

# LINCOLN COUNTY SCHOOL DISTRICT

**PANACA ELEMENTARY**  
**P.O. Box 307**  
**350 East Main Street**  
**Panaca, Nevada 89042-0307**

## **SAGE** **SCHOOL IMPROVEMENT PLAN** **TITLE I - NRS 385**

For Implementation in  
(2007-2008)

### **School Improvement Planning Team**

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

<b>Name of Member</b>	<b>Position</b>
C. Pete Peterson	Principal
Gretchen Soderborg	6 <sup>th</sup> Grade teacher
Katherine Wheatley	5 <sup>th</sup> Grade Teacher
Cheryl Babcock	2 <sup>nd</sup> Grade Teacher
Kodi Bleak *	PTG President/Parent *

Submission Date: DATE

Area Reviewer: NAME, TITLE

<b>School:</b> <a href="#">Panaca Elementary School</a>	<b>District:</b> <a href="#">Lincoln County</a>
<b>Principal:</b> <a href="#">C. Pete Peterson</a>	<b>School Year:</b> <a href="#">2007-2008</a>
<b>Address:</b> <a href="#">P.O. Box 307, 350 East Main, Panaca, Nevada 89042</a>	<b>Phone:</b> <a href="#">(775) 728-4446</a>
	<b>Email:</b> <a href="mailto:panacaelementary@yahoo.com">panacaelementary@yahoo.com</a>
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## **Part I: VISION FOR LEARNING**

### **District Vision or Mission Statement**

We are committed to helping every student succeed in learning. All students will learn essential academic outcomes, plus the skills and habits of mind to become life long learners. Our students will gain a passion for learning and develop the art of caring for others by the example we set. Our ultimate goal is to nurture and reveal individual greatness. (August 2003)

“Educational Success for ALL Students!”

### **District Goal 1**

Renewed commitment – To EVERY student.

Improved Relationships

Establish a Culture that Values:

- Self - Personal Attitude/Model Life Long Learning
- Students - ALL; especially the disenfranchised
- School Teams – Become proficient at using PLCs to improve instruction

Parents – Move from Involvement to Engagement

### **District Goal 2**

Take PLCs to the next level

- Use PLCs as the vehicle to establish RtI (Response to Instruction) at our schools
- Develop both the academic and behavior components of RtI

## VISION FOR LEARNING (continued)

### School Vision or Mission Statement

The mission of Panaca Elementary School is for children to leave our school having learned how to read, knowing basic life skills, being responsible, demonstrating respect, having self-motivation, and entering society as productive citizens.

**Our Motto:** *"Learning Today for a Better Tomorrow"*

### School Highlights

Much has happened at Panaca Elementary School. We had all but three kids make the Golden Wildcat Award. We have continued our 100 mile club, and have all but eliminated soda pop from our campus. We had four students and three staff earn that award. We took the entire student population to Cedar City to see the movie *Happy Feet*. We went to a working apple farm. We are in the fourth year of being a 21<sup>st</sup> Century Community Learning Center and have a well-working after-school program. Our fish tanks are our crown jewel to our "fish programs." Those are: an annual trip for sixth graders to Mandalay Bay in Las Vegas, Trout in the Classroom in conjunction with the Nevada Division of Wildlife, and a duct tape boat float. Four years ago we started a school wide music program. The pilot program has been so successful that two other district schools have also implemented the program. **We were nominated for a Title I Distinguished School four years in a row. We**

**have been a High Achieving School in the STATE for all of the past five years! We are the ONLY school in the state that carries that distinction!**

Another thing that we're darn proud of is our sixth graders, together with the sixth graders of Caliente and Pioche raised \$30,000 in six weeks and went to Washington, D.C. to lay Christmas Wreaths at Arlington National Cemetery. This was part of the Arlington Wreath Project

## PART II: INQUIRY PROCESS

### Comprehensive Needs Assessment

Based on a complete analysis of the data, list the key strength and priority concerns in student performance, instructional and remediation practices, and program implementation for ALL students in ALL grade levels.

#### *Key Strengths*

We have learned from the data and the surveys taken by students and teachers that we are doing a pretty good job. Having said that, we know that pretty good is not good enough. We need to grow each year. Our teachers are all highly qualified. We have a working and automated library. We have parent volunteers. We have an afterschool program (21<sup>st</sup> Century) that is working well. Our test scores are up but not spectacular. We have children of similar cultural backgrounds.

We also have a strong community support base. Our teachers never shy away from a struggle.

#### *Priority Concerns*

We have a little difficulty in reading. However, we are addressing that issue with extra help of a hired Title I Aide who is also helping tutor children. We have also hired an additional aide for tutoring purposes and we dedicate an hour of our afterschool program in the 1:3 ratio of tutoring children. We believe we put too much emphasis on our weaknesses allowing our strengths to suffer.

We also struggle getting every piece of information out to the community that needs to go out.

We struggle, like schools across America, with childhood obesity.

**INQUIRY PROCESS** (continued)

**Verification of Causes – Root Cause Analysis**

For each concern, verify the root causes that impact or impede the priority concerns. Identify research-based solutions that address the priority concerns.

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
<p>Reading scores have not risen and in many cases have actually subsided a bit</p> <p>Too many students still in need of improvement</p>	<p>Too much emphasis on math and writing.</p> <p>Socio-economic, special education, lack of motivation, differing abilities</p>	<p>Better balance on how we approach the student and what we are expected to do.</p> <p>More small group and one on one instruction</p>

### **Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES**

Convert the top priority concerns into the goal(s) for improvement and incorporate the identified solutions into the action plan.

**Goal 1: Test scores will rise in ELA, as measured by the CRT's, NRT's and ITBS's by 3% points in the 2007 – 2008 school year, with the majority of the emphasis in *reading*.**

**Measurable Objective 1: Teachers will work together to design a remedy that will raise test scores in reading while maintaining the “good scores” we have already achieved in math and writing. PLC's on site will work to this end**

**Goal 2: Test scores will rise in Math, as measured by the CRT's, NRT's and ITBS's by 3% points in the 2007 – 2008 school year.**

**Measurable Objective 2: Teachers will work together to design a remedy that will maintain test scores in math while maintaining the “good scores” we have already achieved. This will be done by looking at scores to determine what areas we are deficient in.**

## Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

**Action Plan:** List the action steps to implement the solutions for each goal, as well as the timeline, resources, and the person(s) responsible.

**Monitoring Plan:** Identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

**Goal 1: Test scores will rise in ELA, as measured by the CRT's, NRT's and ITBS's by 3% points in the 2007 – 2008 school year, with the majority of the emphasis in reading.**

**Measurable Objective(s): Teachers will work together to design a remedy that will raise test scores in reading while maintaining the “good scores” we have already achieved in math and writing. PLC's on site will work to this end**

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?
<b>1.1 Teachers meet to analyze data</b>	<b>12/12/07</b>	<b>Pioche Elem. \$500 for meetings and materials</b>	<b>Principal</b>	<b>06-07 CRTs and NRTs</b>	<b>Principal</b>
<b>1.2 Individual instruction</b>	<b>Immediately</b>	<b>People</b>	<b>Teachers</b>	<b>Class observation</b>	<b>Principal</b>
<b>1.3 Small groups</b>	<b>Immediately</b>	<b>People</b>	<b>Teachers</b>	<b>Class observation</b>	<b>Principal</b>
<b>1.4 Reading Resources</b>	<b>01/05/08</b>	<b>\$4,500</b>	<b>Principal</b>		<b>Principal</b>

**SCHOOL IMPROVEMENT MASTER PLAN (Continued)**

**Goal 2: Test scores will rise in Math, as measured by the CRT's, NRT's and ITBS's by 3% points in the 2007 – 2008 school year.**

**Measurable Objective(s): Teachers will work together to design a remedy that will maintain test scores in math while maintaining the “good scores” we have already achieved. This will be done by looking at scores to determine what areas we are deficient in.**

<b>ACTION PLAN</b>				<b>MONITORING PLAN</b>	
<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Monitoring Measures</b>	<b>Person(s) Responsible</b>
to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?
<b>2.1 Teachers meet to analyze data taking</b>	<b>12/12/07</b>	<b>Pioche Elem. \$500 for meetings and materials</b>	<b>Principal</b>	<b>06-07 CRTs and NRTs</b>	<b>Principal</b>
<b>2.2 Individual instruction</b>	<b>Immediately</b>	<b>People</b>	<b>Teachers</b>	<b>Class observation</b>	<b>Principal</b>
<b>2.3 Small groups</b>	<b>Immediately</b>	<b>People</b>	<b>Teachers</b>	<b>Class observation</b>	<b>Principal</b>
<b>2.4 Math consumables</b>	<b>01/05/08</b>	<b>\$4,500</b>	<b>Principal</b>		<b>Principal</b>

**Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN**

List the funds necessary to carry out the school improvement plan and accomplish the goals.

<b>Goals</b>	<b>Total amount needed to accomplish Goal.</b> <small>(Amounts for each action step should be listed under "Resources.")</small>	<b>Funds available in current school funding that have been specifically set aside for the implementation of the goal.</b>	<b>Funds still needed to implement goal.</b>
<b>Goal 1</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>0</b>
<b>Goal 2</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>0</b>

## Part VI: EVALUATION OF THE SIP

For each measurable objective, identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

Measurable Objectives	Evaluation Measures (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.)	Timeline For collecting data	Person(s) Responsible, Who is the person or group who will ensure that the evaluation is completed?
<p>Teachers will work together to design a remedy that will raise test scores in <b>reading</b> while maintaining the “good scores” we have already achieved in math and writing. PLC’s on site will work to this end.</p>	<p>PLC meetings will be held on at least three mornings and five Friday afternoons. We will talk about specific kids, curriculum, and test scores in reading and math</p>	<p><b>June 2008</b></p>	<p><b>C. Pete Peterson, Principal</b></p>
<p>Teachers will work together to design a remedy that will maintain test scores in <b>math</b> while maintaining the “good scores” we have already achieved. This will be done by looking at scores to determine what areas we are deficient in.</p>	<p>Ditto!</p>	<p><b>June 2008</b></p>	<p><b>C. Pete Peterson, Principal</b></p>

## Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance			Eligible	✓	
Transiency Rate			Served	✓	
% enrolled continuously since Count Day			Targeted Assisted		✓
Incidents of School Violence: Student-to-Student	2		Schoolwide	✓	
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	✓	
% of Highly Qualified Teachers	8	100	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	HA "Yeah, Baby!"	
Dropout Rate (HS)		N/A	Did you appeal your latest AYP designation?		✓
Graduation Rate (HS)		N/A	Was your latest appeal granted?	N/A	
			Designated as Persistently Dangerous School?		✓
			Receiving State Remediation funding?		✓
			Has a State SST been assigned to your school?		✓

<p>1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? We use an Aide to make sure that ALL children get the academic attention they need. Further, we purchase research backed materials to assist the teachers in their instruction. Finally, we attend conferences both within and without the district and work closely with local RPDP professionals. We all espouse to professional learning communities.</p>
<p>2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year. Panaca Elementary is a 21<sup>st</sup> Century Community Learning Center school. As such, we have an after school program where we tutor children four days per week and as much as the students need (with a minimum of one hour). The program then includes arts and recreational activities as well. We believe, and research backs up our belief, that arts and recreation enhance students' classroom performance. Additionally, we offer a four week summer school program for all students, with emphasis on students in need of improvement.</p>
<p>3. Describe the resources available to the school to carry out the plan. We have funding as a <b>Title I</b> school. We also have <b>21<sup>st</sup> Century Community Learning Center</b> money. We also have a ratio of 1 teacher to each of twelve students. We also work closely with our PTG. Finally, we have ongoing community parenting and literacy meetings. We also received an <b>SB-185</b> grant that has helped us incorporate quality learning programs.</p>
<p>4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. Without Title I funding we couldn't afford an aide nor a teacher. This money helps us give more 1:1 time to each student, particularly those in need. We have technology that is up to date. We have helped teachers get additional schooling in the teaching of reading and in special education. We have text books that are of a legal age. We could have done none of these things without the financial help from the legislature. Thanks!</p>
<p>5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law. How will we? We are! We do this by holding "town" meetings, by making phone calls, and by sending letters home asking for parental help. All documents, i.e. the Accord, and the Honor Code appear in our student handbook. Parents have to sign that they have received these.</p>
<p>6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMA) targets in English language proficiency (reading, writing, listening, and speaking comprehension).</p> <p>N/A</p>

## Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement,” and are a schoolwide Title I school MUST complete this page.

1. Describe the required services the school has provided based on the number of years the school has been in need of improvement, (e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on).

- Year 1: School Choice.

- Year 2: Supplemental Services.

N/A

- Year 3: Corrective Action.

- Year 4: Restructuring.

2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development.

N/A

3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

N/A

4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.

N/A

5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

N/A

**Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS**

Title I schools, identified as “Needs Improvement” and are a schoolwide Title I school, MUST complete this page.

6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school.

N/A

7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

N/A

8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

N/A

9. Identify the measures that include teachers in decisions regarding the use of academic assessments.

N/A

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

N/A

**Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS**

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

N/A

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

N/A

**Table A: Achievement Data (from 2006-2007)**

Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																					
3 <sup>rd</sup> Grade CRT Results																					
Subpopulation Tested	CRT 3 <sup>rd</sup> Grade Reading								CRT 3 <sup>rd</sup> Grade Math												
	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient		Proficient		
	1		2		3		4		1		2		3		4		1	2	3	4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	0	0	2	33	3	50	1	17	0	0	2	33	1	17	3	50					
Female	0	0	1	14	3	43	3	43	0	0	1	14	3	43	3	43					
American Indian/Alaskan Native			1	100							1	100									
Asian/Pacific Islander																					
Hispanic					1	100							1	100							
Black/African American																					
White	0	0	2	18	5	45	4	36	0	0	2	18	3	27	6	55					
IEP																					
LEP																					
FRL	0	0	2	25	3	38	3	38	0	0	3	38	1	13	4	50					
Migrant																					
Participation Rate																					
School Average	0		23		46		31		0		23		31		46						
District Average	0		25		51		24		3		29		35		32						

**Table B: Achievement Data (from 2006-2007)**

Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																								
4 <sup>th</sup> Grade CRT Results																								
Subpopulation Tested	CRT 4 <sup>th</sup> Grade Reading								CRT 4 <sup>th</sup> Grade Math								Not Proficient				Proficient			
	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient		Proficient		Not Proficient		Proficient	
	1		2		3		4		1		2		3		4		1	2	3	4	1	2	3	4
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Male	1	14	4	57	2	29	0	0	1	14	0	0	4	57	2	29								
Female	0	0	1	14	5	71	2	29	0	0	1	13	4	50	3	38								
American Indian/Alaskan Native																								
Asian/Pacific Islander					1	100							1	100										
Hispanic																								
Black/African American																								
White	1	7	5	36	6	43	2	14	1	7	1	7	7	50	5	36								
IEP																								
LEP																								
FRL	1	14	3	43	1	14	2	29	1	17	1	17	2	33	2	33								
Migrant																								
Participation Rate																								
School Average		7		33		47		13		7		7		53		33								
District Average		10		20		47		22		4		6		51		39								

**Table C: Achievement Data (from 2006-2007)**

Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																								
5 <sup>th</sup> Grade CRT Results																								
Subpopulation Tested	CRT 5 <sup>th</sup> Grade Reading								CRT 5 <sup>th</sup> Grade Math								CRT 5 <sup>th</sup> Grade Science							
	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	0	0	1	25	3	75	0	0	0	0	2	50	1	25	1	25	0	0	0	0	3	75	1	25
Female	0	0	0	0	10	91	1	9	0	0	4	36	7	64	0	0	0	0	1	9	7	64	3	27
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
Hispanic					1	100					1	100									1	100		
Black/African American																								
White	0	0	1	7	12	86	1	7	0	0	5	36	8	57	1	7	0	0	1	7	9	64	4	29
IEP																								
LEP																								
FRL	0	0	1	13	7	88	0	0	0	0	4	50	3	38	1	13	0	0	0	0	6	75	2	25
Migrant																								
Participation Rate																								
School Average	0		7		87		7		0		40		53		7		0		7		67		27	
District Average	6		23		66		6		4		42		47		8		4		30		45		21	



# Appendix

## School Profile

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Panaca Elementary is a Title I school with an enrollment of 117. It serves a population that includes a 42% poverty rate, a 7% transient rate, 15% ethnicity rate, socio-economic status (SES) 49% based on free and reduced lunches, and a Special Ed rate of 9%.

Panaca is located some 165 miles north east of Las Vegas near the Utah-Nevada state line. Cedar City, Utah is 83 miles to the east. The primary industry in the area is agriculture. Additionally, there is one mine in operation in nearby Castleton. There is one small mercantile, a video store and a gas station. There is no other business within 10 miles of the community.

The school has eight teachers, four aides, one custodian, one secretary and a principal. The staff are:

Name	Subject	Degree
C. Pete Peterson	Principal	Master's/Administrative Degree
Leslie Ottley	Early Childhood: Pioche & Panaca	Master's Degree
Heidi Harding	Part time Kindergarten/Special Education	Bachelor's Degree
Jennifer Severns	1 <sup>st</sup> Grade	Master's Degree
Cheryl Babcock	2 <sup>nd</sup> Grade	Master's Degree
Marlene Holton	3 <sup>rd</sup> Grade	Bachelor's Degree
Dana Roden	4 <sup>th</sup> Grade	Bachelor's Degree
Katherine Wheatley	5 <sup>th</sup> Grade	Master's Degree
Gretchen Soderborg	6 <sup>th</sup> Grade	Master's Degree
Lisa Tibbitts	Special Education Paraprofessional	ParaPro PRAXIS
Anna Riptoe	Title I Paraprofessional	48 semester hours
Anna Choquer	21 <sup>st</sup> CCLC Paraprofessional	ParaPro PRAXIS
Teressa Chavez	21 <sup>st</sup> CCLC Paraprofessional	Bachelor's Degree
AnnaRae Manner	Secretary	
John Settles	Custodial	

63% of our teaching faculty has advanced degrees in education. Three have degrees in Special Education. The school has a computer lab with 19 Level I computers as defined by the state.