Washoe County School District

Stead Elementary School

2021-2022 School Performance Plan:
A Roadmap to Success

Stead ES 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 Jacqueline Maloney for more information.

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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	675	0.7	3.1	53.3	3.1	29.8	4.3	5.6	14.7	25.0	100.0
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

		Math			ELA			Science	ELPA	
					Student Performance Data					
Academic Year	School/ District	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	**School**	21.3	30.5	15.7	30.8	42	30.3	14.7	10.9	51.7
	District	41.6	52	40	49.3	51	51	36.9	12.0	41.9
2019	**School**	21.1	38	18.5	33.6	48	41.4	12.7	11.7	51
	District	40.8	50	39	49.3	51	52	36.4	10.7	36.2
2020	**School**	-	-	-	-	-	-	-	7	30
	District	-	-	-	-	-	-	-	10	32

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	-	-	-
District	-	-	-

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	350	352	343
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
Jacqueline Maloney	**Principal(s)** *(required)*
Monique Manor	**Other School Leader(s)/Administrator(s)** *(required)*
Lisa Taylor, Laura Coyne, Jennifer Kemp, Shawna Claiborne, Cassie Miles, Natalie Egan, Debbie Nicolle, Amanda Jones	**Teacher(s)** *(required)*
Gabrielle Bartl	**Paraprofessional(s)** *(required)*
Rebecca Jones	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Kasey Forshey	**Specialized Instructional Support Personnel** *(if appropriate)*
Add rows as needed	

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
Survey Results	11/23/2021	37	Feel strong about school overall- need to focus on building academic growth, supporting social and emotional needs
Morning Mug	10/12/2021	25	How to better support EL learners with language and writing

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	*NSPF Framework, Statewide Assessments, Summative Assessments, Climate Survey*	*NSPF Framework, Statewide Assessments, Summative Assessments, Climate Survey*	*NSPF Framework, Statewide Assessments, Summative Assessments, Climate Survey*
Problem Statement	*Overall students are underperforming relative to Pre-COVID achievement.* *There is a significant gap between the district, Stead ES, and also our sub-populations as indicated on the SBAC for both ELA and Math... (ELA- 44% district; 25% Stead ES; 3% IEP; 11% EL... Math- 37% district; 16% Stead ES; 2% IEP; 10% EL)*		
Critical Root Causes	*Limited Small Groupings/Flexible Groupings; Limited Opportunities for Differentiation; Interruptions to Routines and Structures; Student Accountability and Pacing*		

Part B

Student Success	
School Goal: Student proficiency will increase by 10% in ELA and Math as indicated on the SBAC for the general population, and IEP and EL subgroups.	**Aligned to Nevada's STIP Goal:** *Goal 3*
Improvement Strategy: Improve/Increase Tier I instructional strategies, opportunities and supports. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 4-Rationale*	
Intended Outcomes: All students working within Tier I system will receive instruction that includes student focused strategies, scaffolding, groupings, and structures as established by pacing, curriculum, and common assessments.	

Action Steps:

- ∉ *Establish a shared district/school pacing and instructional calendar*

- ∉ *Establish a master schedule that enable uninterrupted Tier I instructional time*
- ∉ *Establish clear models for grouping, scaffolding, differentiation, that are shared throughout grade levels and the schools*
- ∉ *Grade level PLCs meet frequently to discuss common assessment and results*
- ∉ *Establish common teacher walk-throughs that can be utilized by both teachers and admin for shared conversations/review*

Resources Needed:

- ∉ *District pacing Guides, Instructional Calendars, Master Schedule that supports Tier I and other tiered instruction without interruptions*

- ∉ *Having Learning Facilitator work with PLCs and admin to establish, model, train staff on highly effective Tier I instructional models*

- ∉ *Common time for PLC work, walk-throughs, training, support, and planning*

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.

☐ *School wide focus on cultural responsive teaching, having high expectations for ELs, as well as scaffolds and structures in place in classrooms for ELs to meet those expectations.*

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☐ *EL teachers with support from Dept. of ELD*

• *Build all teacher capacity through professional learning opportunities that enhance teacher understanding of language development through WiDA framework, GLAD or ELLevation training.*

• *Appropriately provide purposeful planning for language in content subjects and scaffold using language rich strategies to provide ELs with access to content standards and grade level materials.*

• *Build teacher capacity for language development during Professional Learning Communities that allow for analysis of data and planning for language opportunities in content classrooms*

- *Appropriately use EL teachers to support Tier 1 instruction through lens of language*

- *Build teacher capacity for language development during Professional Learning Communities that allow for analysis of data and planning for language opportunities in content classrooms*

- *Schools at all levels, use ELLevation platform to have general education teachers purposely plan for language support in classrooms.*

- *Appropriately use EL teachers to support Tier 1 instruction through lens of language*

- *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.*

AP/DEAN: **Rationale:**
"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:
- *Hiring a quality candidate for the Learning Facilitator*
- *Establishing share times, training, and opportunities that are "sacred" for teachers to plan, prepare, instruct, and evaluate effectiveness of lessons/instructional outcomes*
- *Access to calendars, pacing, schedules, etc. that are maintained*

Improvement Strategy:
Support struggling and developing learners (Tier 2 or 3) through the use of trained teachers and interventionists that utilize focused research based programs to support and accelerate learning. (RAZ, Dreambox, LLI, Phonics First etc.)

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *3-Promising*

Intended Outcomes: Identified students will receive scheduled and regular interventions/instruction that is targeted to support their identified area/s of need.

Action Steps:

- *Regularly review and identify students with areas on need/concern through common PLC time*
- *Hire interventionists to support work with students and teachers during Intervention Blocks*
- *Secure research-based intervention materials and train staff and interventionists on their use*
- *Schedule Intervention blocks throughout the day and provide interventions*
- *Monitor student progress during interventions*

Resources Needed:

- *Time for teachers/PLCs to review student data to determine students in need of interventions*
- *Common data to review for progress monitoring*
- *Hiring of Interventionists (3) and Learning Facilitator to support student and teacher structures/needs*
- *Purchasing and training of staff on the chosen programs for intervention*
- *Substitute teacher to cover classes for PLC times*

Challenges to Tackle:

- *Time for meetings can be interrupted or cancelled due to lack of subs*
- *Interventionists can be used to cover classes when a teacher is out of the building and no substitute fills the position*
- *Teacher's level of comfort and support with the various intervention programs*
- *Time needed to intervene on a large tier 2 and 3 population.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: EL teachers are included in the supports and training of students and teachers. Also, individual supports provided through push-in and pull-out models based on student's EL level and WIDA indicators.
Foster/Homeless: Getting the students to attend school regularly- attendance contracts, district truancy officer support, frequent counselor and admin check-ins
Free and Reduced Lunch: We are 100% served so these strategies apply to all.
Migrant: N/A
Racial/Ethnic Minorities: Utilize data sources to track performance compared to other groups. Data and strategies will be utilized during PLC planning, etc.
Students with IEPs: Resource teachers are included in the supports and training of students and teachers. Also, individual supports provided through push-in and pull-out models based on student's IEP Goals and Needs.

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*NSPF Framework, Statewide Assessments, Summative Assessments, Teacher/Admin observation data, Climate Survey*	*NSPF Framework, Statewide Assessments, Summative Assessments, Teacher/Admin observation data, Climate Survey*	*NSPF Framework, Statewide Assessments, Summative Assessments, Teacher/Admin observation data, Climate Survey*
Problem Statement	*Consistent structure of PLC's have not been in place*		

Critical Root Causes	*Lack of expectation/focus during Covid, Inconsistent school-wide professional learning, PLC were not data based*

Part B

Adult Learning Culture

School Goal: *Within the first 15 weeks of school, an effective and consistent PLC structure will be established that focuses on student data and drives instruction (tier 1,2,3) as evidenced through artifacts, surveys, and SBAC results (as indicated in SPP goal 1)*	**STIP Connection:** Goal 3

Improvement Strategy:

Establish and follow a Professional Learning Community Model (as based on the Learning by Doing and Leading PLCs at Work models) which ensures a data focus, common assessments, and common tier I planning and instruction that utilizes the 4 critical questions for PLCs.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 2- Moderate*

Intended Outcomes: *By establishing a strong PLC culture with the school, Tier 1 instruction and strategies will be aligned throughout a grade level by utilizing common data and using that data to inform and align instruction, supports, and outcomes to student needs and required pacing.*

Action Steps:

- *Hire a Learning Facilitator to support PLC process*

- *Create designated PLC times and hire substitute teachers to support PLC structure*

- *Provide training and support for PLC*

- *Schedule, support, and maintain PLC meetings, data, and protocols*

Resources Needed:

- *Learning Facilitator*

- *3 substitutes for PLC support*

- *Training and protocols for effective PLC implementation*

- *Professional Development around PLC work and effective instruction*

- *Trainings on supporting common assessments and progress monitoring*

Challenges to Tackle:

- *Hiring a qualified Learning Facilitator*

- *Hiring and keeping substitutes*

- *Being able to keep PLC time from being interrupted/cancelled due to substitute shortage/coverage*

- *Establishing norms, agendas, protocols, and expectations for PLCs*

- *PD can be interrupted due to COVID protocols or other mandates that are placed on the calendar*

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

English Learners: EL Teachers are a part of grade level PLCs

Foster/Homeless: N/A

Free and Reduced Lunch: We are 100% served so these strategies apply to all.

Migrant: N/A

Racial/Ethnic Minorities: Utilize data sources to track performance compared to other groups. Data and strategies will utilized during PLC planning, etc.

Students with IEPs: Resource Teachers are a part of grade level PLCs

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*NSPF Framework, Statewide Assessments, Summative Assessments, Teacher/Admin observation data, Climate Surveys.*	*NSPF Framework, Statewide Assessments, Summative Assessments, Teacher/Admin observation data, Climate Surveys.*	*NSPF Framework, Statewide Assessments, Summative Assessments, Teacher/Admin observation data, Climate Surveys.*
Problem Statement	*Family engagement data demonstrated high interest for the diversity of programs offered, but families continued to note that scheduling sometimes limited their ability to participate in some of the events, classes, or activities. As such, efforts to keep all families informed about their student's academic performance were limited. Stead ES will continue to reach out and support parent involvement in their child's education by diversifying the times of activities, classes, or events held, increasing the number and scope of programs offered to parents, and communicating more effectively with our diverse community about their child's education.*		
Critical Root Causes	*Lack of opportunity to connect with families due to COVID protocols.*		

Part B

Connectedness

School Goal: *Stead ES will increase participation at academic activities related to ELA throughout the year (increase in parent numbers at each event starting with a baseline at the first event) as measured by sign-in sheets or virtual meeting attendance.*	**STIP Connection:** *Goal 3*

Improvement Strategy: *Build partnerships with families utilizing the Parent Teacher Home Visit program*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 2-Moderate*

Intended Outcomes: *By establishing a strong PTHV program at our school, trust and interactions between teachers and families will improve allowing for further dialogue and supports related to students' academic and behavior progress.*

Action Steps:

- *Secure funding for PTHV program*
- *Identify PTHV Coordinator/Facilitator*
- *Identify and train Teacher volunteers for the program*
- *Begin Visits*

Resources Needed:

- *Funding*
- *Identify Coordinator and Teachers*
- *Training*

Challenges to Tackle:

- *Hiring a qualified Coordinator*
- *Securing and Training Teachers*
- *Establishing trust with families to welcome a "Home Visit"*

Improvement Strategy: *To institute Spring Parent Teacher Conference Week.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 4- Rationale*

Intended Outcomes: *By having Spring Conferences with families, they will be aware of their child's progress along with gather tools and ideas to support their child's learning journey in partnership with the teacher*

Action Steps:

- *Schedule Conference Week*
- *Coordinate release time with Transportation*
- *Teachers prepare materials*
- *Advertise and schedule meetings with parents*
- *Conduct conference meetings*

Resources Needed:

- *Finalize early release time with Transportation*
- *Time for teachers to prepare and hold conferences*
- *Materials/protocols for teachers to lead conferences*

Challenges to Tackle:

- Having materials prepared and ready for teachers and parents
- Buses on time
- Scheduling with families
- Getting families to attend

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

English Learners: EL Teachers will coordinate will grade level teachers to provide information/data/support

Foster/Homeless: N/A

Free and Reduced Lunch: We are 100% served so these strategies apply to all.

Migrant: N/A

Racial/Ethnic Minorities: Utilize data sources to track performance and participation compared to other groups.

Students with IEPs: Resource Teachers will coordinate will grade level teachers to provide information/data/support

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 I	*$259,570*	*Assistant Principal, Bilingual Aides, FACE, ETS time, PD Subs, Intervention Sub Days, Printing, Library Books, Supplies*	Student proficiency for will increase by 10% in ELA and Math as indicated on the SBAC for the general population, and IEP and EL subgroups. *Within the first 15 weeks of school, an effective and consistent PLC structure will be established that focuses on student data and drives instruction (tier 1,2,3) as evidenced through artifacts, surveys, and SBAC results (as indicated in SPP goal 1)*