaluation Data Sources: IEP Goals

Formative Assessments, classroom assessments, I-ready, MAP

STIP Goals 2 and 3

(APR indicators 3 - Assessment and 5 - Education Environments).


Summative Evaluation: Continue

Next Year's Recommendation: EIAA is working to update incoming IEP's to best align with student needs, EIAA expectations and procedures. This requires EIAA to hold several meetings for each student adjusting as needed.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Improvement Strategy: Lead: Admin, EIAA staff, Northeastern Nevada Regional Professional Development Program (NRRPDP), Raising the Barr Data (RTB data consultants). 1. Analyze Data, Create Goal Binders for students, Implement interventions, Repeat for implementing this strategy? Evidence Level: What Works Clearinghouse puts plan and interventions at levels 3 and 4. Administration, EIAA staff, NRRPDP https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-UnderESSA.pdf https://intensiveintervention.org/tools-charts/levels-intervention-evidence</p> <p>Formative Measures: Analyze incoming IEP's Meet with IEP teams to make needed adjustments and set goals Monitor IEP goals Align financial resources to cover cost of data consultant and intervention supplies and personnel (Standards for Professional Development number 3 - Resources) * Hire 3rd party data consultant to help EIAA analyze data and identify areas of need (Standards for Professional Development number 4 - Data) * Sign agreement for I-ready and Intervention Programs (Standards for Professional Development number 3 - Resources) * Hire Instructional Aides (Standards for Professional Development number 1 - Learning Communities) * Identify Big Rocks and Success Criteria (Standards for Professional Development number 7 - Outcomes) * Create and manage student leadership binders. Create individual student, data-based objectives and goals based off student's identified strengths and deficits (Standards for Professional Development number 4 - Data) * Work with teachers of record to set up weekly push in schedule/tracker (Standards for Professional Development number 1 - Learning Communities) * Have teachers identify what success looks like for students working with resource teacher (Standards for Professional Development number 1 - Learning Communities) * Communicate student current levels, goals and needs with parents (Standards for Professional Development number 1 - Learning Communities) * Use evidence-based interventions such as Newsela, Odyssey Math, Odyssey Reading, I-ready, DRA and data-based decision making to create a plan, instruction, and practice based off goals and objectives (Standards for Professional Development number 4 - Data) * Monitor and adjust student instruction and interventions based on data (Standards for Professional Development number 4 - Data) * EIAA has 10 all day PD days scheduled with two professionals from Northeastern Nevada Regional Professional Development Department (NRRPDP), 3 of which will included our RTB data and consulting coach, during the 23-24 school year that will allow us time to provide professional development for the above items.</p> <p>Position Responsible: Admin, EIAA staff, Northeastern Nevada Regional Professional Development Program (NRRPDP), Raising the Barr Data (RTB data consultants)</p> <p>Student Groups This Strategy Targets: Students with Disabilities - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: Personell - IDEA-B - \$46,502.50</p>	Status Check		
	Jan	Apr	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 2 Problem Statements:

Student Success

Problem Statement 1: Analyzing data and collaborating with stakeholders, we have identified student agency as our target for improvement. We have identified student agency as "The capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others." **Critical Root Cause:** Clarity of learning goals for the lessons, students understanding what successful performance looks like ultimately leading to student responsibility for learning and agency over learning.

Goal 2: Adult Learning Culture

Annual Performance Objective 1: By the end of November 100% of teachers will have created at least 1 goal through the inquiry process that aligns with our school goals. Data will be tracked through leadership binders and notes from PLC and PD meetings. By the end of December, teachers will have worked with an NNRPDP professional to create 1 individual PD plan to work with NNRPDP towards mastering their goals.

Evaluation Data Sources: Teachers Goals and plans, notes from meetings, data within leadership binders STIP goals 2 and 3.

Summative Evaluation: Continue

Next Year's Recommendation: Teachers are adjusting faster than the scheduled meetings with NNRPDP making it difficult to use as support for all goals. Allow teachers to use NNRPDP alongside other professional resources such as Raising the Barr (RTB) data and consulting.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Teachers will work with Mentor staff, NNRPDP, RTB and or grade level partners and or collaborative partner(s) to set individual goals aligning with school goals. Individual PD plan will be created by each teacher with using Mentor staff, NNRPDP, RTB and or grade level partners and or collaborative partner(s) for support and feedback.</p> <p>(APR indicators 3 - Assessment and 5 - Education Environments). Whatworks Clearing House 4</p> <p>Formative Measures: Contact NNRPDP to set up Professional Development with staff to set goals and create plans (Standards for Professional Development 1 Learning Communities, 4 Data, and 7 Outcomes) * Schedule time for each teacher to meet with coach (Modeling, feedback, coaching) (Standards for Professional Development 1 Learning Communities, 4 Data, and 7 Outcomes)</p> <p>English Learners * Challenge: Ensuring they have access to ESL strategies and best practices * Support: Track formative data to measure if any disparities exist during intervention. Using research-based instruction for ELL.</p> <p>Foster/Homeless: * Challenge: Meeting the needs of the students while maintaining high expectations for growth. * Support: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.</p> <p>Free and Reduced Lunch: * Challenge: Meeting the needs of students while maintaining high expectations for growth. * Support: Track formative data to measure if any disparities exist during intervention working with Communities and school and parents to ensure all students have the support they need.</p> <p>2 "Resource equity" is the allocation and use of resources - people, time, and money - to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)</p> <p>Migrant: * Challenge: Meeting the needs of the students while maintaining high expectations for growth</p>	Status Check		
	Jan	Apr	May

* Support: Track formative data to make measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need.
 Racial/Ethnic Groups:
 * Challenge: Meeting the needs of the students while maintaining high expectations for growth.
 * Support: Track formative data to measure if any disparities exist during interventions, working with Communities and Schools and parents to ensure all students have the support they need. Track formative data to measure if any disparities exist during intervention.
 Students with IEPs:
 * Challenge: Meeting the needs of the student and IEP goals while maintaining high expectations for growth
 * Support: Ensuring best placements for students are adjusted as needed. Meet with parents to ensure parents understand students' goals and expectations. Keep communication open with parents. Track formative data to measure if any disparities exist during intervention. Closely monitoring and tracking IEP goals and success criteria.
Position Responsible: Admin, EIAA staff, Northeastern Nevada Regional Professional Development Program (NNRPDP), Raising the Barr Data (RTB data consultants)

Student Groups This Strategy Targets:
 FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups
- Evidence Level:
 Moderate
Problem Statements/Critical Root Causes: Adult Learning Culture 1
Resources and Funding Needed: Personnel - Title II, Pt. A - \$42,218






Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Student proficiency levels are not where we want or need them to be. **Critical Root Cause:** Over 80% of the new students we enroll are 3 or more grade levels below academically. Our teachers need to be strong in analyzing





Goal 3: Connectedness

Annual Performance Objective 1: By May of 2024, EIAA will have 3 sets of parent teacher conferences throughout the year updating parents on students present levels and goals participation data will be collected from each parent teacher conference. This is a maintenance goal.

Evaluation Data Sources: Parent Conference Numbers

Summative Evaluation: Continue

Next Year's Recommendation: Continue parent communication and conferences with a data focus.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Communicate with parents on a regular basis. Share specific data and intervention plans to get students where we need them.</p> <p>What works Clearing House Level 4 APR 8</p> <p>Formative Measures: Provide professional development to teachers on best practices in parent communication. (Standards for Professional Development number 1 Learning Communities) Position Responsible: Administration, EIAA staff, Parents English Learners</p> <p>* Challenge: Ensuring we are communicating with ESL families in a language they understand. Communicating present levels and goals with parents.</p> <p>* Support: Translate what we can and have personnel or tools available to reach all of our families</p> <p>Foster/Homeless:</p> <p>* Challenge: Keeping communication often ensuring we are providing needed supports while still having high expectations of growth.</p> <p>* Support: Making a communication plan for ensuring constant contact.</p> <p>Free and Reduced Lunch:</p> <p>* Challenge: Reaching parents and getting the parent participation needed to share student data and plans.</p> <p>* Support: Flexible times and dates to meet with consistent communication.</p> <p>Migrant:</p> <p>* Challenge: Finding present levels and maintaining high expectations for growth while providing needed supports</p> <p>* Support: Contact with previous schools and parents</p> <p>Racial/Ethnic Groups:</p> <p>* Challenge: Ensuring we are communicating with ESL families in a language they understand. Communicating present levels and goals with parents.</p> <p>* Support: Translate what we can and have personnel or tools available to reach all our families</p> <p>Students with IEPs:</p> <p>* Challenge: Keeping parents informed on students grade level goals along with IEP goals (APR indicator 8 - parent involvement)</p> <p>* Support: Providing IEP progress reports along with report cards (APR indicator 8 - parent involvement)</p> <p>Position Responsible: EIAA Admin, EIAA staff, Students, Families</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Connectedness

Problem Statement 1: Families need to know what students' learning goals are, why they are learning. **Critical Root Cause:** Time

Plan Notes

Please add the items listed below, following the guidance found here: https://spsa.instructure.com/courses/68/files/23625?module_item_id=5591

- Separate your Student Success goals: You should have one goal dedicated to Special Education and one general student success goal
- For your Improvement Strategies in Inquiry areas 2 and 3, make sure that each strategy includes a citation for an Evidence Based Intervention (EBI)

School Funding Summary

General Funds					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,756,610.00
+/- Difference					\$3,756,610.00
IDEA-B					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	2	1	Personell		\$46,502.50
Sub-Total					\$46,502.50
Budgeted Fund Source Amount					\$46,502.50
+/- Difference					\$0.00
Title I, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title II, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
2	1	1	Personnel		\$42,218.00
Sub-Total					\$42,218.00
Budgeted Fund Source Amount					\$42,218.00
+/- Difference					\$0.00
Title IV, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	I-Ready		\$10,456.29
Sub-Total					\$10,456.29

Title IV, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$10,456.29
				+/- Difference	\$0.00
				Grand Total Budgeted	\$3,855,786.79
				Grand Total Spent	\$99,176.79
				+/- Difference	\$3,756,610.00