



Pioneer Academy 1-12

Pioneer Online Elementary School

Pioneer Online Middle School

Pioneer High School

(MBRJJC) Murphy-Bernardini Regional Juvenile Justice Center

School Performance Plan: A Roadmap to Success

Pioneer Academy has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Jason Zona

School Website: <https://pioneer.carsoncityschools.com/>

Email: jzona@carson.k12.nv.us

Phone: 775-283-1300

School Designations: Title I **CSI** TSI TSI/ATSI (Pioneer High School is in CSI Status)

Our SPP was last updated on 10/03/2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Jason Zona	Principal(s) (required)
Amy Strom-TOSA Learning Strategist/Interventionist, Admin Designee	Other School Administrator(s) (required)
Julie Gingrich, Jennifer Locke, Rebecca Allen, John Corbitt, Dan Echebarria, Jeff Henricks, Zack Logan, Paul Lorion, Ron Rhoads, Jillian Shufelt, Kristin Steinkraus, Steffany Walker, Leah Wentworth, Amy Westre	Teacher(s) (required)
Elijah Rotter	Paraprofessional(s) (required)
1-Ms. Uzzell, 2-Ms. Lopez	Parent(s) (required)
Karyme Avalos-Silis, Faith Key, Aliyah Berumen, Sadie Fulterton	Student(s) (required for secondary schools)
Blain Osorio, Native American Advocate	Tribes/Tribal Orgs (if present in community)
Cary Jordan-Counselor, Danielle Langum-SSW, Lanae Mitchell-Attendance Clerk, Monica Ward-Office Manager, Jill Council-Dist. Education Coordinator, Kyra Kliman-J4NG, Rachel Raat-Dist Ed. Lab, Patty Bean-Distance Ed. Lab, Karen Wayne-Nutrition Services, Mat Rasor-Custodian	Specialized Instructional Support Personnel (if appropriate)

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-

rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at ([Add a link to the school's School Rating Report.](#))

PERFORMANCE INFORMATION

NDOE SCHOOL RATING REPORTS:

Pioneer Academy 1-12

http://nevadareportcard.nv.gov/DI/nv/carson_city/pioneer_academy/202

Pioneer High School (2 Star Rating on NSPF 2019-2020) (1 Star Unofficial Rating on NSPF for 2022-2023)

http://nevadareportcard.nv.gov/DI/nv/carson_city/pioneer_academy/2022/nspf/

Pioneer Online Middle School (4 Star Unofficial Rating on NSPF for 2022-2023)

http://nevadareportcard.nv.gov/DI/nv/carson_city/pioneer_academy/2022/nspf/md

Pioneer Online Elementary School (2 Star Unofficial Rating on NSPF for 2022-2023)

http://nevadareportcard.nv.gov/DI/nv/carson_city/pioneer_academy/2022/nspf/elem

STUDENT DEMOGRAPHICS (AS OF 10/27/22)

Pioneer Academy (Total)

216 Total Students Grades 1-12th

Full Time Online Students 1-12th of (81 Online Students)

1.2% American Indian or Alaskan Native

2.4% Asian

19.7% Hispanic or Latino

2.4% Black or African American

53% White

0% Native Hawaiian or Pacific

8% 2 or More Races

37% Male 61.7% Female 1.2% X

On-Campus Students 9-12th of (135 Students)

7% American Indian or Alaskan Native

0% Asian

29% Hispanic or Latino

.07% Black or African American

54% White

.07% Native Hawaiian or Pacific

6% 2 or More Races

47.4% Male 51.8% Female .8% X

ARTIFACTS AND DATA LINKS

1. [HOSA Participation Dates](#)
2. [Certificate from NDOE](#)
3. Program Review Letter by NDOE
4. CTE Program Review Report by NDOE

5. [Competition Results 1](#)
6. [Competition Results 2](#)
7. [School Website](#)
8. [Samsung Finalist](#)
9. [NDOE Highlighted School](#)
10. [NDOE Highlighted School](#)
11. [PIONEER ACADEMY GOALS](#)
12. SEL SURVEY DATA PIONEER ONLINE ELEMENTARY SCHOOL 2022
13. SEL SURVEY DATA PIONEER ONLINE MIDDLE SCHOOL 2022
14. SEL SURVEY DATA PIONEER HIGH SCHOOL 2022
15. Title 1 Parent Involvement Survey 2022

NEVADA DEPARTMENT OF EDUCATION

VISION: "All Nevadans ready for success in the 21st century"

MISSION: "To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence"

CARSON CITY SCHOOL DISTRICT

CCSD STRATEGIC PLAN

Goal 2 – Curriculum that Matters: Provide multiple pathways that empower lifelong learners, active citizens, and career and college ready students from Pre-K through grade 12.

Strategy 2.1.2: Personalize student learning opportunities through the Learner Centered Model, project-based learning, and authentic applications.

Objective 5.2: Create a dynamic community environment where students develop marketable abilities and social skills with the knowledge and attitudes necessary to be an engaged citizen. Strategy 5.2.1: Provide students the opportunity to visit, observe, and participate in activities at diverse worksites and civic organizations. 5.2.1a: Investigate options to create grade-level activity programs that provide short-term job shadow and exposure to career opportunities in the community

CCSD VISION: *"In partnership with the community, we will make the most of every day for every student by empowering them with the skills, knowledge, values and opportunities to thrive."*



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<p>HIGH SCHOOL</p> <ul style="list-style-type: none"> • High School: ACT Scores in Eng/Writ • Project Discovery Partnership 18+ years • Staff Experience and Education Levels, HQ staff 100% • Increase in Graduation Rate for 12th Grade (Pending Final) • Increase in Dual College and HS Credit Courses on campus for 9th-12th Grades • SEL Results for Grades 1-12th in three of four areas higher than the school district • Pioneer CTE rated as “Program of Excellence” for HOSA, students are requesting more CTE access in Health Science, Technology, Engineering areas. • CTE is already funded in CCSD • J4NG 2022 NDOE Report • Master Schedule: Setup for extra credit obtainment 8+ credits per year, more instructional time for students than CHS, and more time provided for teacher planning than other school sites. • Pioneer has a small campus and class size ratio • Highlight Link: Brochure <p>MIDDLE SCHOOL</p> <ul style="list-style-type: none"> • Middle School: NSPF Rating was 4 Star Level • Middle School: SBAC scores in math and ELA were the highest 	<p>HIGH SCHOOL</p> <ul style="list-style-type: none"> • Chronic Absenteeism at Pioneer was the highest in CCSD for grades 9-12 • 9th Grade Credit Sufficiency • CTE options on the physical Pioneer campus are not currently in place. Re-establishing or starting the health science and engineering CTE tracks will provide students with college and career readiness tracks in alignment with the NDOE mission, CCSD strategic plan, CCSD Mission/Vision, and specific Pioneer goals. CTE provides the “Why” to help fix many areas: JumpStart and CTE participation availability and equity. • ACT Scores in math for 11th • Parent Involvement in Student Education <p>MIDDLE SCHOOL</p> <ul style="list-style-type: none"> • MAP Scores and Growth Indicators for Elementary and Middle School Students <p>ELEMENTARY SCHOOL</p> <ul style="list-style-type: none"> • SBAC Scores in Math for Elementary Grades • Online Schedule Setup



among all three middle schools

- *Access to Outdoor Interventions*
- *Access to labs and hands on projects, Discovery Block*
- *Parent Involvement was high*

ELEMENTARY SCHOOL

- *Low Chronic Absenteeism 12. 5%, District was 22.9%*
- *Elementary School: SBAC scores for ELA were the highest in the district among 7 schools*
- *Access to Outdoor Interventions*
- *Access to labs and hands on projects, Discovery Block*
- *Parent Involvement was high*

Problem Statement:

HIGH SCHOOL (ONLINE AND IN-SEAT):

(3 Target Areas)

1. Chronic Absenteeism (Missing 10% or More of the Time Enrolled)
2. 9th Grade Credit Sufficiency (Earning 5 credits or more as a 9th Grader)
3. Increase Access to College and Career Readiness on Campus (CTE, JumpStart, Dual Credit Courses)

1-Chronic Absenteeism

Problem Statement:

Pioneer High School on-campus students in grades 9-12th have the highest amount of chronically absenteeism in the district as a yearly trend before Covid, during Covid, and as evidenced by current attendance data in IC. Students enroll at Pioneer with patterns of missing school, and district policy outlines that they are routed to Pioneer from both middle schools when they fail 8th grade in the AAC summer procedures.

Students enroll from CHS and out of district already in a credit deficient status and have become chronically absent while enrolled.

Absenteeism is an area of concern that we have made little progress on over the years for multiple reasons and after several interventions were initiated. This trend occurs even when student self-report that they feel more safe and cared for at this site than any other in the district. Data to support this statement was collected by the NDOE and through 8-9 years of the SEL student survey. See SEL survey data links below.

Chronic Absenteeism Interventions and Incentives:

- A full time attendance/truancy clerk position is paid from grant 1003.
- A temporary attendance trophy is presented each month to the class with highest attendance. This trophy is kept in the room by the teacher until another class has a higher attendance rate. The principal and attendance clerk bring donuts to the class.
- Individual students are recognized by attendance office with tacos from Jack in the Box on Fridays at lunch.



- The district recognizes students with perfect attendance with a ceremony and medal in May.
- Project Discovery events are planned and students are encouraged to attend.
- Daily phone calls are made by our attendance clerk and online coordinator when needed.
- ParentSquare notifications are sent to record contact
- Letter to guardian are sent each Friday
- Auto alerts are setup for guardians in ParentSquare
- Staff will log attendance reasons and issues in IC
- Referral to SSW, Counselor, and EMT when needed
- **Loss of Open Campus Lunch**
- Academic Intervention (AI) assigned at lunch
- Home visits by SSW/Counselor are made
- JPO notification is made when applicable
- Referrals to truancy officer are made after criteria is met
- CASA/DCFS is notified when applicable
- Required Parent Conferences are scheduled with administration.
- A referral to SARB is made after the interventions listed above are completed.

New Interventions and Incentives for 22-23 School Year:

- **A new open campus lunch procedure is being created by the SIT and Student Leadership group.**
- **A daily class challenge and contest will be created by staff.**
- **Lessons in AVID and J4NG will highlight a budget connection for students to understand attendance and pay in the workplace.**
- **The school wide and student friendly Data Wall will be used in Panther Hall and on a flat screen in the hallway highlighting weekly attendance data.**

Root Causes Identified by Pioneer Staff:

Prompt: "Identify Root Causes of Why Students are Absent More at Pioneer HS than all other schools in CCSD"

- Pattern started early in Elementary School
- Family Income
- Academy Gaps too Large for Students to Recover
- Mental Health and Medical Issues
- Cultural Influence
- Parent Disconnect from Importance of Education
- Unidentified Learning Disabilities
- Transportation



- Not Zoned for PHS, Come from all Over District, Out of Town
- Transportation, Rely on Parents
- Parents don't force Students to go to School
- Health Issues
- Students Working
- Attendance Laws, Not Enforced by District, Police, Community, etc.
- Work Study
- Advocate to City Council/State, Legislature NRS, no work unless passing all classes?
- More than Safe, they Need to be Known
- Family Engagement

Root Causes Identified by CCSD Administrators at a Principal's Meeting

Prompt: "Identify why students are chronically absent more in CCSD than DCSD and Washoe."

- Instruction Group: Differentiated, feeling behind, bored if ahead, relevance, anxiety/SEL, making it "hook" so they want to come, culturally relevant, teacher attitude/comments/lack of care about why absent. This group focused on "Students not connection to the relevance of instruction." The 5 whys were: Too far behind, pacing guides and curriculum, bored or distracted, teacher not making relevance explicit, cultural relevance, status of relationships with staff
- Learner Group: This group focusses on "Belonging" for the 5 whys? Relevance, purpose, instruction, needs, individuals, inside-out, homeroom needed, school within a school concept, case manager. Other items discussed were; peer conflict, social media issues, apathy, high stakes, balance, home environment
- Environment Group: Crowding, high number, separation anxiety, need for something that engages them, lack of welcoming staff, need for safe and trusting adult on campus, parents not bringing students, Covid era habits, not seeing attendance as necessary, going home with mild sickness or as an excuse, school's not fun. This group focused on "the need for a trusting adult." The 5 Whys? Staff is overburdened, diversity of skills and needs in classroom, staff mental health, lack of work balance, too much added to their plates, more expectations, legislative demands, the additive mindset, more needs of kids, Covid, students got behind
- Curriculum Group: Lack of emphasis on SEL, lack of reliability to curriculum, differentiation materials, value and understanding current curriculum, educators don't understand the shift from NV-Common Core. This group focused on "the Lack of emphasis on SEL." The 5 Whys? Educators limited experience with SEL, data, limited training, survey staff, low priority, focus on ELA and Math, we are held accountable to these areas.

2-Ninth Grade Credit Sufficiency

Problem Statement: Pioneer High School Students were 91% Credit Sufficient in the last NSPF rating in 2019. In the newest NSPF rating, Pioneer High School students dropped to 51% credit sufficient measuring 9th grade students. Factors are listed in the bullets below and will be explored for continuing and adding various interventions. Areas in bold are new for the 22-23 school year.



9th Grade Credit Accrual Interventions:

- Master Schedule Setup: 8 classes per year, More instructional minutes than other HS, AVID courses
- Weekly grade checks in AVID classes
- Parent Calls from Attendance and Online Labs
- ParentSquare Notification
- Reduce transferring between on campus CCSD high schools in the 9th grade year, case by case per credit accrual

Additional 9th Grade Credit Accrual Interventions for 22-23 school year:

- **PLC agenda focus on P/F by course, teacher, and grade level**
- **Weekly grade checks for (AI) assignment**
- **(AI) for all failing 9th M-TH**
- **Parent Conferences**
- **(AI) Assigned for A days at lunch until passing 9th-11th**

3- Access to College and Career Readiness Options

Problem Statement: Pioneer High School consistently struggles with the NSPF point measurement system in the college and career readiness category. Despite additions to the on campus dual credit options and PLTW Engineering courses, CTE options started by the Pioneer team and housed at Pioneer have been cancelled for 3 separate CTE programs. The criminal justice CTE program in 2010-2013, the construction CTE 2010-2013, and HOSA Medical CTE 2016-2019, programs have been cancelled each for different reasons over the last twelve years. The criminal Justice CTE was no longer viable when a staff member transferred to another location. The construction and HOSA CTE programs were cancelled by the CCSD CTE department and by the District Office staff in 2015 and 2019. In 2019, the same year that HOSA was cancelled, a CTE state audit team visited the Pioneer campus for an audit of the program. The CTE audit team rated the Pioneer HOSA CTE program their highest rating as, “A Program of Excellence.” See the CTE report link below. Despite this high rating on the assessment in 2020, the reasons provided to our leadership team by the CCSD CTE department and the district office have been; a lack of funding to insure the construction lab garage for student access, the cost to upkeep HOSA, and the lack of three year completers in a school with less than 200 students.

When students get to choose electives with college and career readiness, understand “why” they have certain classes, they tend to show more motivation to attend school. Pioneer currently offers JumpStart options off campus and 4 dual high school and college credit courses on campus in cooperation with WNC. We are exploring additional options for certificates and adding a CTE track in health science and engineering on the physical campus again based on data trends and current surveys. Currently Pioneer offers: COMS101, CPD123, ENG, THTR, on campus, and other JumpStart courses off campus. Student desire to go to CHS, WNC, and transportation availability have been consistent barriers to off campus options.

- **Certificates from current classes such as CPR, Lifeguard Training, MS (Pending)**
- **CTE Engineering Route (Pending)**



- **CTE Medical Science Route for Health Science 1 HOSA, Teacher Licensure Questions**
- Dual Credit Route, CDP, COMS, THTR, ENG, JumpStart
- AP Route

Critical Root Causes of the Problem:

- *When the CTE programs located at Pioneer are not located on the physical campus, student access is limited due to transportation and desire.*
- *When CTE programs on campus are not supported at the district and CCSD CTE department levels, the programs are unable to properly establish. The level of support from the CCSD CTE department has been consistently low and inconsistent due to the above mentioned reasons.*
- *The actual expenses for CTE at Pioneer was low compared to the expenditures at CHS. The expense of CTE at Pioneer was considered high by the CTE department and sharing funding with CHS has been problematic.*
- *PLTW Engineering classes are not currently linked to CTE*
- *The CTE 3 Year Completer Design Causes a Barrier*
- *The small size of our Alternative High School*
- *Transportation and the willingness for PHS student to travel to CHS or WNC to access other CTE options has been a consistent challenge*

ONLINE MIDDLE SCHOOL:

Problem Statement:

While our students are outscoring the district middle schools in ELA and Math on the SBAC, they may not all be keeping up with personal growth goals as measured on the MAP tests. (We need MAP data to verify)

Critical Root Causes of the Problem:

Pioneer online students are using APEX curriculum supported by CCSD teachers. Our students have 90 minutes of “support” with Pioneer teachers every other day in every content area. Support is defined as zoom access, and tutoring access with teachers. Students may not be using this time and mandatory participation enforcement is questionable.

ONLINE ELEMENTARY SCHOOL:

Problem Statement:

Full time online elementary students outperformed all other elementary schools in ELA on the SBAC. They underperformed in math on the SBAC at the lowest percentages. They did not meet individual growth targets on MAP x out of x students.

Critical Root Causes of the Problem:

The online elementary schedule is supported by one teacher for grades 1-6. Students were using a different Pearson curriculum in the 21-22 school year and now a FlexPoint curriculum for 22-23. 6th Graders are using Apex curriculum. Students had minimal direct instruction in the



full time online environment for the 21-22 school year. The direct instruction was considerably increased for 22-23 but is still less than the brick and mortar elementary school day.

Student Success

School Goals:

HIGH SCHOOL:

1-Increase the availability, equity, and access to CTE, JumpStart, and Dual Credit courses for Pioneer students by offering more dual credit courses and a CTE track on the physical campus.

2-Decrease the Chronic Absenteeism rate by 5% as measured by state data calculation in IC

3-Increase 9th Grade Credit Sufficiency rate by 10% as measured by IC data

4-Increase lesson rigor in all subjects through the use of AVID instructional strategies.

MIDDLE SCHOOL:

1- Decrease the Chronic Absenteeism rate by 5% as measured by state data calculation in IC data

2-Assess Apex standard alignment and curriculum in cooperation with curriculum director to increase the rigor of all courses.

ELEMENTARY SCHOOL:

1-Increase the direct instruction time in the daily full time online schedule to closely match on-campus style elementary schools in CCSD. This will be measured by the amount of minutes per subject per day with direct instruction in the master schedule as a comparison.

2-Assess the FlexPoint curriculum and standards alignment in cooperation with the curriculum director to increase the rigor in core content areas.

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
 STIP Goal 3 **STIP Goal 4**
 STIP Goal 5

NDOE STIP Goals

Our Goals for 2025 focus on Nevada's children and students. The word "all" is in every Goal. "All" means regardless of age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status. The Goals express our commitment to the well-being of every student. No matter who you are or where you go to school, NDE supports your success.

- **Goal 1:** All children, birth through third grade, have access to quality early care and education.
- **Goal 2:** All students have access to effective educators.
- **Goal 3:** All students experience continued academic growth.
- **Goal 4:** All students graduate future-ready and globally prepared for



3-Increase achievement scores in math and ELA as measured by MAP and SBAC scores.

Formative Measures:

HIGH SCHOOL:

1-Reinstate the Pioneer CTE HOSA program which was deemed, "A Program of Excellence," by the state CTE audit team by;

- *1-Add additional dual credit and CTE classes back into the master schedule with a stair step approach; one class per year until the program gets established again. CTE will be a minimum of a 3 year process to get re-established.*
- *2-Discuss CTE and HOSA course options with Curriculum Director and Pioneer Leadership team which will be exclusive to Pioneer and not duplicated again at CHS.*
- *3-Obtain commitment and defined levels of support from the District Office. CCSD District Office should ensure the full financial support per student counts and staff support expectation by the CCSD CTE department.*
- *4-Pioneer can allocate a budget to support HOSA CTE program in addition to CTE funding shared by CHS and PHS.*
- *5-Provide training to Pioneer staff to support HOSA class offerings.*

2- Measure daily and weekly attendance.

3-Measure the Pass/Fail data for 9th graders quarterly. Assign failing students to lunch and after school AI until passing all classes.

MIDDLE SCHOOL:

Use MAP and lesson assessment data to assess student achievement before SBAC end of the year data is available.

ELEMENTARY SCHOOL:

Build a new online schedule comparing brick and mortar elementary school schedules to add more direct instructional time daily with teacher. Monitor use of the new elementary school schedule. Enforce the mandatory zoom time by communicating with parents. Use MAP and lesson assessment data to assess student achievement before SBAC end of the year data is available.

postsecondary success and civic life.

- **Goal 5:** All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.
- **Goal 6:** All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.



Improvement Strategy: *Update after Strategy Selection*

Evidence Level: *Update after Strategy Selection.*

Action Steps: *What steps do you need to take to implement this improvement strategy?*

HIGH SCHOOL

- *Create Leadership Team Agenda Items for the plan*
- *Obtain Support from Curriculum Director, superintended, associate superintended, and CTE administration*
- *Master Schedule Coordination using existing staff*
- *Research staff certification and assess teacher willingness to participate*

MIDDLE SCHOOL

- *Create Leadership Team Agenda Items for the plan*
- *Use MAP and lesson assessment data to assess student achievement before SBAC end of the year data is available.*

ELEMENTARY SCHOOL

- *Create Leadership Team Agenda Items for the plan*
- *Build a new online schedule comparing brick and mortar elementary school schedules to add more direct instructional time daily with teacher.*
- *Monitor use of the new elementary school schedule.*
- *Enforce the mandatory zoom time by communicating with parents.*
- *Use MAP and lesson assessment data to assess student achievement before SBAC end of the year data is available.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Support from CCSD CTE department*
- *CTE funding shared with CHS based on student numbers*
- *Support from CCSD District Office, superintendent, associate superintendent, and Curriculum Director*
- *Certification criteria for engineering and HOSA CTE courses*
- *Attendance Incentive Funding*

Lead: *Who is responsible for implementing this strategy?*

*Pioneer Leadership Team
Pioneer Science Teacher
Pioneer Science Curriculum
Coordinator
CCSD CTE Person*



- *Data Wall Completion and Further Report Gathering Assistance from the CCSD Statistician*
- *Data tracking attendance and credit sufficiency*
- *Continued grant or district funding to continue Project Discovery, Attendance, Clerk, TOSA, Summer School Options, Elementary School Teacher, and Online Lab Staff*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Support and Time to Establish, Grant Funding*
- *Potential Solution: Obtain support and commitment from Pioneer staff and District Office*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *CTE is already funded at CHS, this can be shared based on size. Pioneer can also allocate funding to support from the general budget.*
- *The 1003 Grant funding ends this year, several positions to support the interventions above need to be continued with district general funds.*

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: Our entire Pioneer population has limited access to CTE options at CHS and no CTE options on physical campus. There is no CTE funding provided for on campus options at Pioneer.*
- *Support: See above action steps for support plan.*

Foster/Homeless:

- *Challenge: Our entire Pioneer population has limited access to CTE options at CHS and no CTE options on physical campus. There is no CTE funding provided for on campus options at Pioneer.*
- *Support: See above action steps for support plan.*

Free and Reduced Lunch:

- *Challenge: Our entire Pioneer population has limited access to CTE options at CHS and no CTE options on physical campus. There is no*

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- *CTE funding provided for on campus options at Pioneer.*
- Support: *See above action steps for support plan.*

Migrant:

- Challenge: *Our entire Pioneer population has limited access to CTE options at CHS and no CTE options on physical campus. There is no CTE funding provided for on campus options at Pioneer.*
- Support: *See above action steps for support plan.*

Racial/Ethnic Groups:

- Challenge: *Our entire Pioneer population has limited access to CTE options at CHS and no CTE options on physical campus. There is no CTE funding provided for on campus options at Pioneer.*
- Support: *See above action steps for support plan.*

Students with IEPs:

- Challenge: *Our entire Pioneer population has limited access to CTE options at CHS and no CTE options on physical campus. There is no CTE funding provided for on campus options at Pioneer.*
- Support: *See above action steps for support plan.*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>All staff are included in Professional Learning Days, Pioneer has an inclusive and holistic approach to team work and staff development.</i> ● <i>Certified and Classified team members are provided with extra pay from grant funding to work beyond their contract times to support school and district initiatives.</i> ● <i>Pioneer partners with Dr. Mike Selby, founder of Project Discovery to work on team dynamics and instructional techniques to motivate students.</i> ● <i>The Pioneer Leadership Team consists of team members from each area on campus, there is also an open invitation for all staff to participate in this group.</i> 	<ul style="list-style-type: none"> ● <i>Pioneer is working towards using regular “Discovery Blocks,” which are cross-curricular and high interest based projects as part of the culture.</i> ● <i>Not all classified staff are able to use this model since their daily schedules are different from other team members in different positions.</i> ● <i>Pioneer is working towards the financial support in grants to keep this 18 year partnership going. The 1003 grant is running out this school year.</i> ● <i>There is no commitment from CCSD to continue the TOSA position.</i>
<p>Problem Statement: <i>Pioneer is working on aligning the adult learning culture to support school goals such as the re-establishing of the on-site</i></p>	



CTE program, increase 9th grade sufficiency, and reduce chronic absenteeism. This will take efforts in all areas and as a full team to focus efforts in the same direction to successfully accomplish.

Critical Root Causes of the Problem:

- *Our team focus can be scattered and based on individual ideas and needs in lieu of the team vision and common goal.*
- *There is a lack of district commitment to fund the TOSA position, support CTE courses on campus, and to support smaller class sizes on the alternative school campus.*

Adult Learning Culture

School Goal: HS/MS/ES: *Focus efforts of PL items and a defined and proportioned budget to; support the goal of re-establishing the on campus CTE program and dual credits, increase 9th Grade credit sufficiency, increase student achievement in ELA and Math and rigor in 1-12th, and to reduce chronic absenteeism in all grades 1-12.*

Formative Measures:

- *PL Agenda Items to Support CTE, Dual Credits, Rigor in all classes 1-12th*
- *Master Schedule and Class Additions for 1-12th*
- *Staff Training for Chosen CTE Classes and Dual Credits*
- *Budget Allocation to Support CTE at Site Level and CTE District Level*
- *Pass/Fail rates for all 1-12th*
- *Attendance data generated weekly grades 1-12th*

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3** **STIP Goal 4**
- STIP Goal 5** **STIP Goal 6**



Improvement Strategy: *Provide training and licensing options for CTE and Dual College Credit and reflection as part of CoP meetings*

Evidence Level: Tier 1: Strong Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Plan CTE Agenda Items for PL, SST, and Leadership Team Meetings*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Leadership team meetings*
- *Time allocated to plan and implement*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Support commitment confirmation from CCSD and CTE department*
- *Potential Solution: Present School Improvement Plan and rationale to all parties at SST, Leadership team meeting.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *We already have 1003 Title grant funding in place for after contract time and work on PL and SIP items.*
- *We will need the re-establishment of shared CTE funding for the 23-24 school year to accomplish the SIP goal.*
- *We can use some Pioneer budget funding to support CTE courses if the funding is not shared from CHS and the district CTE department.*

Lead: *Who is responsible for implementing this strategy?*

Principal

TOSA

Leadership Team

Dual Credit Teachers

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: The goal supports all learners. The challenge will be obtaining the needed support.*
- *Support: Commitment to support Pioneer CTE HOSA with funding, guidance, and a reasonable timeline.*

Foster/Homeless:



- Challenge: *The goal supports all learners. The challenge will be obtaining the needed support.*
- Support: *Commitment to support Pioneer CTE HOSA with funding, guidance, and a reasonable timeline.*

Free and Reduced Lunch:

- Challenge: *The goal supports all learners. The challenge will be obtaining the needed support.*
- Support: *Commitment to support Pioneer CTE HOSA with funding, guidance, and a reasonable timeline.*

Migrant:

- Challenge: *The goal supports all learners. The challenge will be obtaining the needed support.*
- Support: *Commitment to support Pioneer CTE HOSA with funding, guidance, and a reasonable timeline.*

Racial/Ethnic Groups:

- Challenge: *The goal supports all learners. The challenge will be obtaining the needed support.*
- Support: *Commitment to support Pioneer CTE HOSA with funding, guidance, and a reasonable timeline.*

Students with IEPs:

- Challenge: *The goal supports all learners. The challenge will be obtaining the needed support.*
- Support: *Commitment to support Pioneer CTE HOSA with funding, guidance, and a reasonable timeline.*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>See Full NDOE SEL Reports</i> ● <i>SEL Link 2022</i> ● <i>SEL Link 2021</i> ● <i>SEL Link 2020</i> 	<ul style="list-style-type: none"> ● <i>Category 4 on student self confidence</i>
<p>Problem Statement: Pioneer will continue to create a safe learning environment as evidenced by the SEL surveys. Over the last several years, Pioneer High School Students rate themselves higher on categories 1-3 than the district and some state averages. However, they rate themselves lower on the 4th category consistently with regards to self esteem, self confidence, and the ability to finish personal goals. We will continue the traditions unique to a small school while addressing the category they are scoring themselves lower on as a school-wide focus.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● <i>Many of the students to transfer to Pioneer have had negative experiences in larger schools with large class sizes. Many are behind in credits, have moved between numerous public schools, and have experienced some sort of abuse at home and from peers.</i> ● <i>Self confidence is low for many students.</i> 	



- *Pioneer Students had a high percentage of risk factors as evidenced on the SEL surveys and the ACES survey given.*

Connectedness

School Goal: Pioneer will assist students with self-esteem and confidence building.

Formative Measures:

- *SEL Survey Categories 1-4 on 2021 and 2022 reports*
- *Student Participation in Dual Credit Courses, JumpStart, AP, CTE, and the ADV diploma.*
- *Participation in J4NG classes*
- *Participation in Project Discovery Events*
- *Participation in school clubs, organizations, CHS sports, and activities such as; (NJHS, Student Leadership, Speech and Debate, School Board Rep.)*

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 **STIP Goal 4**
- STIP Goal 5** **STIP Goal 6**

Improvement Strategy: *Encourage and invite students to participate in Project Discovery events and student clubs/activities.*

Evidence Level: *The number of students engaged and participating in these activities.*

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Access to career and college opportunities through J4NG and AVID*
- *Invite students to participate in activities and clubs*
- *Advisors will help build capacity in their programs*
- *Advertise the options available through social media and on campus in multiple ways*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Time for staff to plan and refine improvement strategies*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Find time in PL or PLC dates*
- *Potential Solution: Calendar dates and earmark times for staff to plan in PL and PLC dates*

Lead: *Who is responsible for implementing this strategy?*
Pioneer Leadership Team
SSW, Counselor, All Teachers, Advisors



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *General school site funding*
- *1003A Current Funding*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners (6/216)

- Challenge: *Communication with will be made in language specific to ensure parent understanding and support for participation.*
- Support: *Utilize translators and interpretation services with; calls, letters, conferences, parentsquare, and with website documents.*

Foster/Homeless: Foster (0%) Homeless (6/216)

- Challenge: *School attendance and transportation for after school activities and fees.*
- Support: *JAC Bus Passes Purchased with Previous Grant Funding and we do not charge fees at Pioneer*

Free and Reduced Lunch: (100%)

- Challenge: *Our school is considered 100% FRL.*
- Support: *Free breakfast and lunch is provided to all students at Pioneer.*

Migrant: (0%)

- Challenge: *Communication with will be made in language specific to ensure parent understanding and support for participation.*
- Support: *Utilize translators and interpretation services with; calls, letters, conferences, parentsquare, and with website documents.*



Racial/Ethnic Groups:

- Challenge: *Carson City is not very diverse and some subgroups consist of 1 or 2 similar ethnic backgrounds. This has causes a correlation of attendance issues.*
- Support: *We are investigating options for staff training on supporting students in small subpopulations. Encouragement of all students to get involved in after school clubs, activities, and Project Discovery events will help build a sense of belonging.*

Students with IEPs:

- Challenge: *Pioneer has a consistently higher population of IEP students than the district average with only one teacher on campus.*
- Support: *SSS provides another special education teacher off site to support online students and for students off campus at juvenile detention.*

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to **engage the broader school community** in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<ul style="list-style-type: none"> ● <i>The following events are part of the whole school culture which will support the specific action steps and goal of increasing guardian involvement in the education of their students. They “engage the broader school community” by strengthening the rapport and bonds between staff, families, and students.</i> <ol style="list-style-type: none"> 1. <i>Student and Parent Orientation 1</i> 2. <i>Student and Parent Orientation 2</i> 3. <i>Student and Parent Orientation 3</i> 4. <i>Student and Parent Orientation 4</i> 5. <i>Student and Parent Orientation 5</i> 6. <i>Student and Parent Orientation 6</i> 7. <i>Family Night & Open House</i> 8. <i>Family Night for Project Discovery</i> 	<ol style="list-style-type: none"> 8/1/22 8/2/22 8/4/22 8/5/22 8/8/22 8/9/22 9/14/22 9/29/22 	<ol style="list-style-type: none"> 1. <i>More Orientations were created after parents and students could not attend the 2-3 originally planned events.</i> 2. “ 3. “ 4. “ 5. “ 6. “ 7. <i>Maps were needed for the elementary and middle school full time students</i>



<p>9. <i>Financial Aid College Night with Counselor</i></p> <p>10. <i>ParentSquare Letter to Families-Goals and Open House</i></p> <p>11. <i>ParentSquare Letter to Families-Welcome Back</i></p> <p>12. <i>Home Schooled Students and Guardians were contacted with a postcard and invitation to explore online options at Pioneer</i></p> <p>13. <i>J4NG hired a permanent staff member to offer 4 classes focusing on the career outreach and exploration</i></p> <p>14. <i>Use of ParentSquare, see data sheet</i></p> <p>15. <i>Dia De Los Muertos Family Night</i></p> <p>16. <i>Elementary Student/Parent/Teacher Conferences</i></p> <p>17. <i>Home Schooled Student Invitation for Ice Cream Social</i></p>	<p>10/17/22</p> <p>9/13/22</p> <p>9/12/22</p> <p>10/17/22</p> <p>10/17/22</p> <p>11/01/22</p> <p>10/25-10/27</p> <p>11/9/22</p>	<p><i>who had never been on campus. This was the very first on campus open house for full time online students grades 1-8. The BBQ was a good addition and our highest attended Open House in the history of Pioneer.</i></p> <p>8. <i>A point person checklist was needed for staff to prepare to host families.</i></p> <p>9. <i>TBA</i></p> <p>10. <i>Many families are not getting the parentsquare messages since they are not signed up for texts or they have limited knowledge of technology.</i></p> <p>11. <i>"</i></p> <p>12. <i>Pending</i></p> <p>13. <i>Pending</i></p> <p>14. <i>TBA</i></p> <p>15. <i>TBA</i></p> <p>16. <i>100% Parent Participation, all but one were zoom, one in person.</i></p> <p>17. <i>No Home Schooled students or parents showed up for the event from the 26 families invited. We have started another step to inform families of the online options. Our DO has agreed to hand out online brochures when families inquire about homeschooling options.</i></p>
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