Washoe County School District

Katherine Dunn

School Performance Plan: A Roadmap to Success

Katherine Dunn 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.

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School Designations: ✔Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on September 26, 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
Allison Fannin	**Principal(s)** *(required)*
Tyler Wicks	**Other School Administrator(s)** *(required)*
Melanie McGarry, Julie Ha, Jennifer deLongchamps, Alison Moss, Heather Broderick, Geri Moshrefnoory, Kaileen Carlson, Brenda Petrelli	**Teacher(s)** *(required)*
Debra Mitchell	**Paraprofessional(s)** *(required)*
Serina Haines	**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)*
Click here to enter text.	**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 http://nevadareportcard.nv.gov/DI/nv/washoe/katherine_dunn_elementary/2022.

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**
- Increase in proficiency in ELA on SBAC – from 38% to 39%. - Increase in proficiency in ELA for FRL students – from 30% to 33% - Increase in proficiency in Math on SBAC – from 34% to 35%. - Increase in proficiency in Math for FRL students – from 25% to 29%	- Target specific deficits in students and provide appropriate interventions - Target exiting students from EL - Target growth for EL students and students on an IEP - Focus on math growth
Problem Statement: *There has not been sufficient growth in both math and reading for subpopulations throughout the years.*	
Critical Root Causes of the Problem: Student engagement, Change in curriculum, Covid support from home – families not asking for resources, Social/Emotional aspects from the pandemic, exposure to academic vocabulary	

Student Success	
School Goal: *By May 2023, students will increase proficiency from beginning of year baseline data in reading essential standards as measured by Benchmark Advance end of Unit Assessments.* *By May 2023, students will increase proficiency from beginning of year baseline data in math essential standards as measured by Bridges and enVision common assessments.* **Formative Measures:** SchoolCity assessments, MAP K-3	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy: Intervention Teacher	Lead: *Who is responsible for implementing this strategy?*
Evidence Level: Tier 3 - Promising Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Determine what financial resources are available. ● Identify specific students needing support. ● Work with teachers of record to set up weekly push in tracker. ● Review SchoolCity and common assessment data to monitor progress. **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Budget for teacher ● Differentiated math and reading curriculum materials **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* ● *Implementation Challenge:* Hiring qualified intervention teacher, consistency ● *Potential Solution:* Hire certified teacher for the position with proved success with students **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* ● Title I for intervention teacher	**Intervention Teacher, 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:* Language barrier, lack of vocabulary development
- *Support:* ELLevations, GLAD strategies

Foster/Homeless:
- *Challenge:* Changes in the home, lack of consistency with instruction
- *Support:* Extra time to support students, multiple copies of materials for students, information for families to support students at home

Free and Reduced Lunch:
- *Challenge:* Opportunity for technology use at home (Dreambox)
- *Support:* Paper assignments to support same digital learning

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

Racial/Ethnic Groups:
- *Challenge:* Equity throughout curriculum
- *Support:* Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs:
- *Challenge:* Access and understanding of grade level material
- *Support:* Targeted small group instruction to focus on individual student goals and objectives.

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**
• Collaboration with grade level teams to create common lesson plans • PLC discussions – using data to drive instruction	• Targeting skills that require intervention • Data to support decisions to move students through the Tiers
Problem Statement: Refine the process during MTSS to target each student's specific deficit.	
Critical Root Causes of the Problem: • Time for intervention, Change in curriculum, Covid support from home – families not asking for resources, Gaps from distance learning and exclusions	

Adult Learning Culture

School Goal: By May 2023, show a decrease in the amount of students in the MTSS process in Tier 2 from the beginning of year baseline by 10% as measured by MTSS data. **Formative Measures:** • Aimsweb, MAP, SchoolCity	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy: Focus on targeted MTSS process. **Evidence Level:** Tier 3 - Promising Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● *Target student needs through common assessment data, screeners, and teacher observation* ● *Place students in groups with "like" needs* ● *Teachers provide targeted interventions based on student need – phonics, phonemic awareness, comprehension, fluency, math computation, problem solving* • *Progress monitor students* • *Math games in the classrooms to build fluency* • *Dreambox* **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● *Intervention teacher* • *Intervention materials* • *Referral form for MTSS* • *Data collection form* • *Progress Monitoring system* **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Consistency with intervention groups and providing students with the correct targeted intervention. • *Potential Solution:* Focus on attendance for students in Tiers, consistency with intervention teacher, focus on student data throughout the process, not just at the end of the 6 weeks. **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?* **Intervention teacher, Learning Facilitator, grade level teachers**

- Title I for intervention 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:* Determining whether or not student struggles are language based
- *Support:* Sufficient time for students to learn English and score above a 4 on their ACCESS assessment prior to moving up in tiers

Foster/Homeless:
- *Challenge:* Attendance as a cause of students falling behind
- *Support:* Take attendance into account during MTSS – address learning gaps prior to moving up in tiers

Free and Reduced Lunch:
- *Challenge:* Ways for families to support students at home
- *Support:* Monthly Dojo messages to families with ideas on reading and math activities to do at home

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

Racial/Ethnic Groups:
- *Challenge:* Bridging the learning gap
- *Support:* Progress monitoring with additional intervention and assistance as needed

Students with IEPs:
- *Challenge:* Keeping up with typical peers in learning grade level instruction
- *Support:* Along with small group instruction targeting below grade level needs, providing small group support for difficult grade level content

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**
• Adult supports • Adult respect	• Families understanding how to help their students at home

Problem Statement: An increase of absenteeism since the pandemic

Critical Root Causes of the Problem:
- Causes gaps, Students get behind, Students get frustrated since they fall behind

Connectedness	
School Goal: By May 2023, chronic absenteeism will decrease from the beginning of year baseline by 10% as measured by absenteeism reports. **Formative Measures:** • Absenteeism reports, MAP data	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy: Positive Behavior Intervention Support process focused on all aspects of the student to encourage students to attend school.	Lead: *Who is responsible for implementing this strategy?* **Dean, counselors, principal, intervention teacher, Learning Facilitator**
Evidence Level: Tier 1-2 **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● *Teachers give student common assessments* ● *Teachers discuss results during PLCs* ● *Teachers focus on essential standards for re-teach and intervention* ● *Families get resources consistently to help students at home* ● *10 day conversations with students who are chronically absent* **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Time in schedule for PLC ● Intervention teacher ● Attendance report consistency ● Partnership with the truancy officer **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* ● *Implementation Challenge: Significant gaps in student learning* ● *Potential Solution:* Intervention, support families can give at home, incentives for students **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* ● Title I for intervention sub	

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:* Communication with families stressing the importance of attendance
- *Support:* Interpreter during phone calls, more consistent communication

Foster/Homeless:

- *Challenge:* Challenges with movement at home
- *Support:* Additional materials to support academics, small group instruction to support learning gaps, stressing the importance of consistency with families/guardians

Free and Reduced Lunch:
- *Challenge:* Students staying at home to support other family members
- *Support:* Speaking with families to express concerns and importance of being at school consistently

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

Racial/Ethnic Groups:
- *Challenge:* Extended absences due to cultural travel
- *Support:* Communicating with families to ensure they give school ample notice to provide materials to student on what they will be missing.

Students with IEPs:
- *Challenge:* Making up service times due to absences
- *Support:* Communication with families to express the importance of consistency in attendance to ensure students are getting all the possible supports within the school.

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
Parent and Teacher Club Meeting	10/12/2022	• Add lessons learned after each outreach event.

AB 219 Corrective Action Plan: 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. The following information is in addition to and supplemental to the 3 Inquiry Areas and Equity Supports surrounding the EL population. Root causes were determined based on data to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population.

Data Reviewed:

ACCESS Individual Scores for Growth (3-year comparative ACCESS reports provided by Department of ELD).

Problem Statement:

Students identified as English Learners are not making adequate growth on the ACCESS as identified by NDE AGP growth expectations.

Critical Root Causes:

Need for additional or deeper understanding around language acquisition and the explicit teaching of academic language across all content areas.

Goal:
60% of ELs who have a Level 3 or 4 Composite Score on ACCESS will grow by .5 overall proficiency point

Improvement Strategy:
Implementation of language acquisition strategies through ELLevation (or GLAD).

Action Steps:

WIDA Overview PL on Language Acquisition
Training on ELLevation Platform from Dept. of ELD
Addition of language strategies from ELLevation of GLAD PLC not taker
Coaching support around strategies