



Washoe County School District

Silver Lake Elementary School

School Performance Plan: A Roadmap to Success

Silver Lake Elementary 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: Courtney Segó

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 9/7/2023



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
Courtney Sego	Principal(s) <i>(required)</i>
Stephanie Nesler	Other School Administrator(s) <i>(required)</i>
Jacqueline Backlund, Tami Bender, Teresa Diarte, Julie Gilmore, Angela Very, Gus Moreno, Monica Goegg, Jaclyn Colley, Darcie Thomas	Teacher(s) <i>(required)</i>
Adrianna Sessions	Paraprofessional(s) <i>(required)</i>
Jessica Sinski	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Rebecca Kramm	Specialized Instructional Support Personnel <i>(if appropriate)</i>

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 [SILVER LAKE ELEMENTARY - Nevada Accountability Portal \(nv.gov\)](https://www.nv.gov/education/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"> In ELA 5th grade, students went from 37% proficient to 44% proficient. (7% growth) In 5th grade math, students went from 20% proficient to 32% proficient. (12% growth) 	<ul style="list-style-type: none"> In ELA SLES total student's 3rd-5th grade dropped proficiency from 45% to 38%. In Math SLES total student's 3rd-5th grade grew 1% moving from 28% to 29% proficient
<p>Problem Statement: We found through data analysis and classroom observations that in an effort to support students due to loss of learning through Covid that the rigor of tier 1 instruction had decreased. This has created a lack of student endurance and perseverance in the face of rigorous academic tasks.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Over scaffolding Reliance on non-standards-based curriculum. Not having a working understanding of the difference between intervention, differentiation, accommodation, and modification 	

Student Success



School Goal: 70% of Silver Lake students will reach their typical growth measure by the third iReady assessment, 35% of students will reach their Stretch growth measure.

Formative Measures:

- *iReady diagnostic (three times a year)*
- *Grade level common assessments*
- *Data from classroom walk-through forms*

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: *iReady*

Evidence Level: Tier 3

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

- *Implementation of updated walk to learn schedule.*
- *Planned PD for the school year around tier 1 strategies.*
- *Leadership binder implementation*
- *Weekly walk-through of classrooms*
- *Students will participate in rigorous tier 1 instruction along with interventions through a walk to learn model with an emphasis on mathematics. Intentionality in both grouping students and materials used will allow us to better target student needs. This model ensures students get daily intervention or enrichment to support overall student growth.*
- *Walk to learn intervention model, using iReady diagnostic data to create groupings for*

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

Principal, Dean



intervention, student leadership binder implementation, professional development around tier 1 strategies.

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

- *Purchase of school-wide PD book*
- *Update walk-through form for this school years look fors*

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

- *Implementation Challenge: Teacher buy-in and implementation of rigorous tier 1 instruction strategies.*
- *Potential Solution: Sharing school wide data with staff, sharing research-based articles in rigor and setting high expectations, transparency on walk-through look fors, and providing adequate time for planning and preparation.*

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

- *General budget and fundraiser 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:** Chronic absenteeism, comfort level of parents coming into the school building to ask questions so they can support their student.

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)



- Support: Training teachers and integrating ELLevations strategies into the math curriculum

Foster/Homeless:

- Challenge: Chronic absenteeism, home support adult often changing
- Support: Counseling Services, communicating with families about outside supports

Free and Reduced Lunch:

- Challenge: Chronic absenteeism
- Support: Equal opportunities to provide materials for all students, understanding of everyone’s backgrounds, counseling, PBiS and SEL strategies

Racial/Ethnic Groups:

- Challenge: Lack of overall diversity within the school.
- Support: Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs:

- Challenge: Lack of qualified staff to support students on IEP’s
- Support: Classroom supports and accommodations, work with family as a team.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>PLC meetings take place regularly and are more focused on data driven discussions and not just planning.</i> ● <i>Common end of unit assessments is being utilized.</i> ● <i>Common formative assessment is being used</i> 	<ul style="list-style-type: none"> ● <i>Dedicated time during the school day is needed for PLC and planning to ensure more administrative support.</i> ● <i>Monthly calendar of PD and PLC Spring Conferences focus for better communication with staff</i>



Problem Statement: PLC teams require more admin support which was difficult to accommodate when all PLC teams were meeting at the same time.

Critical Root Causes of the Problem:

- *More grade levels than admin on campus*
- *Admin team spread too thin and not making it to all meetings.*
- *PLCs are a newer implementation at Silver Lake and need support*

Adult Learning Culture

School Goal: 70% of Silver Lake students will reach their typical growth measure by the third iReady assessment, 35% of students will reach their Stretch growth measure.

Formative Measures:

- *Walk through data.*
- *PLC meeting notes*
- *Classroom common data*

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: PLC

Evidence Level: Tier 2-3

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

- *Dedicated PLC time for each grade level, not overlapping.*
- *Plan and prepare for school wide professional development.*
- *Teachers meet weekly in PLCs with the support of the principal and dean, and grade level leadership team members. Data such as iReady, common unit assessments as well as common formative assessment will be used to guide instruction and to provide interventions to struggling students as measured by walk through data.*
- *Monthly school wide PD, monthly staff calendar, admin attendance at all PLC meetings,*

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

- *Master schedule re-vamp to include dedicated planning and PLC time.*
- *All specials' staff hired.*

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

- *Implementation Challenge: Ensuring an administrator is present at all PLC meetings as well as figuring out a master schedule revamp that allows for common planning and PLC time.*
- *Potential Solution: Reach out to other principals to look at other master schedules, brainstorm with leadership team, as well as our associate chief.*

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

- *None needed at this time*

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

Principal, Dean, Leadership Team



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: Language barrier, parent comfort of coming into school to ask questions/seek help for students
- Support: Training our new teachers and integrating ELLevations strategies into all lesson plans

Foster/Homeless:

- Challenge: Chronic absenteeism, home support adult often changing
- Support: Counseling Services, communicating with families about outside support.

Free and Reduced Lunch:

- Challenge: Due to the absenteeism rate there is a lack of data for some of the students who qualify for free and reduced lunch making it difficult to analyze data and plan appropriate intervention.
- Support: Equal opportunities to provide materials for all students, understanding of everyone's backgrounds, counseling, PBIS and SEL strategies. Food bags on Friday, Coat Closet, multiple grant programs including shoe giveaways.

Racial/Ethnic Groups:

- Challenge: Due to an overall lack of student diversity teachers are not familiar with strategies that offer support for cultural learning differences.
- Support: *Our school will be working with the Equity and Diversity department to conduct an equity walk to move towards more equitable practices schoolwide.*

Students with IEPs:

- Challenge: With an overall lack of qualified special educators within our building, we are unable to send Special Education staff to support PLC data analysis.
- Support: Classroom supports and accommodations, work with family as a team



Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Based on the Parent Climate Survey parents and guardians believe the quality of their student's education went up by 6% 	<ul style="list-style-type: none"> The parent climate survey revealed our lowest area is within the area of learning behaviors. This is down 6% from last year.
<p>Problem Statement: While parents feel the quality of education at Silver Lake has increased overall, all other areas of the parent climate survey have decreased.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Only 34 of our 430 families completed the survey. Tired of virtual outreach as well as lack of understanding of the importance of the survey Lack of connectedness between school and home 	

Connectedness	
<p>School Goal: During the 2023-2024 school year, we will begin holding school wide events. These events will allow parents to feel welcome, share concerns and give feedback, while supporting relationship building with other school personnel. We will utilize the 2023-24 SY as a baseline year to determine attendance and success level of events and calculate a goal for the following year.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Attendance number at events 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p>



- *Parent exit ticket to gauge success level of event*
- *Encouragement/Incentivize to complete parent climate survey at end of school year*

STIP Goal 5 STIP Goal 6

Improvement Strategy: SEL

Evidence Level: Tier 2-3

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

- *Meet with parent involvement committee and PTO to get events scheduled.*
- *Communicate in advance when the events are being held.*
- *During the 2023-2024 school year, we will begin holding school wide events. These events will allow parents to feel welcome, share concerns and give feedback, while supporting relationship building with other school personnel.*
- *Incorporate 7 Habits of Healthy Kids for all students*
- *Student Leadership opportunities, student applications for leadership positions*
- *Dolphin Dollars earned for adhering to the 7 Habits of Healthy Kids*
- *Personal Birthday card to all students on their birthday with a Dolphin Dollar*

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

- *Volunteers to sit on committee.*
- *Staff Volunteers to support hosting and running events.*
- *Funding to buy items needed for events.*

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

Principal, Dean, Counselor



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

- *Implementation Challenge: Funding to hold events.*
- *Potential Solution: PTO support, use general budget to pay upfront costs and repay with event proceeds.*

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

- *General budget, PTO funds, donations*

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: Communicating with families and supporting building confidence so they feel confident and coming and communicating with the principal and other staff*
- *Support: Provide interpreter to all events*

Foster/Homeless:

- *Challenge: Chronic absenteeism, home support adult often changing*
- *Support: Make our events open and accessible to all families.*



Free and Reduced Lunch:

- Challenge: Some of our parents work multiple jobs and are unable to attend morning event
- Support: Provide a various number of options for all families to have to opportunity to help support the school

Racial/Ethnic Groups:

- Challenge: Not feeling represented or understood within the event
- Support: Be aware of all cultures and support and celebrate one another

Students with IEPs:

- Challenge: Parents of students with IEP’s are expected to attend many meetings throughout the year. One challenge may be getting them back in for an event when they come so often for meetings.
- Support: Have available resources for families with disabilities

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
<i>Winter Festival</i>	<i>December</i>	
<i>Spring Conferences</i>	<i>February</i>	
<i>Donuts with Dolphins (art auction)</i>	<i>May</i>	<ul style="list-style-type: none"> ● <i>Add lessons learned after each outreach event.</i>