Washoe County School District

Stead Elementary

School Performance Plan: A Roadmap to Success

Stead Elementary 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.

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School Designations: ✔ Title I ✔ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on October 23, 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
Prim Walters	**Principal(s)** *(required)*
Monique Manor	**Other School Administrator(s)** *(required)*
Emily Stearns Click here to enter text.	**Teacher(s)** *(required)*
Carolyn Lopez	**Paraprofessional(s)** *(required)*
Martha Bishop	**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)*
Kasey Forshey	**Specialized Instructional Support Personnel** *(if appropriate)*
Deb Evanchak	**Dean**

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 file:///Users/primwalterz/Downloads/2122_NSPF_AddendumYearIndexScoring_Stead.pdf

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**
• New administration and new staff	• Proficiency ELA and Math • Chronic Absenteeism • SPG and APG
Problem Statement: There has not been growth or proficiency in all students	
Critical Root Causes of the Problem: • Interrupted Tier 1 instruction • Lack of time for PLCs • Need for targeted interventions	

Student Success	
School Goal: Student proficiency will increase by 10% in ELA and Math as indicated on the SBAC for all students. **Formative Measures:** • Map • Common Assessments	**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?* **Admin, PLC teams**
Improvement Strategy: Improve/Increase Tier I instructional strategies, opportunities and supports through PLC implementation. **Evidence Level:** Tier 3 - Promising Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* - Establish a shared district/school pacing and instructional calendar - Establish a master schedule that enable uninterrupted Tier I instructional time - Establish clear models for grouping, scaffolding, differentiation, that are shared throughout grade levels and the schools - Grade level PLCs meet frequently to discuss common assessment and results - Establish common teacher walk-throughs that can be utilized by both teachers and admin for shared conversations/review **Resources Needed:** *What resources do you need to implement this improvement strategy?* - District pacing Guides, Instructional Calendars, Master Schedule that supports Tier I and other tiered instruction without interruptions - Having Learning Facilitator work with PLCs and admin to establish, model, train staff on highly effective Tier I instructional models - Common time for PLC work, walk-throughs, training, support, and planning **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* *Implementation Challenge:* Hiring a quality candidate for the Learning Facilitator. Establishing share times, training, and opportunities that are "sacred" for teachers to plan, prepare, instruct, and evaluate effectiveness of lessons/instructional outcomes. Access to calendars, pacing, schedules, etc. that are maintained *Potential Solution:* Support struggling and developing learners (Tier 2 or 3) through the use of trained teachers and interventionists that utilize focused research based programs to support and accelerate learning. (RAZ, Dreambox, LLI, Phonics First etc.) **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* - Title 1, General Funds, Title 1a	

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:* EL teachers are included in the supports and training of students and teachers. Also, individual supports provided through push-in and pull-out models based on student's EL level and WIDA indicators.
- *Support:* ELLevations, Glad strategies

Foster/Homeless:
- *Challenge:* Getting the students to attend school regularly- attendance contracts, district truancy officer support, frequent counselor and admin check-ins
- *Support:* Extra time to support students, multiple copies of materials for students, information for families to support students at home

Free and Reduced Lunch:
- *Challenge:* We are 100% served so these strategies apply to all.
- *Support:* Extra time to support areas of struggle. Opportunities for extra instruction throughout the school day. Multiple copies of assignments as needed. Ideas for families to help students at home.

Migrant:
- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:
- *Challenge:* Utilize data sources to track performance compared to other groups. Data and strategies will be utilized during PLC planning, etc.
- *Support:* Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs:
- *Challenge:* Resource teachers are included in the supports and training of students and teachers. Also, individual supports provided through push-in and pull-out models based on student's IEP Goals and Needs.
- *Support:* Targeted small group instruction to focus on individual student goals and objectives.

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**
• New administration and new teachers	• Proficiency ELA and Math • Chronic Absenteeism • SPG and APG •

Problem Statement: Consistent structure of PLC's have not been in place
Critical Root Causes of the Problem: • Lack of expectation/focus during Covid, Inconsistent school-wide professional learning, PLC were not data based

Adult Learning Culture	
School Goal: Within the first 15 weeks of school, an effective and consistent PLC structure will be established that focuses on student data and drives instruction (tier 1,2,3) as evidenced through artifacts, surveys, and SBAC results (as indicated in SPP goal 1). This will be measured by Agendas, Lesson Plans, and IReady Diagnostic data. **Formative Measures:** • Map • Common assessments	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1　☐ STIP Goal 2 ✔ STIP Goal 3　☐ STIP Goal 4 　　☐ STIP Goal 5

Improvement Strategy: Establish and follow a Professional Learning Community Model (as based on the Learning by Doing and Leading PLCs at Work models) which ensures a data focus, common assessments, and common tier I planning and instruction that utilizes the 4 critical questions for PLCs. Evidence Level: Tier 3 - Promising Evidence Action Steps: *What steps do you need to take to implement this improvement strategy?* • Hire a Learning Facilitator to support PLC process • Create designated PLC times and hire substitute teachers to support PLC structure • Provide training and support for PLC ∉ Schedule, support, and maintain PLC meetings, data, and protocols Resources Needed: *What resources do you need to implement this improvement strategy?* • Learning Facilitator • 3 substitutes for PLC support • Training and protocols for effective PLC implementation • Professional Development around PLC work and effective instruction • Trainings on supporting common assessments and progress monitoring Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Hiring a qualified Learning Facilitator. Hiring and keeping substitutes. Being able to keep PLC time from being interrupted/cancelled due to substitute shortage/coverage. Establishing norms, agendas, protocols, and expectations for PLCs. PD can be interrupted due to COVID protocols or other mandates that are placed on the calendar • *Potential Solution:* Personnel is hired and schedules are in place. A constant effort to protect PLC time. Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • Title 1	Lead: *Who is responsible for implementing this strategy?* **Admin and PLC teams**

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:* EL teachers a part of the PLC team
- *Support:* Master Schedule

Foster/Homeless:
- *Challenge:* NA
- *Support:* Update during SPP Roadmap Development.

Free and Reduced Lunch:
- *Challenge:* We are 100% served so these strategies apply to all.
- *Support:* Master Schedule

Migrant:
- *Challenge:* NA
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:
- *Challenge:* Utilize data sources to track performance compared to other groups. Data and strategies will utilized during PLC planning, etc.
- *Support:* PLC teams

Students with IEPs:
- *Challenge:* Resource teachers are a part of the PLC team
- *Support:* Master Schedule

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**
• New Administration and new teachers	• Higher percent of parent participation
Problem Statement: Family engagement data demonstrated high interest for the diversity of programs offered, but families continued to note	

that scheduling sometimes limited their ability to participate in some of the events, classes, or activities. As such, efforts to keep all families informed about their student's academic performance were limited. Stead ES will continue to reach out and support parent involvement in their child's education by diversifying the times of activities, classes, or events held, increasing the number and scope of programs offered to parents, and communicating more effectively with our diverse community about their child's education.

Critical Root Causes of the Problem:
- Lack of opportunity to connect with families due to COVID protocols.

Connectedness

School Goal: : Stead ES will increase participation at academic activities related to ELA throughout the year (increase in parent numbers at each event starting with a baseline at the first event) as measured by sign- in sheets or virtual meeting attendance. **Formative Measures:** - Parent Conferences	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5
Improvement Strategy: Build partnerships with families through different modes of communication, conferences, and parent university meetings. **Evidence Level:** Tier 3 - Promising Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* - Get 100% Dojo participation - Promote Parent University Participation - Incentives for parent conference involvement **Resources Needed:** *What resources do you need to implement this improvement strategy?* - Parent University - FACE Liaison involvement - Teacher buy in **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* - *Implementation Challenge:* Getting parent buy in	**Lead:** *Who is responsible for implementing this strategy?* **Admin and Face**

- *Potential Solution:* Constant Communication with parents and positive interactions with families

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Title 1

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 barrier
- *Support:* Parent University

Foster/Homeless:
- *Challenge:* Attendance
- *Support:* FACE communication

Free and Reduced Lunch:
- *Challenge:* Attendance
- *Support:* Staff and Face Communication

Migrant:
- *Challenge:* NA
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:
- *Challenge:* Equity throughout school
- *Support:* Track Participation

Students with IEPs:
- *Challenge:* Access and understanding
- *Support:* Teacher and Case Manager communication

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
Parent and Teacher communication and participation.	10/23/2022	- Parents want to hear positive feedback as well - We did morning Back to School. Parents reported they prefer the morning Meeting