



Elko County School District
Owyhee Combined School
2021-2022 School Performance Plan:
A Roadmap to Success

Owyhee Combined School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Justin Streeter for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

| Enrollment Data | | | | | | | | | | | |
|-----------------|----------|------------------------|-------|----------|--------|--------|---------------------|-------------------------|--------|--------|--------|
| | Total | Am In/ AK Native | Asian | Hispanic | Black | White | Pacific Islander | Two or More Races | IEP | EL | FRL |
| School | Elem-175 | 92.57% | 1.71% | 1.71% | N/A | 1.71% | N/A | 2.29% | 13.14% | 6.29% | 100% |
| | Jr. H-48 | 97.92% | N/A | 2.08% | N/A | N/A | N/A | N/A | 22.92% | N/A | 100% |
| | HS-85 | 92.94% | 2.35% | 1.18% | N/A | 2.35% | N/A | 1.18% | 20 % | N/A | 100% |
| District | 10,247 | 5.85% | .77% | 31.39% | .85% | 58.5% | .35% | 2.29% | 12.85% | 9.93% | 44.45% |
| State | 496,938 | .82% | 5.44% | 42.69% | 11.45% | 31.36% | 1.46% | 6.78% | 12.68% | 14.13% | 65.8% |

| Student Performance Data | | | | | | | | | | |
|--------------------------|---------------------|------------------------------------|-------------------------------|--------------------------------|------------------------------------|--------------------------------|---------------------------------|-----------------------------------|-------------------------------------|----------------------------------|
| Academic Year | School/ District | Math | | | ELA | | | Science | ELPA | |
| | | Proficiency | Growth (MGP) | Growth (AGP) | Proficiency | Growth (MGP) | Growth (AGP) | Proficiency | Proficiency | Growth (AGP) |
| 2018 | School | Elem-1.9% JH-1.8% HS-5.8% | Elem-42% JH-36% HS-N/A | Elem-4.6% JH-3.9% HS-N/A | Elem-11.7% JH-20.3% HS-23.5% | Elem-40% JH-47.5% HS-N/A | El-15.6% JH-19.2% HS-N/A | Elem-0% JH-0% HS-21% | Elem- 7.1% JH- N/A HS- N/A | El- 41.6% JH- N/A HS- N/A |
| | District | Elem-37.2% JH-29.1% HS-20.9% | Elem-51% JH-48% HS- N/A | El-34.5% JH-29% HS- N/A | Elem-46.1% JH-41.3% HS-43.1% | Elem-51% JH-46% HS- N/A | El-48.9% JH-41.6% HS- N/A | Elem-21.2 JH-31.9% HS-27.4% | El-11.27% JH-11.27% HS-11.27% | El-43.1% JH-31.9% HS-17.9% |
| 2019 | School | Elem-1.9% JH-1.8% HS-5.8% | Elem-42% JH-36% HS-N/A | Elem-4.6% JH-3.9% HS-N/A | Elem-11.7% JH-20.3% HS-23.5% | Elem-40% JH-47.5% HS-N/A | El-15.6% JH-19.2% HS-N/A | Elem-0% JH-0% HS-21% | Elem- 6.2% JH- N/A HS- N/A | Elem- 10% JH- N/A HS- N/A |



| | | | | | | | | | | |
|-------------|-----------------|------------------------------------|-------------------------------|--------------------------------|------------------------------------|-------------------------------|---------------------------------|------------------------------------|------------------------------------|------------------------------------|
| | District | Elem-37.2% JH-29.1% HS-20.9% | Elem-51% JH-48% HS- N/A | El-34.5% JH-29% HS- N/A | Elem-46.1% JH-41.3% HS-43.1% | Elem-51% JH-46% HS- N/A | El-48.9% JH-41.6% HS- N/A | Elem-21.2% JH-31.9% HS-27.4% | El-9.32% JH-9.32% HS-9.32% | El-43.1% JH-31.96% HS-17.9% |
| 2020 | School | Elem-5.4% JH-<5% HS-<5% | Elem-42% JH-29% HS-N/A | Elem-5.4% JH-0% HS-N/A | Elem-8.6% JH-5.5% HS-7.6% | Elem-41% JH-56% HS-N/A | El-24.3% JH-12.5% HS-N/A | Elem- 0% JH- 0% HS- 33.3% | Elem- N/A JH- N/A HS- N/A | Elem- N/A JH- N/A HS- N/A |
| | District | Elem-25.6% JH-16.8% HS-20.6% | Elem- JH- HS-N/A | El-30.4% JH-19.6% HS-N/A | Elem-37.3% JH-39.6% HS-38.3% | Elem- JH- HS-N/A | El-45.6% JH-43% HS-N/A | Elem-13.4% JH-36.4% HS-25% | Elem – N/A JH – N/A HS – N/A | Elem-23% JH-31.96% HS-17.96% |

| 4 Year ACGR | | | |
|-----------------|---------------------|---------------------|---------------------|
| | Grad Rate 2017-2018 | Grad Rate 2018-2019 | Grad Rate 2019-2020 |
| School | 93.7% | 88.8% | 84.1% |
| District | 88.49% | 91.82% | 83.83% |

| School Climate Data | | | |
|---------------------|----------------------------------|---------------------------------|---------------------------------|
| | Cultural & Linguistic Competence | | Emotional Safety |
| | Relationships | | |
| School | Elem- 393 JH- 376 HS- 374 | Elem- 366 JH- 342 HS- 345 | Elem- 371 JH- 350 HS- 338 |
| District | 380 | 361 | 347 |

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

| Name | Role |
|------------------------------------|---|
| Justin Streeter | Principal(s) (required) |
| Lynn Manning John (Vice Principal) | Other School Leader(s)/Administrator(s) (required) |
| Meinhart Mosqueda | Teacher(s) (required) |
| Claudia Crutcher | Paraprofessional(s) (required) |
| DeMetria Sam | Parent(s) (required) |



| | |
|---|--|
| <i>Tziavi Melendez</i> | Student(s) <i>(required for secondary schools)</i> |
| <i>Arnold Thomas (Shoshone Paiute Tribal Council Member)</i> | Tribes/Tribal Orgs <i>(if present in community)</i> |
| <i>Barbara Pete (Special Education Teacher); Shana Thomas (Counselor)</i> | Specialized Instructional Support Personnel <i>(if appropriate)</i> |

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

| Outreach Event | Date and Time | Number in Attendance | Key Takeaways |
|---|--|----------------------|---|
| Event 2 | | | |
| Sent out survey to community, staff, and students | September 24, 2021 | 54 Responses | Data is still difficult for parents to understand. |
| Welcome Back Night Used graphs to do a presentation on ACT, MAP, and SBAC scores, along with graduation rate information | 9/30/2021 5:30 – 7:00 | 43 | The biggest concerns expressed were about the condition of the buildings, particular the old boiler heat system and the lack of a ventilation system, particularly during the pandemic. |
| Parent/Teacher Conferences | 11/3/21 2:00 –7:00 11/4/21 12:00-5:00 | 178 | Concerns were adequate instruction with so many staff out and staying safe from Covid during school. |



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

| Student Success | | | |
|-----------------------------|--|--|--|
| | Student Performance | Social and Emotional Learning | Access to Rigorous Texts and Tasks |
| Data Reviewed | <ul style="list-style-type: none"> · ACT · MAP · SBAC | <ul style="list-style-type: none"> · Graduation Rate · Math & ELA Growth · Math & ELA Proficiency | <ul style="list-style-type: none"> · NEPF · Nevada Report Card Information |
| Problem Statement | Over 75% of our students, across all grades, lack proficiency in both ELA and Math according to the 2020-2021 SBAC. Over 60% of our students across all grades scored below the 40 th percentile | | |
| Critical Root Causes | A fixed mindset in both the staff and students. This causes the staff to feel like they can't bring the student who have learning gaps up to grade level and the students to feel like they are not capable of more. | | |

Part B

| Student Success | |
|--|---|
| <p>School Goal: Owyhee will increase the number of students scoring at or above the 41st percentile on the Reading and Spring MAP administration by 5%. Owyhee will increase the number of proficient students in Math and English language Arts/Literacy, as measured by the SBAC, by 5%.</p> | <p>Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.</p> |



Improvement Strategy:

Implement the RBG3 Program

Evidence:

Level 1 – It is our opinion that this shows strong evidence for the RBG3 Program as it is being implemented statewide for reading.

Intended Outcomes:

Improve student achievement.

Improve K-3 Reading Instruction and K-8 Math instruction.

Establish a statewide K-3 reading assessment framework.

Action Steps:

- Hire/Utilize a Literacy specialist
- Hire/Utilize two reading interventionists.
- Hire/Utilize a Dyslexia Specialist.
- Provide ELA tutoring

Resources Needed:

Budget for:

- Literacy Specialist \$5,000.00 per year
- Dyslexia Strategist \$3,000.00 per year
- Reading Interventionists \$5,000.00 per year (each)
- TNTP for PD \$80,000.00 per year

Challenges to Tackle:

- Fitting the additional pieces into the existing schedule
- Competing the DIBELs testing
- Supporting teachers in making AMP Plans for students below the 40th percentile

Improvement Strategy:

Provide professional development, through TNTP, to aide teachers in implementing our new Math curriculum, Eureka Math

Evidence Level: Level 1 – It is our opinion that this shows strong evidence as TNTP is a professional organization that provides training for educators.



| |
|---|
| <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Improve student achievement • Improve K-8 Math Instruction |
| <p>Action Steps:</p> <ul style="list-style-type: none"> • Purchase Eureka Math • Hire/Utilize a trainer for Staff PD in Eureka Math. • Provide Math tutoring |
| <p>Resources Needed:</p> <ul style="list-style-type: none"> • Purchase Eureka Math \$12,000.00 • Purchase contract with TNTP \$80,000.00 |
| <p>Challenges to Tackle:</p> <ul style="list-style-type: none"> • Gaining teacher buy-in to implement a new Math curriculum. • Providing relevant PD that mirrors what the teachers need. |
| <p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p> |
| <p>English Learners: Utilize a paraprofessional to work one-on-one with these students.</p> <p>Foster/Homeless: Utilize a family liaison to check for unmet needs and connect the family with resources.</p> <p>Free and Reduced Lunch: We are a community eligible school, so every student receives free breakfast and lunch.</p> <p>Migrant: We have no migrant students at our school.</p> <p>Racial/Ethnic Minorities: We are on an Indian reservation, so 95% percent of our students are considered minorities. We provide cultural and enrichment events tied to the Native culture and utilize native instructors and administration whenever possible.</p> <p>Students with IEPs: We monitor for appropriate application of accommodations for our students who have an IEP</p> |

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture



| | Instructional Practice | Instructional Leadership | Systems and Structures that Support Continuous Improvement |
|-----------------------------|---|---|---|
| Data Reviewed | <ul style="list-style-type: none"> · Social Emotional Climate Survey · MAP Data · SBAC Data · NEPF Data | <ul style="list-style-type: none"> · Social Emotional Climate Survey · MAP Data · SBAC Data · NEPF Data | <ul style="list-style-type: none"> · Social Emotional Climate Survey · MAP Data · SBAC Data · NEPF Data |
| Problem Statement | We don't have grade level teams to hone instructional practices as our elementary teachers are singletons. Combined classes make it difficult to teach grade level standards to both populations. It is difficult to allow teachers to visit colleagues in other schools. | | |
| Critical Root Causes | <ul style="list-style-type: none"> · Small student population per grade level · Geographic isolation · Lack of qualified substitute teachers | | |

Part B

| Adult Learning Culture | |
|---|--|
| <p>School Goal: During the 2021-2022 school year, all teachers will participate in off campus and/or virtual conferences and professional development/advancement courses.</p> | <p>STIP Connection: Goal 2 – All students have access to effective educators.</p> |
| <p>Improvement Strategy: We will set aside \$500.00 per teacher to offset the cost of the training.</p> | |
| <p>Evidence Level: Level 1 – It is our belief that this strategy exhibits strong evidence as professional development opportunities has research proving its effectiveness.</p> | |
| <p>Intended Outcomes: To improve teacher knowledge base and increase their instructional effectiveness.</p> | |
| <p>Action Steps:</p> <ul style="list-style-type: none"> • Notify teachers of the available funds | |



- Approve teacher chosen professional development/conference
- Provide substitute during teacher absence

Resources Needed:

- Professional Development Funds \$15,000.00
- Substitute Teachers \$6,000.00

Challenges to Tackle:

- Developing a schedule to limit the number of teachers absent for training at one time.
- Giving teachers a choice while ensuring the training relates to their classroom practice.

Improvement Strategy: Provide Administrator led professional development in house

Evidence Level: 4-Demonstrates a Rationale:

Intended Outcomes:

- Increase level of engagement between administration and staff
- Provide PD on topics of interest/need for staff to increase knowledge in chosen areas

Action Steps:

- Develop a survey for staff to identify areas of interest/need for PD
- Develop a calendar of when PD will take place
- Develop an exit survey to gauge effectiveness of training

Resources Needed:

- Time to develop surveys and PD

Challenges to Tackle:

- Finding time to develop surveys and PD

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

English Learners: Utilize a paraprofessional to work one-on-one with these students.

Foster/Homeless: Utilize a family liaison to check for unmet needs and connect the family with resources.

Free and Reduced Lunch: We are a community eligible school, so every student receives free breakfast and lunch.



Migrant: We have no migrant students at our school.

Racial/Ethnic Minorities: We are on an Indian reservation, so 95% percent of our students are considered minorities. We provide cultural and enrichment events tied to the Native culture and utilize native instructors and administration whenever possible.

Students with IEPs: We monitor for appropriate application of accommodations for our students who have an IEP

Inquiry Area 3 - Connectedness

Part A

| Connectedness | | | |
|-----------------------------|--|---|---|
| | Student | Staff | Family & Community Engagement |
| Data Reviewed | <ul style="list-style-type: none"> · Chronic Absenteeism · Social Emotional Climate Survey · Participation in co-curricular and extra-curricular activities | <ul style="list-style-type: none"> · Teacher input from questionnaire · Teacher attendance · Teacher retention | <ul style="list-style-type: none"> · Accreditation Survey · School Climate survey for parents and guardians |
| Problem Statement | The main concern was the small number of students who can speak the Shoshone and Paiute Languages. | | |
| Critical Root Causes | The loss of the native language stems from the boarding school era, when natives were not allowed to speak their language. | | |

Part B

| Connectedness | |
|--|--|
| School Goal: Increase the level of fluency in the Shoshone and Paiute languages by ten percent as measured by a pre-test and post-test. | STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated. |
| Improvement Strategy: Institute a Shoshone/Paiute language class in the elementary grades. | |



Evidence Level: 1 – It is our opinion that this strategy shows strong evidence because of the importance of family engagement and cultural sensitivity

Intended Outcomes: Increase number of native speakers by instructing elementary students in both the Shoshone and Paiute languages.

Action Steps:

- Utilize proficient speakers of Shoshone and Paiute
- Develop lesson plans to teach the students fluency
- Develop a schedule that allows for instruction to take place

Resources Needed:

- Fluent speakers of the Shoshone and Paiute languages
- Funds for supplies
- A space for lesson planning and meetings to track how the program is working.

Challenges to Tackle:

- Developing a pre-test and post-test to measure language gains.
- Scheduling the times when Native language will be taught.
-

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

English Learners: Utilize a paraprofessional to work one-on-one with these students.

Foster/Homeless: Utilize a family liaison to check for unmet needs and connect the family with resources.

Free and Reduced Lunch: We are a community eligible school, so every student receives free breakfast and lunch.

Migrant: We have no migrant students at our school.

Racial/Ethnic Minorities: We are on an Indian reservation, so 95% percent of our students are considered minorities. We provide cultural and enrichment events tied to the Native culture and utilize native instructors and administration whenever possible.

Students with IEPs: We monitor for appropriate application of accommodations for our students who have an IEP



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

| Funding Source | Amount Received for Current School Year | Purpose(s) for which funds are used | Applicable Goal(s) |
|-----------------------------------|---|---|--------------------|
| Victory Grant | \$383,000.00 | Set aside funds for teachers to pay for professional development or conferences | Goal 2 |
| Title I Grant | \$133,000.00 | Purchase Eureka Math for K-8 | Goal 3 |
| Title VI Grant | \$16,000.00 | Purchase supplies for Shoshone/Paiute language program | Goal 6 |
| CARES Act Funding (From District) | \$80,000.00 | Hire Company to provide Eureka Math PD | Goal 1 |
| RBG3 Grant | \$18,000.00 | Hire Reading interventionist, dyslexia strategist, and literacy specialist | Goal 1 |