Washoe County School District

Smithridge STEM Academy

School Performance Plan: A Roadmap to Success

Smithridge STEM 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: Dixon, Mike
School Website: https://www.washoeschools.net/smithridge
Email: smithridge@washoeschools.net
Phone: 775-689-2560
School Designations: ✔ Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on October 19, 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
Dixon, Mike	**Principal(s)** *(required)*
Janell McGovern	**Other School Administrator(s)** *(required)*
Ssavannah Hernandez, Jen Ghisletta, Heather Marakis, Ana Mead, Liv Hackett, Yolanda Oliveras	**Teacher(s)** *(required)*
Karin Hester	**Paraprofessional(s)** *(required)*
Syrus Beck, Natalie Horlacher	**Parent(s)** *(required)*
Click here to enter text.	**Student(s)** *(required for secondary schools)*
Click here to enter text.	**Tribes/Tribal Orgs** *(if present in community)*
Click here to enter text.	**Specialized Instructional Support Personnel** *(if appropriate)*
Click here to add additional members.	Click here to add their role.

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 http://nevadareportcard.nv.gov/DI/nv/washoe/smithridge_s.t.e.m._academy/2022/nspf/

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**
ELA catch up data at 49% is encouraging. Participation and effort with SBAC was much higher than last year. Classrooms are aligned with district adopted curriculum during tier 1 instruction. After school programs are back to a normal schedule and accessible for anyone interested.	• The effectiveness of instruction is also a concern. Specifically with the execution of instructional strategies during the delivery of teaching. • Math growth and proficiency rates are an area of concern in all grades.

Problem Statement: There is a significant achievement gap between our student's performance and district averages. Math and ELA performance are equally concerning.
Critical Root Causes of the Problem: • Instructional habits during covid continue be evident in both student learning and the delivery of instruction.

Student Success	
School Goal: By the next SBAC exam, Smithridge will increase proficiency and growth in math and ELA for all students by at least 10 percentage points. **Formative Measures:** • Monitoring proficiency through school city • SBAC summative measures	**Aligned to Nevada's STIP Goal:** ✔ STIP Goal 1 ✔ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ✔ STIP Goal 5

• MAP reading data for grades K-3	

Improvement Strategy: Increase the quality of instruction taking place during our tier 2 and tier 3 instruction which is our MTSS/intervention block. **Evidence Level:** Tier 4 - Demonstrates a Rational **Action Steps:** *What steps do you need to take to implement this improvement strategy?* Targeted Professional Development for teachers. Time in our master schedule for regular grade level collaboration to work through the 7 strages of a PLC. Focused feedback from adminstration on the implementation of instructional strategies during the delivery of instruction that support students in the MTSS sytem. Oppportunities for teachers to observe one another delivering the agreed upon instructional strategies. New lesson planning template to focus collaboration on high-yield instructional strategies **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Time for collaboration and PD • Focused feedback for teachers on the impelementation of stratgies **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Time, time and more time. • *Potential Solution:* Making this work a priority through the master schedule and early release Wednesday's. Administration protecting that time. **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • None needed	**Lead:** *Who is responsible for implementing this strategy?* **Administration and Teachers.**

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

English Learners
- *Challenge:* language acquisition during instruction.
- *Support:* Providing background knowledge and scaffolds during instruction to provide EL students the same Tier 1 instructional opportunities as other students.

Foster/Homeless:
- *Challenge:* CIT students have the highest rate of chornic abseentism.
- *Support:* Counselors will personally work with the families to create plans to support students arriving at school. Usually overcoming transportation issues.

Free and Reduced Lunch:
- *Challenge:* Our school is 100% FRL and therefore this entire plan targets this demographic.
- *Support:* Improving instruction in both math and ELA for all students.

Migrant:
- *Challenge:* New comers often have limited english proficiency.
- *Support:* EL staff supports new comers with small group instruction tailored to meet their unique needs with language acquistion.

Racial/Ethnic Groups:
- *Challenge:* 80% of Smithridge students are hispanic.
- *Support:* Increase our hispanic heritage and spanish options within our library and classroom libraries.

Students with IEPs:
- *Challenge:* Student with an IEP meeting grade level proficiency.
- *Support:* Continue collaboration with our special education team and general education teachers to best suppor differentiated learning with growth towards grade level standards.

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
Classrooms materials and curriculum are aligned. Teachers are willing to learn new ideas and open to the long term vision of improving our delivery of instruction. Staff collaboration is a priority in our schedules and budgets. •	• Provding less support for students during math instruction and allowing students to build their own skills to perfrom tasks independently. • Improving the effectiveness of our delivery of lessons through the use of high-yield instructional strategies.

Problem Statement: Teachers are struggling with implementing high-yield instructional strategies in the covid post-era.
Critical Root Causes of the Problem: • Covide era reinforced bad teaching habits and practices due to online learning. • Teachers need professioal development on what high-yield instructional strategies are the most effective and how to deliver them at a high level of effectiveness. • The delivery of instruction varies from room to room.

Adult Learning Culture	
School Goal: Throughout the 21-22 school year, teachers will collaborate with their PLC to choose two high-yield instructional strategies to implement during their math and ELA block by creating daily plans that will be shared with all members of the team and admin. **Formative Measures:** • Lesson plan review • Observations by administration • PLC notes	**Aligned to Nevada's STIP Goal:** ✔ STIP Goal 1 ✔ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ✔ STIP Goal 5

	Lead: *Who is responsible for implementing this strategy?* **Administration, teachers, the learning facilitator.**
Improvement Strategy: High functioning PLC teams will collaborate to raise student performance. **Evidence Level:** Tier 3 - Promising Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Professional development, monthly focusing on instructional strategies. • Teacher's having access to observe model teaching and debrief with administration. • Learning facilitator to provide 1:1 coaching with teachers. • Walkthrough data collected and shared with staff. • PLC's will have a plan to meet on Wednesday's for one hour during early release to review student work, analysis strategies that were successful or unsuccessful, create a re-teach plan and then reassess. • Meeting note recorded on Teams channel for other staff members to view for collaboration. **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Master schedule that provides dedicated time for collaobration and Tier 1 planning. • Professional development planned monthly based on staff needs, focusing on high-yield instructional strategies. • Pacing and curriculum documents from district resources such as curriculum and instruction. • Common formative assessments. **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Ensuring each teacher has the curriculum tools needed to implement the instructional strategies. Staff being present at professional learning. The lack of substitutue teachers limits our ability to cover teacher classrooms for peer observations. • *Potential Solution:* Teacher buy-in on the importance of the work, therefore being present and willing to particpate in professional learning. **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • Principal discretionary funds to cover the cost of any substitute teachers.	

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

English Learners
- *Challenge:* Acquiring academic language in English.
- *Support:* Supporting English academic language during tier 1 with non-linguistic representations and visuals around the room.

Foster/Homeless:
- *Challenge:* Students wanting to attend school.
- *Support:* Provide positive supports to encourage students to attend school daily.

Free and Reduced Lunch:
- *Challenge:* Instruction does not meet our students needs.
- *Support:* Utilzing two high-yield instructional strategies per day that focus on collaboration and communication.

Migrant:
- *Challenge:* New comers often have limited english proficiency.
- *Support:* Teachers strategically partner with students with a bilingual student to support them throughout the day.

Racial/Ethnic Groups:
- *Challenge:* 80% of Smithridge students are hispanic and often have spanish speaking parents.
- *Support:* Provide classroom communication from teachers in both Spanish and English.

Students with IEPs:
- *Challenge:* Not meeting our students needs while accessing grade level content.
- *Support:* Special education teachers collaborate with general education teachres to discuss planning and co-teaching. Progress monitoring and collaboration on the data.

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**

• Students believe that they are treated fairly and that their teachre believe that they can achieve high grades. Students believe that when they are absent someone notices and that their teacher makes them feel good.	• 55% of students reported that students are bullied. 495 of students find it difficult to talk to an adult about a program. Students also reported they have a difficult time knowing strategies to calm themselves down.

Problem Statement: Students need more support on SEL insstruction.

Critical Root Causes of the Problem:
- Teachers are provided a curriculum or taught how to provide effective SEL instruction. Teachers capacity to provide SEL instruction varies greatly across the site.

Connectedness

	Aligned to Nevada's STIP Goal:
School Goal: 20% of students reported on the climate survey that they can easily share their feelings. 41% reported that it is easy to speak with an adult. Through our counselors, we will support teachers with a daily SEL lesson during breakfast that is grade level specific and relevant. Lessons will focus on decision making and communicating appropirate when resolving conflict with a peer. Our goal is to show at least 20% growth in each category on the next climate survey. **Formative Measures:** • Walkthrough data by administration • Teacher self-reflection on how often the teach quality SEL lessons • Student climate data that is collected by the counselor after class guidance lessons.	✔ STIP Goal 1 ✔ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ✔ STIP Goal 5

	Lead: *Who is responsible for implementing this strategy?* **Counselors, Teachers, Administration**
Improvement Strategy: Daily SEL lessons in every classroom. **Evidence Level:** Tier 3 - Promising Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Provide teachers with resouces to have grade level algined SEL lessons during breakfast. • Counselors provide resources and supprt for daily SEL lessons. • Counselors provide classroom guidance lessons with a SEL focus to all classes. **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Counselors need time to find resources to share • Grade levels need time to find the resource they prefer to utilize that best fit their grade level needs. **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Teachers buying into the importance of a daily SEL lesson, and that it is time well spent with students. • *Potential Solution:* Sharing climate data with teachers that support the need for our students growth with SEL. **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • None needed	

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

English Learners
• *Challenge:* Understanding concepts if they are not speaking English.
• *Support:* Find a translation method for them to also be able to share their feelings and needs.

Foster/Homeless:
• *Challenge:* CIT students are frequently tary and therefore miss our SEL lessons first thing in the morning.
• *Support:* Support families in the importance of arriving to school on time and understanding the value of bell to bell learning, via

our counselors and administrators having direct contact with the families.

Free and Reduced Lunch:
- *Challenge:* Our school is 100% FRL and therefore this entire plan targets this demographic and their SEL instruction.
- *Support:* Our MTSS sytem consists of a PBIS program to provide postive reinforcement and encouragement to attend school and support learning for all of our students.

Migrant:
- *Challenge:* language barrier for discussing SEL lessons and strategies.
- *Support:* Aligning new comer small group instruction to grade level SEL lessons.

Racial/Ethnic Groups:
- *Challenge:* 80% of Smithridge students are hispanic and often have spanish speaking parents.
- *Support:* Provide school wide communication in both Spanish and English. Provide translators during parent meetings to support all of our families particpation.

Students with IEPs:
- *Challenge:* Students not missing SEL instruction.
- *Support:* Creating schedules that include students remaining in the classroom during breakfast for the SEL lesson and tier 1 instruction.

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

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
Back to school night	9/7/2022	Families enjoy being on campus and engageing with their child's teacher. Our community partners hosted a BBQ and Ice cream food truck that was really enjoyed and appreicated by families.