



Washoe County School District

Glenn Duncan STEM Academy

School Performance Plan: A Roadmap to Success

Glenn Duncan 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: Ryan G. Smith

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School Designations: X Title I CSI X TSI TSI/ATSI

Our SPP was last updated on September 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
Ryan G. Smith, Principal	Principal(s) <i>(required)</i>
Jody Walker, Asst. Principal	Other School Administrator(s) <i>(required)</i>
Tiffany Kaiser, Jade Hinds, Meagan Vieta-Kabell, Beth Stoker, Lori Perez, Adam Inglis, Sunny Solano, Kathy Ludwig	Teacher(s) <i>(required)</i>
Maria Martinez	Paraprofessional(s) <i>(required)</i>
Michelle Montano	Parent(s) <i>(required)</i>
Gary Stone	Learning Facilitator
Mariangeles Yossen	ELD Facilitator

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/glenn_duncan_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"> • Reading and writing scores for ELD students are improving, according to the most recent ACCESS data. • 2nd grade overall math growth and progress in one year’s time • 4th grade math growth from winter to spring • Students are resilient. • Attendance has improved, which increased achievement. Starting in February 2023, an attendance intervention team was created to help students. • We have offered an increase in student support such as Officer 360, Big Brother Big Sister, Project Aware, Kidscape, etc. 	<ul style="list-style-type: none"> • SEL for all students • ELA and math growth and proficiency • Speaking and listening on the WIDA • Fluency and comprehension in ELA • Math fluency and overall understanding • Science curriculum implemented with fidelity, schoolwide.
<p>Problem Statement: Students are not making enough growth to demonstrate proficiency at their grade levels and are falling further and further behind in ELA and math.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Lack of foundational skills • Lack of practice time 	



- Teachers have not always had time to get through entire lessons and have only done the solve and share and some guided practice, in mathematics.
- Pacing guides often place pressure on teachers to cover material as opposed to teaching for proficiency.
- Students who are chronically absent miss pieces of math and ELA understanding.
- Students need to be exposed to more explicit academic vocabulary instruction in ELA and math.
- Science curriculum has not been explicitly taught for several years. Science was re-introduced in January of 2023.

Student Success

School Goals:

- **80% of our students will make at least one year's growth in ELA and math based on iReady assessment data.**
- **We will exit at least 16 students from EL, and all students will make adequate growth on the WIDA assessments.**

Formative Measures:

- **iReady assessments and reports**
- **WIDA assessments**

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: We will implement iReady schoolwide in all classrooms, K-5. We will utilize bi-weekly iReady reports in PLC to monitor how students are making academic growth in ELA and math.

Evidence Level: Tier 3

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

- Professional learning will be based around iReady implementation and interpretation of data in reports. Our Learning Facilitator will assist teachers with student growth data.
- The leadership team will begin a book study on Mike Schmoker on PLC improvement strategies, which will be implemented schoolwide.
- Administrators will provide protected time for the ELD facilitator to support Tier 1 instruction.
- We will increase the value and productivity in PLCs.
- We will create an ELD support model and include direct ELD Tier 1 support and instruction in the master schedule.
- Administrators will monitor the time students spend on iReady to ensure that students are using the program for 30-49 minutes per subject, per week.

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

- Early-release Wednesdays, stipend/credit hours for Site Leadership Team, fully staffed ELD team, funding for book study, Assistant Principal, Learning Facilitator, ELD Facilitator

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

- Implementation Challenge:
 - Time to learn the new iReady data system and best use in classrooms. Energy and frustration around learning a new system.

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

Principal

Assistant Principal

Learning Facilitator

ELD Facilitator

Teachers



- Teacher hesitation and fatigue to make alterations to the PLC process.
- Potential Solution:
 - Provide ongoing Professional development in this area, as well as extra PLC time for teachers to navigate the system.
 - Administration and coaches will provide support during the PLC process. Grade-level teams will complete a short survey during each PLC which will also identify needs and requests from leadership team.

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

- Title I funds and general budget

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: Time out of classroom for pull out support
- Support: ELD Facilitator and ELD Assistant

Foster/Homeless:

- Challenge: Chronic absenteeism
- Support: Update during SPP Roadmap Development

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)



Students with IEPs:

- Challenge: Time out of the classroom for pull out minutes
- Support: Two resource teachers, one CLS teacher, one SLP, and two EC SpEd teachers to provide support

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Teacher-driven PLCs within grade level teams are favorable amongst teachers. • Teacher ownership in PLC process. • ELD facilitator offers support when needed and/or requested by teaching staff. • Positive climate and culture in the classrooms and building. 	<ul style="list-style-type: none"> • Focus on more data-driven decisions using iReady in every PLC • More vertical alignment in instruction, communication, and collaboration. • Include more writing professional learning so that students can expand on their ideas and language skills across all content areas, incorporating academic vocabulary in math and ELA. • Math – professional learning around the standards and best teaching practices to fill in the gaps based on iReady data and weekly assessments. • Students track their own progress using data binders. Students need more ownership of their academic progress and growth.
<p>Problem Statement: Students are making growth in some areas and in some subject areas from year to year, but the growth isn't consistent across student cohorts. Professional learning has not been targeted towards student growth within specific student cohorts.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Lack of consistent data measures over time. • Lack of vertical alignment and professional learning to support curriculum, standards, and best teaching practices. 	



Adult Learning Culture

School Goal: Duncan PD will include targeted professional learning sessions to include vertical collaboration. Staff surveys will be used at the end of each session and will have 90% of staff with favorable feedback. Teacher-led PLCs, to include appropriate instructional response to student data, will occur every other Wednesday with coaches and administrators.

Formative Measures:

- Staff climate survey
- Surveys on Forms after professional learning Wednesdays
- PLC summary form after each PLC

Aligned to Nevada's STIP Goal:

- STIP Goal 1 **X STIP Goal 2**
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 **X STIP Goal 6**



Improvement Strategy: Glenn Duncan Administration will invite qualified staff to join the Site Leadership Team, which will create a more structured, teacher-designed PLC process. This team will also provide relevant professional learning topics to be included schoolwide.

Evidence Level: Tier 2

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

- Surveys will be sent out to all staff members that participated in professional learning to learn the following information: The effectiveness of the professional learning, instructional response to professional learning, ideas for vertical collaboration, and ideas for future professional learning sessions aligned to the SPP.
- Administrators and Learning Facilitator will build teacher capacity on iReady implementation, small-group instruction, and accessing helpful reports.

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

- Time to plan professional learning as a leadership team
- Early-release Wednesdays that focus on PLCs and professional learning

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

- Implementation Challenge: Some people feel that certain professional learning topics are irrelevant to their grade levels and/or area of need.
- Potential Solution: During professional learning sessions, we will include applicable scenarios and strategies that apply to students in Pre-k to 5th grades.

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

- We do not need funding to accomplish this goal.

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

Principal

Assistant Principal

Learning Facilitator

ELD Facilitator

Site 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: N/A
- Support: N/A

Foster/Homeless:

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

Students with IEPs:

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

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Community relationships and partnerships ● Celebrating diversity ● Relationships with students, families, staff, and community ● Open doors of administrators and coaches 	<ul style="list-style-type: none"> ● School and teacher communication to families. ● Social media presence to include all stakeholders. ● Improvement in student attendance.
<p>Problem Statement: Duncan staff can improve communication with families by making phone calls and holding in-person meetings, rather than relying solely on email or other electronic messaging platforms. We can also improve the family survey results by making an incentive for families to complete the survey, as we only had 30 parents complete last year's survey. In addition, poor student attendance is</p>	



negatively impacting overall academic growth and achievement.

Critical Root Causes of the Problem:

We often rely on electronic messaging platforms to communicate with families. In terms of attendance, we did not create our Attendance Intervention Team until February of 2023.

Connectedness

School Goals:

- **Duncan will improve family relationships and communications. Duncan will improve communication and relationships with families to 90% favorable rating according to the 23-24 Parent Climate Survey.**
- **Chronic absenteeism will decrease by 10% as measured by attendance data and BIG.**

Formative Measures:

- **Parent climate survey**
- **BIG Attendance 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: We will work together, as a team, to create more communication with Duncan families by leveraging the support of Communities in Schools (CIS) and our FACE Liaison, our Counselor. We will also include the importance of good attendance in our messaging with families to increase the importance of academic culture.

Evidence Level: Tier 3

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

- We will continue to create a Weekly Dive message for families with all the pertinent school information for the week.
- We will better promote our social media platforms (Facebook and Instagram) and encourage families to connect. We already post a lot of information on our social media accounts.
- We will make sure our website is kept up to date with all pertinent school information.
- We will continue to use our Attendance Intervention Team to meet bi-weekly to discuss students that need attendance intervention support.

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

- Time to meet with Attendance Intervention Team

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

- Implementation Challenge: It is challenging to communicate with some families due to outdated contact information.
- Potential Solution: During the fall and spring conferences, staff will verify contact information with families. In addition, staff will promote our social media platforms during conferences.

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

- N/A

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

Principal

Assistant Principal

CIS Coordinator

Counselor

Learning Facilitator

ELD Facilitator

Teachers



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: Communication with families in home language.
- Support: Several staff members are bilingual in English and Spanish. If we have families that speak other languages, we will utilize online tools such as Microsoft Word translate for assistance.

Foster/Homeless:

- Challenge: Chronic absenteeism
- Support: We will work with our Duncan attendance intervention team to identify support needed.

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



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
Duncan Donuts with Mr. Smith – all families were invited to have donuts with the Principal and participate in an open Q&A session. This event is held every quarter and is advertised on our Facebook, Dojo, Weekly Dive message to parents, and school calendar.	8/21/23	<ul style="list-style-type: none">• Although this event was well attended, we can always increase the number of families that participate. We hope to have more families attend the next Duncan Donuts because we will have had more time to promote the event.
Back-to-School Night + Community Resource Fair	8/23/23	<ul style="list-style-type: none">• We had close to 90 families show up for this event. This is a good number, especially since many families have children in multiple grade levels at Glenn Duncan Elementary School. We held this event at the very beginning of the school year. We may have better attendance if we wait one or two weeks in the future. However, teachers appreciate meeting the families as soon as possible.
P.O.D. Class for all families – September's theme is the importance of attendance	9/15/23	<ul style="list-style-type: none">• We had approximately 12 families that attended. Our truancy officer, re-engagement specialist, and a staff member from Parent University presented information alongside our CIS Coordinator and Counselor.