



Elko County School District
Liberty Peak Elementary
2021-2022 School Performance Plan:
A Roadmap to Success

Liberty Peak Elementary 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 Bobby Steensen 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	584	.7%	0%	15%	.5%	82%%	0%	2.4%	12%%	1.7%	10%
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	-	-	-	-	-	-	-	-	-
	District	37.2%	51%	34.%%	46.1%	51%	48.9%	21.2%	11.27%	43.1%
2019	School	-	-	-	-	-	-	-	-	-
	District	37.2%	51%	34%	46.1%	51%	48.9%	21.2%	11.27%	43.1%
2020	School	39.5%	66%	37.9%	50.7%	59%	56.9%	20.4%	-	-
	District	25.6%	55%	30.5%	37.3%	64%	45.6%	13.4	TBD	TBD



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	---	---	---

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	405	395	379
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
Bobby Steensen	Principal
Chrissie Blanchard	Other School Leader(s)/Administrator(s)
Kelley Melendez -K, Michelle Munson -1, Marcie Kraintz -2, Rebecca Walker -3, Gloria Hutchison -4, Tori Bottari -5, Derek Martinez -Specialist, Sandy Pool - SPED	Teacher(s) (required)
Brandi McAnany	Paraprofessional(s) (required)
Lucy Pope - PTA President	Parent(s) (required)
---	Student(s) (required for secondary schools)
---	Tribes/Tribal Orgs (if present in community)
---	Specialized Instructional Support Personnel (if appropriate)



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 -Student success data presented to PTA	9/9- 10/14		She was going to send out to members and get feedback from the parent/community.
Student Survey	11/1 - 11/12	All Students (562)	
Parent Survey	TBD		*Will present information of SBAC data for School/District. *Will give out a survey questionnaire on parent perception in regards to school climate, safety, needs, etc.



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	20-21 SBAC data, Fall of 21 MAPs data, DIBELS	20-21 SCSEL data	District Adopted Wonders ELA Curriculum, Pacing guides and lesson plans.
Problem Statement	Despite the district having an adopted curriculum, students are still behind in grade level standards. With this in mind, we will need to understand, identify, and address/teach the essential standards for each grade level.		
Critical Root Causes	<p>During the first year of operation, LPE staff looked at and agreed upon pacing within grade levels. These have not been formally reviewed since this time. Along with this discussion, staff will need to look at, discuss, and understand which content standards are essential. This will help create a focused and deliberate understanding of what content needs to be addressed with students, and what can be added as a supplement to help fill gaps within student learning, with regards to Tier I, II, and III instruction.</p> <p>Furthermore, students were out of school for significant periods of time during the last year and a half due to the COVID-19 pandemic. Students were unable to attend after school tutoring or receive targeted interventions during the school day.</p>		



Part B

Student Success	
<p>School Goal: By December 1st, LPE students will have access to aligned, high quality tasks that will drive a focused and parallel instruction within Tier I, II, and III education within the school setting.</p> <p>This focused approach will have positive impacts on student DIBEL, MAP, and SBAC data throughout the year.</p>	<p>Aligned to Nevada’s STIP Goal: Goal 2 - All students have access to effective educators. Goal 3: All students experience continued academic growth. Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: Access to Rigorous Texts and Tasks Staff PD will take place on November 10th and 17th, along with December 1st, in order to edit pacing guides and identify essential standards for the school year.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): In the essence of best teaching practices, using Pacing guides and Essential Standards are a Level 1 - Strong</p>	
<p>Intended Outcomes: Staff will create a unified pacing and understanding of the essential content for students. This focused approach will help drive Tier I, II, and III education within the school. This focused approach should have positive impacts on student DIBEL, MAP, and SBAC data throughout the year.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Communicate the intent of Nov. 10th,17th, and Dec. 1st PD sessions. ● Staff will bring Pacing guides and standards to these PD sessions. ● They will discuss and finalize Pacing Guides and Essential Standards by December 1st. ● Utilize these throughout the year within Tier I, II, and III instruction. ● Review/Edit these at the end of the 21-22 SY. This will include vertical collaboration between adjacent grade level bands. ● We will review and update new teachers of the Pacing at the beginning of the 22-23 SY. 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● NVACS by grade levels 	



- Current Pacing guides being utilized.

Challenges to Tackle:

- Professional grade level collaboration and agreement.
- Timeline for completion
- Onboarding new staff members (22-23)

Improvement Strategy: Students will participate in 30-40 minute Tier II interventions, 3-4 days a week. Select students will participate in Tier III interventions, based on IEP determined needs.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

ESSA recommends this intervention category (Solution Tree) as a level 3. LPE will be using a data based approach to provide targeted interventions and progress monitoring (Using MAPs and DIBELS to identify focused intervention groups)

Intended Outcomes: All students will show larger than average growth on progress monitoring measures as well as increase in MAP and DIBELS scores.

Action Steps:

- Maintain a schedule which allows: 1) A common prep/planning time where grade level groups have time to work collaboratively and develop common curriculum, instructional strategies and common assessments. 2) A designated RTI Tier II intervention block 3) Provide Special education support to classroom teachers and students during the day
- Staff will utilize updated pacing and essential standards to guide Tier II and III supports.
- The use of MAPs, DIBELS, and other assessments to monitor student needs/progress.

Resources Needed:

- Pacing guide with essential standards.
- Common prep/planning time.
- DIBELS and MAPs access and data.

Challenges to Tackle:

- Consistency within grade level of common assessment and identification of student needs.
- Having consistent and reliable student data to reference as a grade level for interventions.



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

English Learners: All students will participate in Tier I and II interventions, as well as appropriate assessments.
School wide data disaggregation in regards to MAPs and SBAC.
ELL students have support from ELL Para-Professional.

Foster/Homeless: All students will participate in Tier I and II interventions, as well as appropriate assessments.
School wide data disaggregation in regards to MAPs and SBAC.
Students will also have access to McKinney-Vento services.

Free and Reduced Lunch: All students will participate in Tier I and II interventions, as well as appropriate assessments.
School wide data disaggregation in regards to MAPs and SBAC.

Migrant: All students will participate in Tier I and II interventions, as well as appropriate assessments.
School wide data disaggregation in regards to MAPs and SBAC.

Racial/Ethnic Minorities: All students will participate in Tier I and II interventions, as well as appropriate assessments.
School wide data disaggregation in regards to MAPs and SBAC.

Students with IEPs: All students will participate in Tier I and II interventions, as well as appropriate assessments. Students with IEP's will also receive appropriate Tier III interventions, as determined within their IEP.
School wide data disaggregation in regards to MAPs and SBAC.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	20-21 SBAC data, Fall of 21 MAPs data, DIBELS, and informal staff survey/discussion	Informal staff survey/discussion	RTI Tier I, II, and III review. MAPs, DIBELS, and SBAC data. PLC logs/information
Problem Statement	With students being behind in grade level standards, we will need to understand, identify, and address/teach the essential standards for each grade level.		
Critical Root Causes	During the first year of operation, LPE staff looked at and agreed upon pacing within grade levels. These have not been formally reviewed since this time. Along with this discussion, staff will need to look at, discuss, and understand which content standards are essential. This will help create a focused and deliberate understanding of what content needs to be addressed with students, and what can be added as a supplement to help fill gaps within student learning. Furthermore, students were out of school for significant periods of time during the last year and a half due to the COVID-19 pandemic. Students were unable to attend after school tutoring or receive targeted interventions during the school day.		

Part B

Adult Learning Culture	
<p>School Goal: By the 1st of December, all grade level teams will have created an updated pacing guide for ELA and math, including essential standards for students.</p> <p>This will help drive Tier I, II, and III education within the school settings. This focused approach will have positive impacts on student DIBEL, MAP, and SBAC data throughout the year.</p>	<p>STIP Connection: Goal 2 - All students have access to effective educators. Goal 3: All students experience continued academic growth. Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>

**Improvement Strategy:**

Staff PD will take place on November 10th and 17th, along with December 1st, in order to edit pacing guides and identify essential standards for the school year.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

Intended Outcomes:

Staff will create a unified pacing and understanding of the essential content for students. This focused approach will help drive Tier I, II, and III education within the school. This focused approach should have positive impacts on student DIBEL, MAP, and SBAC data throughout the year.

Action Steps:

- Communicate the intent of Nov. 10th, 17th, and Dec. 1st PD sessions.
- Staff will bring Pacing guides and standards to these PD sessions.
- They will discuss and finalize Pacing Guides and Essential Standards by December 1st.
- Utilize these throughout the year within Tier I, II, and III instruction.
- Review/Edit these at the end of the 21-22 SY. This will include vertical collaboration between adjacent grade level bands.
- We will review and update new teachers of the Pacing at the beginning of the 22-23 SY.

Resources Needed:

- NVACS by grade levels
- Current Pacing guides being utilized.

Challenges to Tackle:

- Consistency within grade level of common assessment and identification of student needs.
- Having consistent and reliable student data to reference as a grade level for interventions.



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

English Learners: All students will participate in Tier I and II interventions, as well as appropriate assessments.
School wide data disaggregation in regards to MAPs and SBAC.

Foster/Homeless: All students will participate in Tier I and II interventions, as well as appropriate assessments.
School wide data disaggregation in regards to MAPs and SBAC.

Free and Reduced Lunch: All students will participate in Tier I and II interventions, as well as appropriate assessments.
School wide data disaggregation in regards to MAPs and SBAC.

Migrant: All students will participate in Tier I and II interventions, as well as appropriate assessments.
School wide data disaggregation in regards to MAPs and SBAC.

Racial/Ethnic Minorities: All students will participate in Tier I and II interventions, as well as appropriate assessments.
School wide data disaggregation in regards to MAPs and SBAC.

Students with IEPs: All students will participate in Tier I and II interventions, as well as appropriate assessments. Students with IEP's will also receive appropriate Tier III interventions, as determined within their IEP.
School wide data disaggregation in regards to MAPs and SBAC.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	SCSEL data	Informal staff survey/discussion	Informal staff survey/discussion
Problem Statement	As a new school, LPE has yet to create and solidify it's own identity of "who we are".		
Critical Root Causes	We are a school that is in its third year of operation. Of these three years, only 7 months have been under "regular"/pre-covid restriction operation. There have been many restrictions that have hindered potential ideas of student/family/community/school engagement.		

Part B

Connectedness	
<p>School Goal: We will use the 21-22 school year to continue planning 3 events, to help create the culture and "personality" of our school. This includes educational opportunities for students and family involvement events.</p>	<p>STIP Connection: Goal 2 - All students have access to effective educators. Goal 3: All students experience continued academic growth. Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: Staff will continue to work within committees to help create efforts and events that build the culture of LPE and create the identity of "who we are".</p>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):
Intended Outcomes: LPE will increase the number of family centered events being held within the school year. This will help create a culture of connectivity between the school and home.
Action Steps: <ul style="list-style-type: none">● Conversations amongst staff about “who we are” and what we would like to be known for.● Creation of a list of events that build this culture, and increase family/school involvement.● Decisions about which events to invest resources into.● Building of funds, supplies, resources, etc. for these events.● Organization, communication, and execution of events.
Resources Needed: <ul style="list-style-type: none">● Feedback list of potential events from staff.● Resource of time for planning, orchestrating, and holding of events.● Funding for events (supplies, papers, resources, etc.)
Challenges to Tackle: <ul style="list-style-type: none">● Creation of ideas for events.● Time allocation from staff for planning, orchestrating, and holding of events.
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Invitation to all students to attend. May include focus on Reading and ELA skills/standards. Invitations in foreign languages. Foster/Homeless: Invitation to all students to attend. Free and Reduced Lunch: Invitation to all students to attend. Migrant: Invitation to all students to attend. Racial/Ethnic Minorities: Invitation to all students to attend.



Students with IEPs: Invitation to all students to attend. May include focus on Reading and ELA skills/standards, as well as Math and Sciences.

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)ECSD -
ECSD - General Fund	LPE General Budget - \$120,888 ----- -Maint - \$48,195 -Regular Instruction And - \$72,693 Support Programs	<p>These funds are used for both the maintenance side of things, as well as regular instruction and support program needs.</p> <p>The maintenance side of the budget accounts for \$48,195, leaving \$72,693 for regular instruction and support program needs.</p> <p>The funding for regular instruction is used for PD and training travel, books and periodicals, technology related equipment and services, and other general supplies.</p> <p>The support program funds are used to help; ESL programs, Guidance services, Health Services, and Library Media Services.</p>	Inquiry Areas 1, 2, and 3.



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