

Washoe County
Lois Allen ES

School Performance Plan: A Roadmap to Success

Lois Allen ES 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: Michon Boucher
School Website: <https://www.washoeschools.net/allen>
Email: Allen@Washoeschools.net
Phone: 775-674-4430
School Designations: X Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 17, 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
Michon Boucher	Principal(s) (required)
Christine Stieg	Other School Administrator(s) (required)
Krista Connolly, Josh Novick, Karen Hawkins, Hailee Rinella, Felecia Buice, Christine Malone, Justin Connolly, Jerrilyn Victorian, Katherine Davison, Jennifer Depaulis,	Teacher(s) (required)
Claire Edlebeck	Paraprofessional(s) (required)
Emily Hargreaves	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)
Karly Millar, Ashley Croney	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 [LOIS ALLEN ELEMENTARY - Nevada Accountability Portal \(nv.gov\)](https://www.nv.gov/education/LOIS-ALLEN-ELEMENTARY-Nevada-Accountability-Portal)



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
<ul style="list-style-type: none"> • K-3 Students demonstrating growth in Reading on MAP scores • Overall Math SBAC proficiency improved from 12% to 14% • 4th grade SBAC ELA proficiency improved from 16% to 25% • 4th grade SBAC Math proficiency improved from 9% to 22% 	<ul style="list-style-type: none"> • SBAC scores shown sharp decline in third and fifth grades • Overall ELA SBAC scores dropped from 22% to 16% •
<p>Problem Statement: <i>Whole school proficiency is below the district level across all grade levels in both ELA and Math.</i></p>	
<p>Critical Root Causes of the Problem: Need for student language acquisition strategies in Tier I, II and III instruction Need for improved student attendance Need for improved vocabulary in all grade level Need for more student discussion in classroom</p>	

Student Success	
<p>School Goal: By end of the 2022-23 school year, 50% of students will score above the 40thile as measured by MAP assessments.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> • Winter and Spring MAP assessments • District Common Assessments -School City • Teacher formative common assessments 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: •Teachers will use Tier I language acquisition strategies in Tiers I, II, and III for all Math and ELA lessons.

Evidence Level: Tier 3 - Promising Evidence

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

- € ELD facilitator and Learning Facilitator (BLF) to attend professional learning around coaching and professional development
- € ELD and BLF to attend PLCs and grade level meetings to support planning, data analysis, intervention and enrichment planning
- € Teachers use Leveled Literacy program for ELA intervention groups ESSA
- € Teacher use Envision/Bridges intervention programs for intervention groups in Math
- € All students included in Tier I ELA and Math instruction using language acquisition strategies (GLAD, Ellevation)
- € Teachers use School City, MAP, and formative assessments to review data and student learning in PLCS

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

- € District Curriculum
- € ELD and Building Learning Facilitators
- € Leveled Literacy Kits
- € Envision and Bridges Interventions
- MAP K-3
- School City assessments

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

- *Implementation Challenge: Need for additional time in school schedule to include professional learning time for all K-5 teachers.*
- *Potential Solution: Hiring intervention/specials teacher in order to create master schedule that*

Lead: *Who is responsible for implementing this strategy?*
Principal, Leadership Team



includes PLC time during the school day.

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

Title funds to hire intervention teacher

English language Department to fund ELD teacher

District funds for Building Learning Facilitator

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 students' overall SBAC ELA proficiency scores dropped 3% points.
- *Support:* Teachers will use Ellevation strategies in Tier I instruction as identified by individual student language needs and skills

Foster/Homeless:

- *Challenge:* Homeless and Foster students have high rate of absenteeism, missing out on the language rich lessons.
- *Support:* Building partnership relationships with families to connect with community resources

Free and Reduced Lunch:

- *Challenge:* Allen is 100% FRL-no specific challenges
- *Support:* Allen is 100% FRL-no specific challenges

Migrant:

- *Challenge:* No migrant students identified
- *Support:* No migrant students identified



Racial/Ethnic Groups:

- *Challenge:* 71% of student population is hispanic. 41% of these students are English Learners.
- *Support:* ELD facilitator to attend PLC meetings to support language acquisition strategies.

Students with IEPs:

- *Challenge:* 4th grades students on IEP demonstrated growth on ELA SBAC proficiency, both 3rd and 5th grades declined in proficiency rates
- *Support:* Special education teachers push into general education classes to provide additional support during Tier I ELA and Math instruction.

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
<ul style="list-style-type: none"> • Teachers participating in PLCs to plan Tier I instruction, review student data and plan intervention/enrichment • Some teachers are using Ellevation strategies • Some teachers using GLAD strategies • Teachers using common Math and ELA curriculum and assessments-School City 	<ul style="list-style-type: none"> • SBAC scores shown sharp decline in third and fifth grades • Overall ELA SBAC scores dropped from 22% to 16% • Decrease in student proficiency in ELA and Math • 32% of Allen staff reported work stress as an area of concern on the staff climate survey • 49% agreed or strongly agree that they are feeling burnt out
<p>Problem Statement: Need for instruction (Tier I, II and III) to meet the language needs of all students</p>	
<p>Critical Root Causes of the Problem: Need for student language acquisition strategies in Tier I, II, and III Need for improved student attendance Need for improved vocabulary in all grade levels Need for more student discussion in classroom</p>	



Adult Learning Culture

School Goal: By the end of the 2022-23 school year, all certified teachers will participate in the PLC process to identify essential standards, aligned assessment and intervention/enrichment strategies to include language acquisition strategies in ELA and Math lessons.

Formative Measures:

- PLC notetaker
- K-3 MAP Scores

Aligned to Nevada's STIP

Goal:

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

Improvement Strategy: Teachers will use language acquisition strategies from Ellevation/GLAD in Math and ELA lessons for Tier I, II and III instruction.

Evidence Level: Tier 3 - Promising Evidence

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

- ✘ All certified staff trained in using Ellevation to identify appropriate strategies for each lesson
- ✘ *Building Learning Facilitator and ELD to participate in K-5 PLCs*
- Building Learning Facilitator and ELD to provide ongoing PD and coaching of language acquisition strategies

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

- Building Learning Facilitator
- English Language Faciliator
- All staff access to Ellevation
- District GLAD professional development

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

- *Implementation Challenge:* Time for teachers to PLC
- *Potential Solution:* Develop master schedule to include an hour weekly for PLC time for teachers K-5

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

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

Principal, ELD and BLF



- District general budget to fund Building Learning Facilitator
- District EL to fund English Language Facilitator
- Title 1 to fund intervention/specials teacher

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:* WIDA Access data shows need for improvement in speaking and writing
- *Support:* Teachers and EL teachers will collaborate during PLCs to identify specific strategies to support EL students in Tier I, II and III instruction.

Foster/Homeless:

- *Challenge:* Many of the students identified as homeless or foster need additional supports with SEL and resources
- *Support:* SEL strategies built into daily schedule with collaboration with school counselor

Free and Reduced Lunch:

- *Challenge:* Allen is 100% FRL-no specific challenges
- *Support:* Allen is 100% FRL-no specific challenges

Migrant:

- *Challenge:* No migrant students identified



- *Support:* No migrant students identified

Racial/Ethnic Groups:

- *Challenge:* 41% of Hispanic students are English Learners
- *Support:* Small group individualized instruction in Tiers II and III within the classroom setting.

Students with IEPs:

- *Challenge:* 4th grades students on IEP demonstrated growth on ELA SBAC proficiency, both 3rd and 5th grades declined in proficiency rates
- *Support:* Special education teachers to attend PLC meetings, collaboration in planning and data review between Special education teachers and classroom teachers

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
<ul style="list-style-type: none"> • PBIS/House System • Awards Assemblies • Positive School Climate survey results • Monthly classroom newsletters 	<ul style="list-style-type: none"> • Chronic Absenteeism greater than 24 percent for the 2021-22 school year
<p>Problem Statement: Chronic absenteeism greater than 24 percent for the 2021-22 school year</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • After COVID decreased motivation to attend school, school expectations not being reinforced, lack of transportation during bus blackout weeks. 	
Connectedness	



School Goal: By the end of the 2022-23 school year, 85% of all students will attend school more than 90% of the time.

Formative Measures:

- Monthly Infinite campus attendance reports

Aligned to Nevada’s STIP

Goal:

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

Improvement Strategy: Montly PBIS rewards for students with no tardies or absences

Evidence Level: Tier 4 - Demonstrates a Rational

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

- Combine attendance with PBIS committee
- Fund student prizes for quarerly drawings
- Students receive raffle tickets for arriving to school on time
- Students receive monthly attendance certificates/pencils for perfect attendance
- Messaging to families regarding importance of attendance

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

- Student reward certificates/pencils
- Raffle prizes

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

- *Implementation Challenge:* Students don’t always have control over their attendance
- *Potential Solution:* Messaging to parents about importance of attendance

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

- General Funds for prizes and tickets

Lead: *Who is responsible for implementing this strategy?*
Principal, PBIS Committee, 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:* Communicating with students and families regarding the importance of attendance in native languages.
- *Support:* Use of interpreters during family events and parent conferences

Foster/Homeless:

- *Challenge:* 57% of CIT students were chronically or severely chronically absent during the 21-22 school year.
- *Support:* Before and After school care and tutoring offered to support with additional help. School counselor to identify chronically absent students and connect with school/community resources.

Free and Reduced Lunch:

- *Challenge:* Allen is 100% FRL-no specific challenges
- *Support:* Allen is 100% FRL-no specific challenges

Migrant:

- *Challenge:* No migrant students identified
- *Support:* No migrant students identified

Racial/Ethnic Groups:

- *Challenge:* 41% of Hispanic students are English Learners
- *Support:* Use of interpreters during family events and parent conferences. All communication sent home to families is interpreted in Spanish.

Students with IEPs:

- *Challenge:* 22% of students with an IEP were chronically absent during the 21-22 school year.
- *Support:* Special education case managers will monitor their students' attendance and provide additional supports as needed.

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	9/6/2022	<ul style="list-style-type: none"> • QR code posted for additional informationj



		<ul style="list-style-type: none">• Parents responses were positive feedback that there will be more parent involvement opportunities this year
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