



Washoe County School District

Smithridge STEM Academy

School Performance Plan: A Roadmap to Success

Smithridge 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: Mike Dixon

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School Designations: Title I

Our SPP was last updated on 9/13/23



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
Mike Dixon	Principal(s) <i>(required)</i>
Janell McGovern	Other School Administrator(s) <i>(required)</i>
Savannah Hernandez, Brooke Kimber, Elyse Hansen, Gina Rosa, Angie Noland, Liv Hackett	Teacher(s) <i>(required)</i>
Karin Hester	Paraprofessional(s) <i>(required)</i>
Syrus Beck	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</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 http://nevadareportcard.nv.gov/DI/nv/washoe/smithridge_s.t.e.m._academy/2023



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"> • ELA Keep up percentage grew from 46% to 58%. • Overall math proficiency grew by 2 points to 24% • Overall math median growth percentile grew from 39 to 52 • 3rd grade overall ELA proficiency is 36% and this is our first group of students that were exposed to Benchmark Phonics as second graders • 4th grade ELA student growth percentile grew from 35 to 50. Keep up percentage grew from 25% to 60%. • 3rd grade had 41% of students proficient on the math SBAC. Perhaps the highest overall grade level percentage ever. 	<ul style="list-style-type: none"> • ELA proficiency in 4th (24%) and 5th (31%) grades continue to be areas of concern. • 5th grade math proficiency lowered from 23% to 15% • 2022-2023 29% of students chronically absent • Continued professional development within literacy instruction
<p>Problem Statement: There is a significant achievement gap between our student's performance and district averages. Math and ELA performance are equally concerning.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Instructional habits during covid continue to be evident in both student learning and the delivery of instruction. Students are struggling more than even with background knowledge and prerequisite skills in all grades, K-5. 	

Student Success	
<p>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.</p> <p>Formative Measures:</p>	<p>Aligned to Nevada's STIP Goal:</p> <p>X STIP Goal 1 X STIP Goal 2</p>



Monitoring proficiency through i-Ready and local formative common assessments created by PLC teams. SBAC summative measures for both ELA and Math.

MAP reading data for grades K-3.

X STIP Goal 3 ☐ STIP Goal 4

X STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: PLC: *Increasing the quality of instruction taking place during tier 1 instruction in both ELA and Math.*

Evidence Level: Tier 2-3 moderate to promising

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

- Targeted Professional Development for teachers. Including LETRS through Lexia for all teachers and specialist.
- Time in our master schedule for regular grade level collaboration to work through the 7 stages of a PLC.
- Focused feedback from administration on the implementation of instructional strategies during the delivery of instruction that support all student during Tier 1.
- Opportunities for teachers to observe one another delivering the agreed upon instructional strategies.
- Refined lesson planning template to focus collaboration on high-yield instructional strategies. Year two of implementation.

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

- Time for collaboration
- Time built into our master schedule for LETRS trainings, roughly 60 minutes per week and one full day per quarter.
- Focused feedback for teachers on the implementation of high yield instructional strategies.
- Budget to extend the LETRS training into the next fiscal year, approximately \$15,000.

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

- *Implementation Challenge:* Time needed to support new staff and continued learning for veteran staff members. Time for collaboration.

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

Principal



- *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 for this school year. However we will need to budget accordingly to extend this professional learning into the 2024-2025 school year.*

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: Language acquisition during instruction.
- Support: Providing background knowledge and scaffolds during instruction to provide EL students with the same Tier 1 instructional opportunities as other students.

Foster/Homeless:

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

Free and Reduced Lunch:

- Challenge: Our school is 100% FRL and therefore this entire plan targets this demographic.
- Support: *N/A*

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)

**Migrant:**

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

Racial/Ethnic Groups:

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

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 support differentiated learning with growth towards grade level standards.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none">● 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.● Teachers voted in support of undertaking a two-year commitment to complete the Lexia LETRS training.● Staff collaboration is a priority in our schedules and budgets.●●	<ul style="list-style-type: none">● Providing less support for students during math instruction and allowing students to build their own skills to perform tasks independently.● Improving the effectiveness of our delivery of lessons through the use of high-yield instructional strategies.● Providing phonics instruction on 3-5 grades to meet the needs of our students, including 50 newcomers● Supporting our new staff members and novice teachers in accessing professional development already provided to our core team that is returning.
<p>Problem Statement: Teachers are struggling to meet the needs of our learners in tier 1 instruction.</p> <p>Critical Root Causes of the Problem: Our students are needing more support than ever to access grade level content and our teachers need additional learning on how to accomplish this. Although our common planning is very consistent, the delivery of instruction is not, and we are focused on lowering the variability between rooms this year. We have mixed results with the quality and quality of high yield instructional strategies being utilized, after we received a year of professional learning on this topic.</p>	



Adult Learning Culture

School Goal: Throughout the 23-24 school year, 100% of teachers will collaborate with their PLC to choose three 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 on the daily lesson planner. The strategies will be referenced from the Distributive Summarizing book and students will learn the official name of the strategy.

Formative Measures:

Administration observing PLC's and reviewing lesson plans with teams and individuals. Providing specific feedback and global system feedback to the entire staff. PLC notes and discussions shared at our Academic Leadership team by grade level representatives.

Aligned to Nevada's STIP Goal:

X STIP Goal 1 X STIP Goal 2
X STIP Goal 3 ☐ STIP Goal 4
X STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: High functioning PLC teams will collaborate to raise student performance.

Evidence Level: Tier 2- 3- Moderate to Promising Evidence

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

- Professional development weekly, LETRS modules. Monthly focusing on instructional strategies.
- Teachers have access to observe model teaching and debrief with administration.
- Administration 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 collaboration and Tier 1 planning.
- Professional development planned monthly based on staff needs, focusing on high-yield instructional strategies.

Lead: *Who is responsible for implementing this strategy?*
Administration and leadership team teachers



- 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 substitute 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 participate 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 for observations. Continued budgeting for LETRS training and professional development from Learning Focused.

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

Foster/Homeless:

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

Free and Reduced Lunch:

- Challenge: *Our school is 100% FRL and therefore this entire plan targets this demographic.*
- Support: *N/A*

Migrant:

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

**Racial/Ethnic Groups:**

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

Students with IEPs:

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

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • From the student climate survey, 88% of students feel respected by adults, up 25% from the previous survey. • 90% of students reported their teacher thinks they can get high grades • 89% of students reported they are happy to be at this school • Staff overwhelmingly believe that our site supports SEL learning, and that the administration supports collaboration. • 96% of staff reported they believe our staff cares about every student. 	<ul style="list-style-type: none"> • Students report feeling that rumors are spread at school or the internet (67%) • 50% of students reported that students are often bullied • Teachers report that only 29% of families ask how they can support learning at home. • Teachers overall do not feel valued by the school district
<p>Problem Statement: 5th grade students responded on the climate survey that rumors and bullying are often observed.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Students at Smithridge are not typically exposed to conflict resolution tools. Conflict is often resolved by confrontation, fighting, name calling, rumors, social media or electronic harassment, etc. • Playground behaviors and interactions are harder to manage vs. Classroom settings where teachers can hear and observe most interactions. • Social media and access to the internet lead to the majority of conflict with our 4th and 5th grade students 	

Connectedness



School Goal: Through our counselors, we will support teachers with a daily SEL lesson during breakfast that is grade level specific with an extra emphasis on conflict resolution.

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.
- 5th grade student climate survey

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: Daily SEL lessons in classrooms. Targeted instruction from counselors.

Evidence Level: Tier 1-strong evidence

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

- ETS will provide lessons to all students regarding internet safety including cyberbullying.
- SEL morning lessons will focus on conflict resolution
- Counselor class lessons and small group meetings will focus on conflict resolution and positive social interactions. Sharing consistent language to be an "Upstander not a Bystander."

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 fits 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.

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

Counselors



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

- None needed

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

Free and Reduced Lunch:

- Challenge: Our school is 100% FRL and therefore this entire plan targets this demographic.
- Support: *N/A*

Migrant:

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

**Racial/Ethnic Groups:**

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

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.

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
Teacher meet and greet	8/10/23	<ul style="list-style-type: none">• Families were able to meet their teacher and see where their classroom would be for the first day of school. This event was hugely successful with over 330 dinners provided and fostered an awesome first day back.•
Back to School Night	8/29/23	<ul style="list-style-type: none">• Families had an hour to visit classrooms in an open house model. This allows families to visit multiple rooms during the evening event. Our turnout was much less than usual; however we believe this is due to the meet and greet evening we hosted only a few weeks earlier.



Fall Festival	10/24/23	<ul style="list-style-type: none">• An evening of cultural events for all families
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