

Nye County School District

Rosemary Clarke Middle School

2023-2024 School Improvement Plan

Classification: 2 Star School

Distinction Designations:

Title I
TSI



Mission Statement

RCMS will inspire ALL to reach their full potential.

Vision

Ignite a passion for learning and celebrate accomplishments!

Value Statement

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/nye/rosemary_clarke_middle_school/2023

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Comprehensive Needs Assessment

Revised/Approved: May 24, 2023

Student Success

Student Success Areas of Strength

Based on our 22/23 SBAC data, in the area of mathematics, our student grew tremendously. Our 21/22 math proficiency was 17.7% school-wide. It grew in school year 22/23 to 23.4% school-wide.

Student Success Areas of Growth

Increase the overall percentage of proficient students school-wide in SBAC math to 30% and school-wide ELA to 36%.

Reduced the disparity of performance between IEP and non-IEP students on the math summative assessment (SBAC) from 0% to at least 10% in a three year time span by ensuring proper accommodations are available to IEP students who need periodic scaffolding in order to effectively access and work at grade level standard.

Increase the amount of identified EL students attaining pooled proficiency on spring 2023 SBAC math and ELA to 5%.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Insufficient number of students achieving proficiency on formative assessments and the SBAC. **Critical Root Cause:** A lack of exposure to grade level standards and fluency in foundational skills for our special education self-contained, resource, and EL students. Our special education students had 3.9% proficient in 21/22 with only a slight increase in 22/23 to 4% in the area of mathematics. The sped ELA scores for 21/22 proficient IEP students was 9.448% with an increase in 22/23 to 11.24% proficient.

Problem Statement 2 (Prioritized): EL SBAC pooled identified students scoring under 2.5% in the 21/22 SBAC Assessment. **Critical Root Cause:** Limited or minimal progress and/or inconsistent content area strategies in special education math and reading with ineffective implementation EL strategies across all contents. Our 21/22 data has 0% of EL students proficient in math and 4.68% proficient in 22/23 while ELA scores are 1.587% for 22/23 in math and 4.54% in ELA for 22/23.

Problem Statement 3: Insufficient number of students achieving proficiency on formative assessments and the SBAC. **Critical Root Cause:** Lack of student stamina in reading passages with written responses. Inconsistent applications in the support needed for the specific subgroup populations.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Whole staff restorative justice PD with the topic of whole child education while incorporating a change to culture has occurred.

Adult Learning Culture Areas of Growth

Provide productive and quality PD about teaching practices while incorporating a more streamlined PLC process to increase progress-monitoring, data-driven decisions, and enhance effective teaching strategies in order to improve academic achievement by the measure of proficiency to gain 3 index points per the State of Nevada Star rating report by the end of the 2023/2024 school year.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1: Teachers need professional development topics/ opportunities that will be most beneficial for the growth of our teachers. Lack of support and necessary training to give our teachers the ability to increase our students' deficient areas. **Critical Root Cause:** Lack of PD around developmental topics and providing a lack of exposure to grade level standards and fluency in foundational skills for our special education self-contained and resource students.

Connectedness

Connectedness Areas of Strength

According to the the Nevada State Climate Survey from the 22/23 school year over 84% of our students agree that their teachers care about them. In addition the students had an 80% agree rating that the school provides instructional materials that reflect students' cultural backgrounds, ethnicities, and identities.

Connectedness Areas of Growth

Under the section of Emotional Safety in Nevada State Climate Survey from the 22/23 school year students 69% of students report they are happy to be at school and feel like they are a part of the school. Students also report under Relationships that 60% of their peers do not respect each other.

Problem Statements Identifying Connectedness Needs

Problem Statement 1: Reaching the 30% of students who do not feel emotionally safe while decreasing the lack of respect amongst peers. **Critical Root Cause:** Student apathy in taking the survey and a general disposition of some students.

Priority Problem Statements

Problem Statement 1: EL SBAC pooled identified students scoring under 2.5% in the 21/22 SBAC Assessment.

Critical Root Cause 1: Limited or minimal progress and/or inconsistent content area strategies in special education math and reading with ineffective implementation EL strategies across all contents. Our 21/22 data has 0% of EL students proficient in math and 4.68% proficient in 22/23 while ELA scores are 1.587% for 22/23 in math and 4.54% in ELA for 22/23.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Insufficient number of students achieving proficiency on formative assessments and the SBAC.

Critical Root Cause 2: A lack of exposure to grade level standards and fluency in foundational skills for our special education self-contained, resource, and EL students. Our special education students had 3.9% proficient in 21/22 with only a slight increase in 22/23 to 4% in the area of mathematics. The sped ELA scores for 21/22 proficient IEP students was 9.448% with an increase in 22/23 to 11.24% proficient.

Problem Statement 2 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- School goals
- Prior year improvement plans - Needs Assessment

Accountability Data

- State assessment performance report
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special education
- EL

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Family/Community Data

- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data





- Master schedule
- Budgets/entitlements and expenditures data

Inquiry Areas

Inquiry Area 1: Student Success

School Goal 1: Reduced the disparity of performance between IEP and non-IEP students on the math summative assessment (SBAC) from 0% to at least 10% in a three year time span by ensuring proper accommodations are available to IEP students who need periodic scaffolding in order to effectively access and work at grade level standard.

Evaluation Data Sources: SBAC data results

Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: Incorporate an intervention tutor to those students who have proven to score in the lower percentile. Along with an interventionist, a foundational math skills courses being offered to those who scored in the lower percentile in addition to our effort to show improvement with the identified EL students a strategist is needed or an EL teacher to work on selected deficient skills. In addition our after school SAFE program concentrates on math and writing within math for all students who attend throughout the school year and the SAFE program works with students of the summer.</p> <p>Action Step's Expected Result/Impact:</p> <ul style="list-style-type: none"> * Identify specific students needing support * Work with teachers of record to set up weekly push in schedule/tracker * Have teachers identify what success looks like for students working with resource teacher * Have an EL strategist and a specific content-based ESL class for identified students <p>Expected Impact: An additional math course will allow students to fill in gaps. An additional language course will create safety and be centered on academic tiered terms.</p> <p>Position Responsible: Assistant Principal Mr. Guinto-Chandler, Special Education Facilitator Mrs. Sanchez, Interventionist Mrs. Hee, and Principal Mrs. Jerabek</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: Interventionist and Special Education Facilitator - Title 1 - \$254,081.76, After School Program (SAFE) - CCR-Learning Supports/Intervention - \$99,385.86, After School Program (SAFE) - ARP ESSER Evidence-based - \$88,791.77, Summer School - ARP ESSER Evidence-based - \$82,510.56</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Goal 1 Problem Statements:

Student Success

Problem Statement 1: Insufficient number of students achieving proficiency on formative assessments and the SBAC. **Critical Root Cause:** A lack of exposure to grade level standards and fluency in foundational skills for our special education self-contained, resource, and EL students. Our special education students had 3.9% proficient in 21/22 with only a slight increase in 22/23 to 4% in the area of mathematics. The sped ELA scores for 21/22 proficient IEP students was 9.448% with an increase in 22/23 to 11.24% proficient.

Inquiry Area 2: Student Success

School Goal 1: Increase the amount of identified EL students attaining pooled proficiency on spring 2023 SBAC math and ELA to at least 5%.

Evaluation Data Sources: SBAC data results

Improvement Strategy 1 Details	Reviews			
Improvement Strategy 1: Incorporate an intervention EL tutor to those students who have proven to score in the lower percentile on the SBAC and WIDA. Action Step's Expected Result/Impact: * Identify specific students needing support * Work with teachers of record to set up weekly push in schedule/tracker * Have an EL strategist and a specific content-based ESL class for identified students * ELEPs for EL students completed by our content-based ESL teacher and administration, along with one-on-one meetings to review academic progress with EL identified students Expected Impact: Students working with the intervention teacher will receive an extra hour of support five days a week on gaps in knowledge shown through WIDA and also receive assistance on grade-level assignments. These students will show growth on progress monitoring measures such as iReady, NWEA Maps, and WIDA. Position Responsible: Assistant Principal Mrs. Sutton, EL Facilitator Mr. Lamb, and Principal Mrs. Jerabek Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate Problem Statements/Critical Root Causes: Student Success 1, 2 Resources and Funding Needed: EL Facilitator - Title 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

No Progress

Accomplished

Continue/Modify

Discontinue

School Goal 1 Problem Statements:

Student Success
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Inquiry Area 3: Adult Learning Culture

School Goal 1: Incorporate a more streamlined PLC process to increase progress-monitoring, data-driven decisions, and enhance effective teaching strategies in order to improve academic achievement by the measure of proficiency to gain 3 index points per the State of Nevada Star rating report by the end of the 2023/2024 school year.

Evaluation Data Sources: SBAC data results, Staff Surveys, MTSS surveys

Improvement Strategy 1 Details		Reviews			
Improvement Strategy 1: Provide productive and quality training sessions that can be incorporated into PLC and teaching practice Action Step's Expected Result/Impact: * Update PLC form to meet new data dive needs based on the Solution Tree 4 question * PLC teams meet at least once a week, if not more * Administration review PLC team forms with the data and respond Expected Impact: The PLC form allows for teachers to have more time to data dive and concentrate on standards based CFAs for student growth. Position Responsible: Administrative Team Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate Problem Statements/Critical Root Causes: Student Success 1 Resources and Funding Needed: Various PD - Title II - \$5,033.03		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>					





School Goal 1 Problem Statements:

Student Success
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Inquiry Area 4: Connectedness

School Goal 1: Improve our Nevada State Climate survey student results with at least 10% growth which we in turn hope to increase our chronic absentee index points for growth of at least 2 points within one academic year by improving the student climate.

Evaluation Data Sources: NV Climate Survey, attendance records

Improvement Strategy 1 Details	Reviews			
Improvement Strategy 1: Student-centered SEL program incorporated monthly through school-wide activities including counseling groups for specifically identified students with parental permissions. In addition, family night and a 6th grade summer academy. Action Step's Expected Result/Impact: * Plan and schedule counseling groups * Provide more opportunities for students to interact appropriately on campus * Provide more support through Restorative Justice * Provide more opportunities for students to have real world experiences Expected Impact: growth in student climate survey while also seeing a decrease in discipline and referrals. Position Responsible: Administrative Team and Counselors Evidence Level: Promising Resources and Funding Needed: Summer Academy Staffing and supplies / Family Night staffing and supplies - Title 1 - \$24,358.08	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Schoolwide and Targeted Assistance Title I Elements

1.1: Describe the school's strategies to attract effective, highly-qualified teachers to your school.

The district is providing relocation incentives for teachers to move and work in the Nye County School District.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melissa Vinzant-Sanchez	Special Education Facilitator	Special Education	yes
Terri Hee	Interventionist		yes

School Funding Summary

Title 1					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionist and Special Education Facilitator		\$254,081.76
2	1	1	EL Facilitator		\$0.00
4	1	1	Summer Academy Staffing and supplies / Family Night staffing and supplies		\$24,358.08
Sub-Total					\$278,439.84
Budgeted Fund Source Amount					\$317,105.82
+/- Difference					\$38,665.98
BSCA					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$15,964.74
+/- Difference					\$15,964.74
AB495 ARP					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$15,604.50
+/- Difference					\$15,604.50
ARP ESSER III					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$15,352.50
+/- Difference					\$15,352.50

ARP ESSER Evidence-based					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Summer School		\$82,510.56
1	1	1	After School Program (SAFE)		\$88,791.77
Sub-Total					\$171,302.33
Budgeted Fund Source Amount					\$175,593.33
+/- Difference					\$4,291.00
CCR-Learning Supports/Intervention					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	After School Program (SAFE)		\$99,385.86
Sub-Total					\$99,385.86
Budgeted Fund Source Amount					\$99,385.86
+/- Difference					\$0.00
Title II					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
3	1	1	Various PD		\$5,033.03
Sub-Total					\$5,033.03
Budgeted Fund Source Amount					\$5,033.03
+/- Difference					\$0.00
Grand Total Budgeted					\$644,039.78
Grand Total Spent					\$554,161.06
+/- Difference					\$89,878.72