

# EUREKA COUNTY SCHOOL DISTRICT

## Eureka Elementary School

PO Box 249

Eureka, Nevada, 89316

775-237-5700

For Implementation in  
2010-2011

### District Improvement Planning Team.

Name of Member	Position
Ben Zunino	Superintendent
EES Faculty	Faculty
Mark Martinsen	Counselor, EES

Submission Date: November 1, 2010

Area Reviewer: Mark Martinsen, K-12 Counselor

<b>School: Eureka Elementary School (EES)</b>	<b>District: Eureka County School District</b>
<b>Superintendent: Ben Zunino</b>	<b>School Year: 2010-11</b>
<b>Address: PO Box 249,</b>	<b>Phone: (775) 237-5700</b>
<b>Eureka, Nevada 89316</b>	<b>Email: <a href="mailto:bzunino@eureka.k12.nv.us">bzunino@eureka.k12.nv.us</a></b>
<b>TABLE OF CONTENTS</b>	
	<b>Page #</b>
<b>Part I:</b> Vision of Learning	<b>3</b>
<b>Part II:</b> Inquiry Process: Evidence of Development of the SIP	<b>5</b>
<b>Part III:</b> SIP Goals & Measurable Objectives	<b>9</b>
<b>Part IV:</b> School Improvement Master Plan: Goal 1: Action Plan & Monitoring Plan	<b>10</b>
Goal 2: Action Plan & Monitoring Plan	<b>12</b>
Goal 3: Action Plan & Monitoring Plan	<b>15</b>
Goal 4: Action Plan & Monitoring Plan	<b>17</b>
<b>Part V:</b> Budget for the overall cost of carrying out the plan	<b>20</b>
<b>Part VI:</b> Evaluation of the SIP	<b>21</b>
<b>Part VII:</b> Other Required Elements of the SIP	<b>22</b>
<b>Part VIII:</b> Required Elements for Title I Schools	(not required at this time) <b>25</b>
<b>Part IX:</b> Additional Required Elements for Non-Title I Schools	(not required at this time) <b>27</b>
<b>Appendix A:</b> School Profile (Accountability Report, Other Data)	<b>28</b>

## **Part I: VISION FOR LEARNING**

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

The Eureka County School District Board of Trustees, teachers, administrators, and school staff believe that every student can learn and achieve. It is our purpose, with the support of parents/guardians, to teach, guide, and assist students toward acquiring skills in academic and social areas. We feel that these skills are essential in making successful choices for higher academic endeavors, future vocational pursuits, and making positive contributions to society.

### **District Goal 1**

All students will reach high standards, at a minimum attaining proficiency or better in reading as required by NCLB and Nevada State law.

### **District Goal 2**

All students will reach high standards, at a minimum attaining proficiency or better in language arts (writing) as required by NCLB and Nevada State law.

### **District Goal 3**

All students will reach high standards, at a minimum attaining proficiency or better in mathematics as required by NCLB and Nevada State law.

### **District Goal 4**

All students will reach high standards, at a minimum attaining proficiency or better in science as required by NCLB and Nevada State law.

## **VISION FOR LEARNING** (continued)

### **School Vision or Mission Statement**

The teachers, administrators, and staff of Eureka Elementary School, with the support of parents/guardians, teach, guide, and assist our students toward acquiring skills in academic, occupational, and social areas. These skills are essential for success and making positive contributions to society.

### **School Highlights**

EES Teachers focus on the state standards, especially the prioritized standards, as the basis of their instruction. The major focus district-wide for our instruction is reading and mathematics. In SY 2006-07 we began to use interim testing to monitor and guide instruction, and in SY 2008-09 began using MAP testing to monitor student progress.

We have continued after-school tutoring, remediation, and enrichment program sponsored by 21<sup>st</sup> Century Schools.

All of our teachers are Highly Qualified by SB1 and NCLB standards. Our parents are very involved in our schools with high attendance in two Parent/Teacher conferences.

All grades are now using Singapore Math. The primary grades are using Open Court for reading and language arts. The intermediate grade teachers at EES have specialized; the students rotate classes for reading, language arts, and mathematics. Our grade 4-6 math specialist has arranged for staff development for the Singapore Math series which focuses on problem-solving skills.

For the last five years, the students of Eureka Elementary School exceeded the AYP goals and achieved a designation of High Achieving.

## **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.

#### ***Key Strengths***

(to sustain in the school improvement plan)

EES teachers focus on the state standards, especially the prioritized standards, as the basis of their instruction. The major focus district-wide for our instruction is reading, writing, and mathematics. In SY 2008-09 we began MAP testing to monitor and guide instruction.

We have continued after-school tutoring, remediation and enrichment program sponsored by 21<sup>st</sup> Century Schools. We have tutoring during the school day for targeted students with a reading/math specialist teacher.

All of our elementary teachers are Highly Qualified by SB1 and NCLB standards. Our parents are very involved in our schools with high attendance in two Parent/Teacher Conferences.

All grades are now using Singapore Math. The primary grades are using Open Court for reading and language arts. The intermediate grade teachers at EES have specialized; the students rotate classes for reading, language arts, and mathematics. The intermediate grades are now using Accelerated Reader to improve fluency and comprehension.

For the last five years, the students of Eureka Elementary School exceeded the AYP goals and achieved a designation of High Achieving.

### *Priority Concerns*

The following are concerns:

- Our students need stronger core skills including: listening skills, math problem-solving skills in the elementary grades, writing with a stronger emphasis on the 6 writing traits, and reading fluency and comprehension skills in every grade.
- Our students need higher level thinking skills including: taking a critical stance in reading, practical reasoning, making inferences, solving multi-step problems, using mental models. Additionally, our “exceeding” students need enrichment challenges.
- Our students need stronger socio-emotional skills including: motivation for learning, handling conflict and other interpersonal skills, developing leadership.

**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>Our students need stronger core skills including: listening skills, math problem-solving skills in the elementary grades, writing with a stronger emphasis on the 6 writing traits, and reading fluency and comprehension skills in every grade.</p>	<p>Students in our classes have a wide range of skills, abilities, and preparation for learning.</p> <p>Students are not spending adequate time reading.</p> <p>Teachers have difficulty determining the progress of students toward meeting state standards.</p>	<p>Open the library to students during recess times for quiet reading time.</p> <p>Expand our monitoring of fluency.</p> <p>Continue to use Map testing to track and improve student performance.</p> <p>Continue/expand After-School Program to assist students with their daily assignments.</p> <p>Continue to emphasize to parents the need for daily student reading.</p>
<p>Our students need higher level thinking skills including: taking a critical stance in reading, practical reasoning, making inferences, solving multi-step problems, using mental models. Additionally, our “exceeding” students need enrichment challenges.</p>	<p>With the emphasis on “power standards” And the assessments required by NCLB, our instruction has not addressed the higher thinking skills our students need.</p> <p>Low socio-economic status of some student limit the exposure they have to higher thinking experiences.</p>	<p>Professional development in Ruby Payne’s use of mental models and other higher thinking skills.</p> <p>Continue the after school program to give students enrichment experiences.</p>

<p>Our students need stronger socio-emotional skills including: motivation for learning, handling conflict and other interpersonal skills, developing leadership.</p>	<p>Socio-economic factors, and the rural environment of our community limit our students' socio-emotional growth.</p>	<p>Professional development: Ruby Payne's mediated instruction to help student improve their recognition of consequences, etc.</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:** All students will reach high standards, at a minimum attaining proficiency or better in reading as required by NCLB and Nevada State law.

**Measurable Objective 1.1:** EES students will meet or exceed ELA (Reading) AYP proficiency target of 65.1% during SY 2010-11.

**Goal 2:** All students will reach high standards, at a minimum attaining proficiency or better in language arts (writing) as required by NCLB and Nevada State law.

**Measurable Objective 2.1:** EES students will meet or exceed ELA (Writing) AYP Proficiency target of 65.1% during SY 2010-11.

**Goal 3:** All students will reach high standards, at a minimum attaining proficiency or better in mathematics as required by NCLB and Nevada State law.

**Measurable Objective 3.1:** EES students will meet or exceed Mathematics AYP proficiency target of 68.1% during SY 2010-11.

**Goal 4:** All students will reach high standards, at a minimum attaining proficiency or better in science as required by NCLB and Nevada State law.

**Measurable Objective 4.1:** EES students will meet or exceed Science proficiency targets: 76% for 5<sup>th</sup> Grade during SY 2010-11.

## Part IV: DISTRICT IMPROVEMENT MASTER PLAN

**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:** All students will reach high standards, at a minimum attaining proficiency or better in reading as required by NCLB and Nevada State law.

**Measurable Objective 1.1:** EES students will meet or exceed ELA (Reading) AYP proficiency target of 65.1% during SY 2010-11.

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>1.1.1</b> Continue the school's RTI/IC program. Open the library to students during recess times for quiet reading time.	<b>SY 2010-11</b>	<b>\$ 1,000.00</b>  <b>DIG</b>  <b>District funds</b>  <b>Lunch Duty Pay</b>	<b>Administration</b>  <b>Teachers</b>  <b>Support Staff</b>	<b>Case records of interventions.</b>  <b>Observation – Monthly throughout SY 2010-11</b>	<b>Administration</b>  <b>Teachers</b>
<b>1.1.2.</b> Continue to use MAP testing to assess reading skills.	<b>SY 2010-11</b>	<b>\$5,000.00</b>  <b>DIG</b>	<b>Administration</b>  <b>Teachers</b>	<b>Testing records 3X throughout SY 2010-11</b>	<b>Administration</b>  <b>Teachers</b>
<b>1.1.3.</b> Continue/expand After-School Program to assist students with their daily assignments, and to give them	<b>SY 2010-11</b>	<b>\$60,000.00/SY</b>  <b>21<sup>st</sup> Century Funding</b>	<b>Administration</b>  <b>21<sup>st</sup> Century School Director</b>	<b>Records of activities and student attendance throughout SY</b>	<b>21<sup>st</sup> Century School Director</b>

enrichment experiences.				<b>2010-11</b>	
<b>1.1.4.</b> Professional development in Ruby Payne’s use of mental models and other higher thinking skills and mediated instruction to help students improve their recognition of consequences, etc.	<b>SY 2010-11</b>	<b>\$500.00</b> <b>NNRPDP</b> <b>District Budget</b>	<b>Administration</b> <b>Teachers</b>	<b>Sign in sheets of teachers, minutes of meetings &amp; instruction throughout SY 2010-11.</b>	<b>Administration</b> <b>Teachers</b>
<b>1.1.5.</b> Teachers will participate in collaboration and professional development to meet DIP/SIP goals.	<b>SY 2010-11</b>	<b>\$500.00</b> <b>NNRPDP</b> <b>District Calendar/ schedule</b>	<b>Administration</b> <b>Teachers</b>	<b>Sign in sheets of teachers, minutes of meetings &amp; instruction throughout SY 2010-11.</b>	<b>Administration</b> <b>Teachers</b>
<b>1.1.6.</b> Continue to emphasize to parents the need for daily student reading.	<b>SY 2010-11</b>	<b>\$ 500.00</b> <b>District budget and staff</b>	<b>Administration</b> <b>Teachers, Counselors</b>	<b>Copies of newsletters, Attendance roles of parents at conferences and meetings throughout SY 2010-11..</b>	<b>Administration</b> <b>Teachers, Counselors</b>

**SCHOOL IMPROVEMENT MASTER PLAN (Continued)**

**Goal 2:** All students will reach high standards, at a minimum attaining proficiency or better in language arts (writing) as required by NCLB and Nevada State law.

**Measurable Objective 2.1:** EES students will meet or exceed ELA (Writing) AYP Proficiency target of 65.1% during SY 2010-11.

<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>2.1.1</b> Collaboration for aligning writing instruction in all grades to state standards, use of the new district-wide writing rubric and revise as needed, and to improve and expand our RTI program.	<b>SY 2010-11</b>	<b>\$ 1,000.00</b>  <b>NNRPDP</b>  <b>DIG</b>  <b>Texts, supplies.</b>	<b>Administration</b>  <b>Teachers</b>	<b>Instructional Observation Protocol – Monthly throughout SY 2010-11</b>	<b>Administration</b>  <b>Teachers</b>
<b>2.1.2.</b> Continue using MAP testing.	<b>SY 2010-11</b>	<b>\$ (see 1.1.2)</b>  <b>DIG</b>	<b>Administration</b>  <b>Teachers</b>	<b>Classroom Observations – Monthly throughout SY 2010-11</b>	<b>Administration</b>  <b>Teachers</b>
<b>2.1.3.</b> Continue/expand After-School Program to assist students with their daily assignments, and to give them	<b>SY 2010-11</b>	<b>\$ (see 1.1.3)</b>  <b>21<sup>st</sup> Century Funding</b>	<b>Administration</b>  <b>21<sup>st</sup> Century School Director</b>	<b>Records of activities and student attendance throughout SY</b>	<b>21<sup>st</sup> Century School Director</b>

enrichment experiences.				<b>2010-11</b>	
<b>2.1.4.</b> Professional development in Ruby Payne’s use of mental models and other higher thinking skills and mediated instruction to help students improve their recognition of consequences, etc.	<b>SY 2010-11</b>	<b>\$ (see 1.1.4) District Budget</b>	<b>Administration Teachers</b>	<b>Sign in sheets of teachers, minutes of meetings &amp; instruction throughout SY 2010-11.</b>	<b>Administration Teachers</b>
<b>2.1.5.</b> Teachers will participate in collaboration and professional development to meet DIP/SIP goals.	<b>SY 2010-11</b>	<b>\$ (see 1.1.6) NNRPDP District Calendar/ schedule</b>	<b>Administration Teachers</b>	<b>Sign in sheets of teachers, minutes of meetings &amp; instruction throughout SY 2010-11.</b>	<b>Administration Teachers</b>
<b>2.1.6.</b> Parents will be informed and invited to participate in their children’s education, and school improvement.	<b>SY 2010-11</b>	<b>\$ (see 1.1.7) District budget and staff</b>	<b>Administration Teachers, Counselors</b>	<b>Copies of newsletters, Attendance roles of parents at conferences and meetings throughout SY 2010-11.</b>	<b>Administration Teachers, Counselors</b>

**SCHOOL IMPROVEMENT MASTER PLAN (Continued)**

**Goal 3:** All students will reach high standards, at a minimum attaining proficiency or better in mathematics as required by NCLB and Nevada State law.

**Measurable Objective 3.1:** EES students will meet or exceed Mathematics AYP proficiency target of 68.1% during SY 2010-11.

<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>3.1.1.</b> Collaboration for improving the use of Singapore Math in all grades, K-6, grades to state standards, and to expand our RTI program.	<b>SY 2010-11</b>	\$ (see 2.1.1)  NNRPDP  DIG  Texts, supplies.	<b>Administration</b>  <b>Teachers</b>	<b>Instructional Observation Protocol – Monthly throughout SY 2010-11</b>	<b>Administration</b>  <b>Teachers</b>
<b>3.1.2.</b> Continue to use MAP testing.	<b>SY 2010-11</b>	\$ (see 1.1.2)  DIG	<b>Administration</b>  <b>Teachers</b>	<b>Classroom Observations – Monthly throughout SY 2010-11</b>	<b>Administration</b>  <b>Teachers</b>
<b>3.1.3.</b> Continue/expand After-School Program to assist students with their daily assignments, and to give students enrichment	<b>SY 2010-11</b>	\$ (see 1.1.3)  21 <sup>st</sup> Century Funding	<b>Administration</b>  21 <sup>st</sup> Century School Director	<b>Records of activities and student attendance throughout SY 2010-11</b>	<b>21<sup>st</sup> Century School Director</b>

experiences					
<b>3.1.4.</b> Professional development in Ruby Payne’s use of mental models and other higher thinking skills and mediated instruction to help student improve their recognition of consequences, etc.	<b>SY 2010-11</b>	<b>\$ (see 1.1.4)</b> <b>District Budget</b>	<b>Administration</b> <b>Teachers</b>	<b>Sign in sheets of teachers, minutes of meetings &amp; instruction throughout SY 2010-11.</b>	<b>Administration</b> <b>Teachers</b>
<b>3.1.5.</b> Teachers will participate in collaboration and professional development to meet DIP/SIP goals.	<b>SY 2010-11</b>	<b>\$ (see 1.1.6)</b> <b>NNRPDP</b> <b>District Calendar/ schedule</b>	<b>Administration</b> <b>Teachers</b>	<b>Sign in sheets of teachers, minutes of meetings &amp; instruction throughout SY 2010-11.</b>	<b>Administration</b> <b>Teachers</b>
<b>3.1.6.</b> Parents will be informed and invited to participate in their children’s education, and school improvement.	<b>SY 2010-11</b>	<b>\$ (see 1.1.7)</b> <b>District budget and staff</b>	<b>Administration</b> <b>Teachers, Counselors</b>	<b>Copies of newsletters, Attendance roles of parents at conferences and meetings throughout SY 2010-11..</b>	<b>Administration</b> <b>Teachers, Counselors</b>

## SCHOOL IMPROVEMENT MASTER PLAN (Continued)

**Goal 4:** All students will reach high standards, at a minimum attaining proficiency or better in science as required by NCLB and Nevada State law.

**Measurable Objective 4.1:** EES students will meet or exceed Science proficiency targets: 76% for 5<sup>th</sup> Grade during SY 2010-11.

<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>4.1.1.</b> Collaboration to employ proven instructional strategies in Science across the curriculum, and to expand our RTI program.	<b>SY 2010-11</b>	<b>\$ (see 2.1.1)</b>  <b>NNRPDP</b>  <b>DIG</b>  <b>Texts, supplies.</b>	<b>Administration</b>  <b>Teachers</b>	<b>Instructional Observation Protocol – Monthly throughout SY 2010-11</b>	<b>Administration</b>  <b>Teachers</b>
<b>4.1.2.</b> Continue to use MAP testing.	<b>SY 2010-11</b>	<b>\$ (see 1.1.2)</b>  <b>DIG</b>	<b>Administration</b>  <b>Teachers</b>	<b>Classroom Observations – Monthly throughout SY 2010-11</b>	<b>Administration</b>  <b>Teachers</b>
<b>4.1.3.</b> Continue/expand After-School Program to assist students with their daily assignments, and to give students enrichment	<b>SY 2010-11</b>	<b>\$ (see 1.1.3)</b>  <b>21<sup>st</sup> Century Funding</b>	<b>Administration</b>  <b>21<sup>st</sup> Century School Director</b>	<b>Records of activities and student attendance throughout SY 2010-11</b>	<b>21<sup>st</sup> Century School Director</b>



experiences.					
<b>4.1.4.</b> Professional development in Ruby Payne’s use of mental models and other higher thinking skills, and mediated instruction to help student improve their recognition of consequences, etc.	<b>SY 2010-11</b>	<b>\$ (see 1.1.4)</b> <b>District Budget</b>	<b>Administration</b> <b>Teachers</b>	<b>Sign in sheets of teachers, minutes of meetings &amp; instruction throughout SY 2010-11.</b>	<b>Administration</b> <b>Teachers</b> <b>Media Specialist</b>
<b>4.1.5.</b> Teachers will participate in collaboration and professional development to meet DIP/SIP goals.	<b>SY 2010-11</b>	<b>\$ (see 1.1.6)</b> <b>NNRPDP</b> <b>District Calendar/ schedule</b>	<b>Administration</b> <b>Teachers</b>	<b>Sign in sheets of teachers, minutes of meetings &amp; instruction throughout SY 2010-11.</b>	<b>Administration</b> <b>Teachers</b>
<b>4.1.6.</b> Parents will be informed and invited to participate in their children’s education, and school improvement.	<b>SY 2010-11</b>	<b>\$ (see 1.1.7)</b> <b>District budget and staff</b>	<b>Administration</b> <b>Teachers, Counselors</b>	<b>Copies of newsletters, Attendance roles of parents at conferences and meetings throughout SY 2010-11..</b>	<b>Administration</b> <b>Teachers, Counselors</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.

Goals	<b>Total amount needed to accomplish Goal.</b> (Amounts for each action step should be listed under "Resources.")	<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>\$69,000.00</b> <b>Note: Goals 1-4 overlap costs are shared.</b>	<b>\$69,000.00</b> <b>Note: Goals 1-4 overlap Funds are shared.</b>	<b>\$0.00</b> <b>Note: Goals 1-4 overlap The needs are shared.</b>
<b>Goal 2</b>	See Goal 1 above. Goals 1-4 overlap costs are shared.	See Goal 1 above. Note: Goals 1-4 overlap Funds are shared.	See goal 1 above. Note: Goals 1-4 overlap needs are shared.
<b>Goal 3</b>	See Goal 1. Goals 1-4 overlap costs are shared.	See Goal 1 above. Note: Goals 1-4 overlap Funds are shared.	See goal 1 above. Note: Goals 1-4 overlap needs are shared.
<b>Goal 4</b>	See Goal 1. Goals 1-4 overlap costs are shared.	See Goal 1 above. Note: Goals 1-4 overlap Funds are shared.	See goal 1 above. Note: Goals 1-4 overlap needs are shared.

## 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.

<b>Measurable Objectives</b>	<b>Evaluation Measures</b> (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.)	<b>Timeline</b> For collecting data	<b>Person(s) Responsible,</b> Who is the person or group who will ensure that the evaluation is completed?
<b>Measurable Objective 1.1:</b> EES students will meet or exceed ELA (Reading) AYP proficiency target of 65.1% during SY 2010-11.	<b>1.1: Proficiency Rates on the NV CRTs Reading tests.</b>	<b>March 2011</b>	<b>Superintendent</b> <b>Testing Director</b>
<b>Measurable Objective 2.1:</b> EES students will meet or exceed ELA (Writing) AYP Proficiency target of 65.1% during SY 2010-11.	<b>2.1: Proficiency Rates on the NV Writing tests.</b>	<b>March 2011</b>	<b>Superintendent</b> <b>Testing Director</b>
<b>Measurable Objective 3.1:</b> EES students will meet or exceed Mathematics AYP proficiency target of 68.1% during SY 2010-11.	<b>3.1: Proficiency Rates on the NV CRTs Math tests.</b>	<b>March 2011</b>	<b>Superintendent</b> <b>Testing Director</b>
<b>Measurable Objective 4.1:</b> EES students will meet or exceed Science proficiency targets: 76% for 5 <sup>th</sup> Grade during SY 2010-11.	<b>4.1: Proficiency Rates on the NV CRTs Science tests.</b>	<b>March 2011</b>	<b>Superintendent</b> <b>Testing Director</b>

**Part VII: OTHER REQUIRED ELEMENTS OF THE SIP**

<b>Enrollment</b>	<b>#</b>	<b>%</b>	<b>Staff Characteristics</b>		
Total # of Students Enrolled	<b>100</b>		Number of Administrators (Principal, Assistants)	<b>1</b>	
Number and Percent Female	<b>47</b>	<b>47.0</b>	Number of Deans	<b>0</b>	
Number and Percent Male	<b>53</b>	<b>53.0</b>	Number of Counselors	<b>1</b>	
<b>Important Subpopulations</b>			Number of Classroom Teachers	<b>7</b>	
Limited English Proficient (LEP)	<b>0</b>	<b>0</b>	Number of Special Services Teachers (Art, Computers, ELL, Music, PE, Special Education, Speech, etc.)	<b>2</b>	
Students with IEPs	<b>11</b>	<b>11.0</b>	Number of Instructional Paraprofessionals	<b>1</b>	
Gifted and Talented Education	<b>0</b>	<b>0.0</b>	Number of Other Paraprofessionals	<b>0</b>	
Migrant	<b>0</b>	<b>0.0</b>	% of Highly Qualified Teachers	<b>100.0</b>	
Free/Reduced Meals	<b>26</b>	<b>26.0</b>	% of Highly Qualified Instructional Paraprofessionals	<b>100.0</b>	
<b>Ethnic Subpopulations</b>			Number of site RPD/P/NELIP or other trainer/facilitators	<b>2</b>	
African-American	<b>0</b>	<b>0.0</b>	<b>Title I</b>	Yes ✓	No ✓
Asian/Pacific Islander	<b>2</b>	<b>2.0</b>	Served		<b>X</b>
Hispanic	<b>16</b>	<b>16.0</b>	Eligible		<b>X</b>
Native American/Alaskan Native	<b>0</b>	<b>0.0</b>	Targeted Assisted		<b>X</b>
White	<b>82</b>	<b>84</b>	Schoolwide		<b>X</b>
<b>School Characteristics</b>	<b>#</b>	<b>%</b>	<b>School Designation</b>	Yes ✓	No ✓
Average Daily Attendance		<b>95.5</b>	Did your school make Adequate Yearly Progress (AYP)?	<b>X</b>	
Transiency Rate		<b>30.4</b>	What is your school's AYP designation?	<b>High Achieving</b>	
% enrolled continuously since Count Day		<b>83.1</b>	Did you appeal your latest AYP designation?		<b>NA</b>
Incidents of School Violence	<b>0</b>		Was your latest appeal granted?		<b>NA</b>
Dropout Rate (HS)		<b>NA</b>	Designated as Persistently Dangerous School?		<b>X</b>
Graduation Rate (HS)		<b>NA</b>	Receiving State Remediation funding?		<b>X</b>
Remediation Rate at UCCSN (HS)		<b>NA</b>	Has a district TAP been assigned to your school?		<b>X</b>
			Has a State SST been assigned to your school?		<b>X</b>

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

**EES Administration and teachers focus on best practices of instruction for all students. Classroom observations are conducted to monitor instruction. Professional development focuses on greater depth of knowledge and pedagogy. An Intervention team is being created to help teachers meet the needs of every student.**

2. List and briefly describe, as appropriate, how the District has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year.

**EES has trained a facilitator for an Instructional Consultation Team. Where possible instructional aides work with teachers to provide additional instruction to students who need it. EES has a 21<sup>st</sup> Century School program after school to provide remediation and enrichment to all students. EES has summer reading and math classes.**

3. Describe the resources available to the school to carry out the plan.

**ECSD currently enjoys expanding revenues. Funds are also sought through the Title programs, CTE grants, and state funding.**

**Our calendar and schedules offer limited time for collaboration and in-service.**

**Our staff, in many ways, explore and implement best practices in their classrooms.**

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

**No legislative funds were appropriated for Eureka Elementary School in SY 2010.**

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

**ECSD/EES has sent the Accords and Honor Code to parents.**

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

**(not applicable – no Title III funds are current received)**

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

Title I schools, identified as “Needs Improvement,” MUST complete this page. **EES is not a Title I School.**

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.
- 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.

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

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

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

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

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

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.



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

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

**EES is not a Title I School or in “Need Improvement.”**

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.
2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

**DATES CONNECTED TO SCHOOL IMPROVEMENT PLAN PROCESS—**

Last Review: August 20, 2010

Due to District: November 1, 2010

Due to State: December 15, 2010

**Appendix A: SCHOOL PROFILE (See Accountability Report enclosed on disk as 06103.EES)**