Washoe County School District

Glenn Duncan STEM Academy

2021-2022 School Performance Plan:
A Roadmap to Success

Glenn Duncan has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Mrs. Katie Weir, principal, for more information.

Principal: Mrs. Katie Louise Weir
School Website: https://www.washoeschools.net/duncan
Email: kweir@washoeschools.net
Phone: 775-333-5190

School Designations: ☐ Title I   ☐ CSI   ☐ TSI   ☐ ATSI   ☐ Zoom   ☐ Victory

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see Every Student Succeeds Act (ESSA), and for detailed information about the School and District rating system, see the School Rating Overview.

	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
Enrollment Data											
School	381	1.1%	4.5%	64.8%	6.8%	10.5%	7.6%	4.7%	20.2%	42.5%	100%
District	61599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2%	14.3%	14.3%	47.4%
State	496938	0.8%	5.4%	42.7%	11.5%	31.4%	1.5%	6.8%	12.7%	14.1%	65.8%

Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
Student Performance Data										
2018	**School**	26.5	36	12.1	23.2	29	18.3	0%	13.8	42.9
	District	41.6	52	40	49.3	51	51	36.9	12	41.9

2019	**School**	35.4	39	32.7	29.5	41.5	38.8	10%	8.7	43.2
	District	40.8	50	39	49.3	51	52	36.4	10.7	36.2
2021	**School**	13%	54	23%	18%	53	35%	6%	13	44
	District	37%	72	47%	44%	63	57%	24%	10	32

4 Year ACGR			
	Grad Rate 2017-2018	**Grad Rate 2018-2019**	**Grad Rate 2019-2020**
School	N/A	N/A	N/A
District	84.4	86	85.1

School Climate Data			
	Cultural & Linguistic Competence	**Relationships**	**Emotional Safety**
School	359	379	369
District	359	345	334

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Mrs. Katie Louise Weir (principal), Jody Walker (AP)	**Principal(s)** *(required)*
Amy Benham Bookey (Learning Facilitator), Mariangeles Yossen (ELD), Rachael Gates (Data Coach)	**Other School Leader(s)/Administrator(s)** *(required)*
Jade Hinds (2nd), Allie Hughes (4th), Adam Inglis (SPED), Tiffany Kaiser (5th), Cheri Osborn (1st), Michelle Stephens (1st), Diana Walsh (Music Teacher and FACE Liaison)	**Teacher(s)** *(required)*
Maria Martinez Aguilar (Communities in Schools Site Coordinator)	**Paraprofessional(s)** *(required)*
Ana Christina Reyes	**Parent(s)** *(required)*

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Back To School Night and Title 1 Meeting	Tuesday, Aug. 17th at 5:00 PM	80	Parents are eager for students to return in person. Many parents are

			concerned about their child's/children's reading ability and falling behind in the grade level.
Food For Thought	Tuesday, Sept. 28th at 12:00 PM	1	Parent is excited about the school year and happy to be back in person.
Food For Thought	Tuesday, Oct. 12th at 12:00 PM	2	Parents trust the school and are happy with the progress of their parents.

School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success		
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	Sept. 1st with Guiding Coalition and Sept. 15th at a Staff Meeting SBAC, MAP, ACCESS, Individual ST Assessment Data (collected in data binder), Brigance, AIMSWEB+	Sept. 22nd with Guiding Coalition. ST survey and Insight Data	Sept. 27th and 28th during Instructional Rounds. Instructional Rounds Data and Insight Data
Problem Statement	READING - There is a significant gap between Duncan proficiency on SBAC and similar school and district proficiency on SBAC. LANGUAGE – There is a significant gap between our Listening performance on ACCESS vs. our Reading and our Overall performance.		
Critical Root Causes	- Lack of exposure to grade level curriculum including inconsistent rigor within classrooms – some grade levels introducing similar standards that are 1-2 grade levels below the expectation of the current/expected standard. - Higher percentage of teacher-led discussion and teacher-driven lessons vs. student ownership of learning. - EL Teachers, Data Coach, and Learning Strategist were utilized to teach within classrooms, due to COVID capacity restrictions, and therefore EL teachers only provided 50% of typical service minutes, LS provided 80% of typical service, and Data Coach provided 50% of typical service. - COVID protocols limited student collaboration and discussion for a majority of the year, so a higher percentage of work was independent and whole group for students. - Learners spend more time practicing foundational skills than true reading skills. - Some grade levels are not asking/requiring students to read grade-level materials independently. - Limited vertical alignment discussions during planning.		

Part B

Student Success	
School Goal: **READING –** As measured by our reading level assessments (as measured by ORF and Running Record), 75% of students will make 1 year of progress on reading level from August – June as measured by their DRA reading level. **LANGUAGE –** 75% of Level 1-3 will grow by 1 proficiency level on ACCESS (equivalent to 1 year of growth). 75% of level 3.1 and above will grow by 0.5 proficiency level on ACCESS (equivalent to 1 year of growth).	**Aligned to Nevada's STIP Goal:** *3*

Improvement Strategy: *Utilizing the online platforms – Clever, RAZ-Kids, and Dreambox.*

Evidence Level – 3

Intended Outcomes: *Teachers continually know the performance level of all students and provide targeted instruction to ensure growth and progress for all students.*

Action Steps:

- *Constant and consistent awareness of student achievement in reading and refinement of instructional practices and priorities as a result of said student achievement and progress (or lack thereof).*

- Providing school-wide data collection materials and individualized student data binders.

- Requiring Beginning, Middle, and End of Year school-wide language data collection (Oral Reading Fluency, Independent Reading Level).

- *Identify specific students needing support.*
- *Prioritizing teacher reflection of student data/assessment results during teacher collaboration time.*

- *Have teachers identify what success looks like for students working with resource teacher, intervention supports, etc…*

- *ELD, Data Coach, and/or LF attend grade level PLC meetings each week and support school-wide instructional priorities to include selection of academic language strategies and scaffolds (ELLevation, GO TO Strategies, GLAD)*

- *Targeted professional development.*

- *3 Data Meetings throughout the year – B, M, EOY with administrative evaluator.*

- *Digital Learning Club 4x per week after school where data and progress can be monitored using RAZ kids and Dreambox.*

- *Student-led conferences for Spring Conferences.*

Resources Needed:

- *Binders and materials for each teacher.*

- *Master schedule with instructional minutes allocated appropriately.*

- *Differentiated ELA curriculum materials, pacing guide.*

- *Access to the ELLevation platform.*

- *ELD, Data Coach, LF coaching supports.*

- *Sub days for data meetings.*

- *Stipend money to extend PLC time.*

- *Assistant principal to help monitor and track data from an evaluative lens.*

- *FACE Liaison*

- *Kinder Amiga*

- *Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. Root causes were determined based on this data in order to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population. Please refer to Inquiry Area 1 (Student Success), Inquiry Area 2 (Adult Learning), and Inquiry Area 3 (Connectedness, when applicable) in the School Performance Plan for root causes that impact learning and achievement.*

- *Language is not an intervention. EL teachers should be supporting ELs in Tier 1 instruction through whole group or small group instruction. Any pull out of students should be for Newcomers to accelerate language or provide explicit language instruction that supports Tier 1 content instruction.*
- *"All School Performance Plans are tied directly to the needs assessment that each school conducts annually when creating a yearly plan. The needs assessment includes the NSPF, school data profiles, climate survey and a site-specific needs assessment from staff. The data drives instruction and is linked exclusively to the school goals, measurable objectives, action steps and budget. Title I schools in general show a higher risk index than most non-title schools which signals more supports and evidence-based interventions, specifically in ELA and MATH. Any resources or funding needed or used for professional development and curriculum and instruction are referenced in the needs assessment".*

Challenges to Tackle:

- *Teacher working relationship.*

- *COVID exclusions limiting progress and pacing.*

Improvement Strategy: *Use of ELLevations platform.*

Evidence Level 3

Intended Outcomes: *Student language acquisition strategies are regularly implemented within classrooms and student proficiency in English is improved within all language domains.*

Action Steps:

- *Consistent and intentional implementation of language acquisition strategies.*

- Providing school-wide data collection materials and individualized student data binders from the language lens (speaking and writing samples).

- *Identify specific students needing support using AGP report and formative language assistant.*
- *Prioritizing teacher reflection of student data/assessment results during teacher collaboration time.*

- *Have teachers identify what language success looks like for students working with resource teacher, intervention supports, etc…*

- *ELD, Data Coach, and/or LF attend grade level PLC meetings each week and support school-wide instructional priorities.*

- *Targeted professional development on ELLevation, WIDA, GLAD, and Go To).*

- *3 Data Meetings throughout the year – B, M, EOY with administrative evaluator.*

- *Kinder Amiga*

Resources Needed:

- *Access to ELLevations platform.*

- Access to the ELD coach regularly.

- Subs for professional development

- Stipend money to extend PLC time.

Challenges to Tackle:

- Inconsistent data collection for language samples in speaking and writing.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

Home language in curriculum documents and instruction provided to families via FACE Liaison.

Implement the use of learning strategies that provide language acquisition.

Monitor data in MTSS data suite around ML identified learners.

Foster/Homeless:

N/A

Free and Reduced Lunch:

Monitor data in MTSS data suite around FRL identified learners.

Migrant:

N/A

Racial/Ethnic Minorities:

Track formative data and instructional rounds across racial groups to measure if any disparities exist during intervention or within whole group instruction.

Monitor data in MTSS data suite around racial and ethnic groups.

Students with IEPs:

Monitor data in Accelify and individual teacher data sheets around students served through SPED supports.

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	Sept. 1st with Guiding Coalition and Sept. 15th at a Staff Meeting INSIGHT Data (primarily)	Sept. 22nd with Guiding Coalition. INSIGHT Data (primarily)	Sept. 27th and 28th during Instructional Rounds. INSIGHT Data (primarily)
Problem Statement	Overall, there is a large percentage of teachers who believe students cannot engage in grade level content successfully.		
Critical Root Causes	• PLCs and teacher teams to not focus on the HOW of instruction and rather focus on the WHAT. • Vulnerability of teachers saying "I don't know" when they are unsure about teaching a certain skill or content area. • Teacher teams are still planning week by week and day by day instead of unit by unit. • Teachers unsure how to utilize results from District Common Assessment to inform instructional practices and planning moving forward.		
	• Teachers pick and choose which elements of the curriculum to teach with students and therefore skip highly important components – like the reading skills associated with the close read. • The curricular materials provided do not provide lessons for reading skills within the teaching materials, even though our students demonstrate that need.		
	• Teachers focus heavily on pacing calendars and district calendars from a coverage standpoint instead of a standards and learning outcomes focus. • Increased feeling of accountability for coverage because of District Common Assessments.		
	• There is a large range of current achievement levels within each classroom to plan for. • There are large gaps in understanding due to previous transiency and poor attendance in lower grades to plan and		

	account for.
	• For "teachers as learners" there is limited whole group interaction due to COVID protocols. When the message is repeated multiple times, not everyone receives the same message or arrives at the same understanding.

Part B

Adult Learning Culture	
School Goal: Increase the overall percentage of teachers who believe students can engage in grade level content successfully to at least 65% (a 10% increase from the current Insight data).	**STIP Connection:** *6*

Improvement Strategy: *PLC and Individualized Coaching (unit planning beginning with the assessment and the essential standards, selecting curriculum to support our goals, selecting academic language and planning what, why and how we are teaching)*

Evidence Level 3

Intended Outcomes: *Teachers have increased success in students demonstrating success with grade level content.*

Action Steps:

- Teach instructional practices that allow all students to successfully engage with grade level content.

- *Professional Development for effective ELA planning (unit planning beginning with the assessment and the essential standards, selecting curriculum to support our goals, selecting academic language and planning what, why and how we are teaching)*

- *Instructional Rounds (2 times per year)*

- *PLC and Individualized Coaching (unit planning beginning with the assessment and the essential standards, selecting curriculum to support our goals, selecting academic language and planning what, why and how we are teaching)*

- *Walk Throughs and Observational Feedback (grade level and individualized).*

- *Weekly lesson plan review by assistant principal with feedback to teachers regarding standards and assessments.*

Resources Needed:

- *Subs for instructional rounds and professional development days*

- *District specialist support for instructional rounds.*

- *Time and resources available for professional development opportunity.*

- Access to ELLevations platform.

- ELD, Data Coach, and LF coaching supports.

- Assistant Principal for evaluative observation and feedback of teaching and weekly feedback on lesson plans

Challenges to Tackle:

- *Inconsistent availability of subs for PLCs and PD.*

- COVID exclusions create inconsistencies for PLCs and planning.

Improvement Strategy: Use of vertical teaming and PLC structures to reinforce instructional practices that allow all students to successfully engage with grade level content.

Evidence Level 3

Intended Outcomes: *Targeted data analysis that reveals more students are showing progress and success with grade level content and materials as measured by district-wide common assessments and curriculum/team developed assessments.*

Action Steps:

- *Data from District Common Assessments regularly reviewed to inform progress and practice.*

- *3 Data Meetings throughout the year – B, M, EOY with administrative evaluator.*

- *Grade level alignment walk throughs and data.*

- *Vertical teaming during staff meetings to analyze data and make vertically articulated and informed instructional decisions.*

Resources Needed:

- *School City platform*

- Time allotted in Master Schedule

- School Assessment Binders

- District curriculum materials

Challenges to Tackle:

- *Lack of ownership in student progress of data (from teachers and students).*

- Mis-perception of the level of success between where students are actually achieving and the grade level expectation.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

Have district ML support coach attend Instructional Rounds and provide feedback and action steps.

Foster/Homeless:

Have district counseling support coach attend Instructional Rounds and provide feedback and action steps.

Free and Reduced Lunch:

Have district grants department/Title 1 department attend Instructional Rounds and provide feedback and action steps.

Migrant:

N/A

Racial/Ethnic Minorities:

Racial/Ethnic Minorities:

Have district Equity, Diversity, and Inclusion coach attend Instructional Rounds and provide feedback and action steps.

Students with IEPs:

Have district SPED support coach attend Instructional Rounds and provide feedback and action steps.

Inquiry Area 3 - Connectedness
Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	Sept. 1st with Guiding Coalition and Sept. 15th at a Staff Meeting INSIGHT Data and Staff Survey Data	Sept. 1st with Guiding Coalition and Sept. 15th at a Staff Meeting INSIGHT Data and Staff Survey Data	Sept. 1st with Guiding Coalition and Sept. 15th at a Staff Meeting Parent Survey Responses & INSIGHT Data
Problem Statement	Teachers are not viewing the allotted PLC time within the master schedule and the Wednesday Early Release time as 100% valuable.		
Critical Root Causes	• Again, teachers are planning the WHAT and not the HOW and WHY. • Comfort with expressing a lack of understanding – WILL vs. SKILL. • We have 2 new coaches within the building -ELD Site Facilitator and Data Coach. • Ever-changing district policies must be communicated with teachers and therefore limits some of the PLC or Early Release time spent as teams. • There are a lot of compliance-driven To-Dos that limit teacher time in PLC and planning. • Changes in grade level allocations resulted in new PLC teams – therefore, norms and productive working relationships must be re-established with new teaching partners. • COVID exclusions and policies result in limited and inconsistent prep time.		

Part B

Connectedness

School Goal: To increase teacher responses on Insight Data to 80% of teachers believe time spent collaborating with colleagues is productive, a 17% increase.	**STIP Connection:** *6*

Improvement Strategy: Modeling and supporting the PLC process.

Evidence Level 3

Intended Outcomes: *Collaborating planning and PLC meetings become more productive, purposeful, and data centered. Increased time spent on instructional design and outcomes and decreased time spent on logistics.*

Action Steps:

- *Embed a coach within every PLC/planning meeting for each grade level.*

- *Increased urgency in planning for improved student outcomes by unit instead of daily or weekly planning.*

- *Revisit meeting norms 3 times per year.*

- *Weekly lesson plan review by assistant principal with feedback to teachers regarding standards and assessments discussed and planned during grade level collaborative team meetings.*

- *PD modeling the PLC process – Nov. 16th – with an exit ticket/survey regarding additional supports needed and levels of support requested by individual teachers and grade level teams – to offer differentiated support*

- *Grade level alignment walk throughs and data.*

Resources Needed:

- ELD, Data Coach, and LF coaching supports.

- Assistant Principal and principal for support during PLC through an evaluative lens – especially standards 1 and 4 on the teacher rubric

- Subs for PD in November

- Stipends for PLC extension for additional hours for unit planning

Challenges to Tackle:

- *Teacher working relationship.*

- *Pacing within PLC meetings.*

- *Team roles and agendas not followed during PLC meetings.*

- *COVID exclusion policy.*

Improvement Strategy: Modeling and supporting the PLC process by revisiting the agenda/time allocations and individual roles within the collaborative team meetings.

Evidence Level 3

Intended Outcomes: Maximizing PLC and collaborative team time and establishing level of importance for the time spent together as a team focused on standards based planning and backward design.

Action Steps:

- *Develop/provide agendas for teams*

- *Develop a fillable questionnaire for teachers to fill out during the meeting and keep on pace/focused on unit- based planning*

- *Establish and revisit norms and roles 3 times per year – Beginning, Middle, and End of year and continually calibrate*

- *Weekly lesson plan review by assistant principal with feedback to teachers regarding standards and assessments discussed and planned during grade level collaborative team meetings.*

Resources Needed:

- ELD, Data Coach, and LF coaching supports.

- Assistant Principal and principal for support during PLC through an evaluative lens – especially standards 1 and 4 on the teacher rubric

Challenges to Tackle:

- Teacher working relationship.

- Protecting the time – limited interruptions and ability to reschedule for unavoidable interruptions.

- COVID exclusion policy.

- Team roles and agendas not followed during PLC time.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

ELD coach participates in PLC/planning with grade levels.

Foster/Homeless:

Data coach participates in PLC/planning with grade levels and reinforces this focus area.

Free and Reduced Lunch:

Data coach participates in PLC/planning with grade levels and reinforces this focus area.

Migrant:

N/A

Racial/Ethnic Minorities:

Data coach participates in PLC/planning with grade levels and reinforces this focus area.

Students with IEPs:	
Resource teachers participate in PLC/planning with grade levels.	

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title 1	$186,345	17 Instructional Sub Days and 40 PD Sub Days for Instructional Rounds, Data Days, and Professional Development 1 Assistant Principal - 1.0 - monitor instruction, support PLCS, support PD activities $2,000 for print shop for instructional materials 67 Hours for FACE Liaison certified stipend 6 Hour/180 Days Kinder Amiga $16,000 in instructional supplies and info tech	Goals 1, 2, and 3
Title 1a		154 stipend hours to extend grade level PLC time 1.0 Data Coach	Goals 1, 2, and 3

		$25,008.98 Consultant Fee (TNTP) $4,241 Internal Research and Evaluation Contractor	
Team-Up Funds – 21st CCLC	$ 140,198	Students are targeted for 21st CCLC program using the school site's MTSS process to identify students who are performing at the Tier 1+ and Tier 2 levels in Reading and Mathematics. The students receive an hour of academic intervention as well as an enrichment hour to provide support in STEM education, civics, anti-bullying, social-emotional learning, nutrition, physical fitness, drug and alcohol prevention, character education, and arts education.	Goal 1
General Fund	$18,486	General school support including but not limited to: professional books, educational books/resources, substitutes, printing, general supplies, warehouse supplies, tech supplies, software, and custodial supplies.	Goals 1, 2, and 3