Washoe County School District

Marvin Picollo School

School Performance Plan: A Roadmap to Success

Marvin Picollo School 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: Matt Burak
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School Designations: ✔ Title I ✔ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on October 21, 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
Matt Burak	**Principal(s)** *(required)*
Jodee Prudente	**Other School Administrator(s)** *(required)*
Cassie Ronning	**Teacher(s)** *(required)*
Carrie Howell	**Paraprofessional(s)** *(required)*
Teresa Sandoval	**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)*
Andrea Forsyth	**Specialized Instructional Support Personnel** *(if appropriate)*
Amanda Sanderson-McBride, Jen Winkler, Christy Bartlett, Roz VanHorn Synder	**Leadership Team**

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/marvin_picollo_elementary/2022

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**
• **Student participation in NAA** • Student access to modified grade level curriculum • Increased access to vocational skill development opportunities	• **Student participation and performance on SLOs** • **Need for increased student progress monitoring aligned to IEP goals** • Further align student goals to essential grade level standards

Problem Statement: Data is lacking to define student progress and develop appropriate goals.

Critical Root Causes of the Problem:
- *District data is not relevant to student population*
- *Many students do not participate in state wide assessment*
- *State alternate assessment is not modified to provide access to students in a meaningful way*
- *Student goals and objectives are highly individualized creating a difficulty to make categorical conclusions about school wide or grade level progress*

Student Success	
School Goal: By the next school year, leadership will plan and deliver professional development around student progress monitoring data that will occur 2-3 three times during the school year with follow up monitoring and coaching to individuals, resulting in improved amount of data to support student progress and instructional decision making based on data outcomes. **Formative Measures:**	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

• PLC teams to analyze and monitor progress monitoring data monthly, utilizing templates and data- based decision-making guidelines.	

Improvement Strategy: PD on progress monitoring data collection techniques and data-based decision-making procedures **Evidence Level:** Tier 4 – Demonstrates Rationale **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Plan and deliver professional development **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Expertise in subject area, dedicated time **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Follow-up for monitoring and support to staff • *Potential Solution:* Schedule PLC time and admin walk-throughs, data coaching (provided by data coach) **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • None at this time	**Lead:** *Who is responsible for implementing this strategy?* **Admin, Data Coach**

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:* N/A
- *Support:* N/A

Foster/Homeless:

- *Challenge:* N/A
- *Support:* N/A

Free and Reduced Lunch:
- *Challenge:* N/A
- *Support:* N/A

Migrant:
- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:
- *Challenge:* N/A
- *Support:* N/A

Students with IEPs:
- *Challenge:* N/A
- *Support:* N/A

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**
Utilization of evidence-based practices for students with IDD • Modification of standards-based curriculum to promote essential standards • Presentation of age-appropriate instructional materials	**Continued work to adapt the curriculum to meet the needs of all learners** • Continued work to present and develop age-appropriate materials
Problem Statement: District adopted curriculum is not scaffolded to a level to provide access at levels necessary for all Picollo student to	

have meaningful participation in learning activities, therefor a specialized curriculum has been selected for the purpose of meeting the needs of diverse learners. This curriculum continues to require a high degree of accommodation and adaptations to meet all the needs of all students.

Critical Root Causes of the Problem:
- *Students with severe/profound learning needs are not considered in curriculum development*
- *Students with severe/profound learning needs are not considered when district curriculum adoption teams meet*
- *A high level of expertise is required to complete the work to scaffold curriculum to a level of accessibility for Picollo students*
- *Even with a curriculum designed for students with IDD, there is still a requirement to adapt for various needs (vision, orthopedic, cognition, etc.)*

Adult Learning Culture

School Goal: By the next school year, the school will use Title funding to finish mapping ELA curriculum across grade levels (pre-K-12+transition) and begin Science curriculum to accommodate/adapt materials at grade level, giving access to all students to essential standards.

Formative Measures:
- Leadership team will meet regularly to define expectations and outcomes, based on analysis of school wide data outcomes (ALCOT walk-though, NAA, SLO, and progress monitoring).

Aligned to Nevada's STIP Goal:
- ☐ STIP Goal 1   ✔ STIP Goal 2
- ✔ STIP Goal 3   ☐ STIP Goal 4
- ✔ STIP Goal 5

Improvement Strategy: Use Title to stipend teachers to work on completion of curriculum mapping , adaptations, and comprehensive scaffolding of ELA and Science. **Evidence Level:** Tier 4 – Demonstrates Rationale **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Identify teachers to complete work, schedule time, consult and provide guidance of completed work, collect and submit stipend forms **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Materials to support work need to be purchased, use title funding **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Overallocated teachers, beyond contract time • *Potential Solution:* regular check-ins, financial support **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • Title I	**Lead:** *Who is responsible for implementing this strategy?* **Admin, leadership team**

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:* accommodations needed
- *Support:* work will include accommodations for ELL

Foster/Homeless:
- *Challenge:* N/A
- *Support:* N/A

Free and Reduced Lunch:
- *Challenge:* N/A
- *Support:* N/A

Migrant:
- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:
- *Challenge:* all cultures represented in curricular materials in a respectful way
- *Support:* Admin/leadership review of developed materials

Students with IEPs:
- *Challenge:* targeted for this work
- *Support:* None needed

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**
• **Implementation of classroom and individual schedules provide students a better understanding of their school experience, predicting what cis coming and understanding when activities are finished.** • Providing parent choice to engage in-person or virtually has increased parent engagement and access to the school environment. • School Website provides information to staff, families, and community	• **Need for individualized and updated climate survey to staff and families (based on school populations specific needs).** • Continue to cultivate teacher leaders through site-based and district wide initiatives. • Continued professional development that meets the specific needs of the teachers and students, promoting new initiatives and SPP goals • Continue to offer families opportunities in-person and virtually to learn and engage in school activities

• The leadership team has increased staff involvement in schoolwide decision making, increasing staff connectedness to continued systems improvements.	

Problem Statement: The school's efforts for student improvement are difficult to generalize across environments including the home, community, vocational, and other school settings.

Critical Root Causes of the Problem:
- We are a separate school, therefore, we lack the access that a comprehensive campus has to an environment rich with opportunities for involvement in community based experiences including job skills, recreation, clubs, family activities, etc.

Connectedness

School Goal: By the next school year, the school will increase efforts to connect with all families, community agencies, integrated experiences with other schools in order to offer students increased opportunities to learn and practice skills across settings for greater individual success post- graduation. **Formative Measures:** • Transition Plans, meeting with agencies, community based instructional opportunities	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ✔ STIP Goal 3 ✔ STIP Goal 4 ✔ STIP Goal 5

Improvement Strategy: Community Based Instruction and vocational opportunities	Lead: *Who is responsible for implementing this strategy?*
	Teachers (admin support)

Evidence Level: Tier 4 – Demonstrates Rationale

Action Steps: *What steps do you need to take to implement this improvement strategy?*
- PD on transition department expectations for vocational opportunities and community excursions, work with transition dept to identify vocational opportunities, schedule days for community access, complete student informational packets include parent permission, teach appropriate skills, secure transportation to community destinations

Resources Needed: *What resources do you need to implement this improvement strategy?*
- Transportation, receptive businesses

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge:* Teacher planning, student behavior/medical needs
- *Potential Solution:* Teachers work in collaborative teams, plan for behavior/medical needs and supports

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Special Education – transition programing funding

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:* N/A
- *Support:* N/A

Foster/Homeless:
- *Challenge:* N/A
- *Support:* N/A

Free and Reduced Lunch:

- *Challenge:* ensuring that students are provided meals when out
- *Support:* Kitchen to be notified to prepare meals to go

Migrant:
- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:
- *Challenge:* N/A
- *Support:* N/A

Students with IEPs:
- *Challenge:* N/A
- *Support:* N/A

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/Title I Presentation Annual Spaghetti Dinner	9/1/2022	• Families are excited to be able to enter the building and meet in-person • Families were surprised by school designation as a CSI school, given measures are inappropriate and discriminatory. • Opportunity to families and community members to engage with staff, students, and each other during a fun event