Washoe County School District

Dorothy Lemelson STEM Academy

School Performance Plan: A Roadmap to Success

Dorothy Lemelson STEM Academy 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 October 19, 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
Susan Novelli	**Principal(s)** *(required)*
Click here to enter text.	**Other School Administrator(s)** *(required)*
Lisa Banes	**Teacher(s)** *(required)*
LeeAnn Weiss	**Paraprofessional(s)** *(required)*
Carisalynn Kerr	**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)*
Kristin Cassel	**Specialized Instructional Support Personnel** *(if appropriate)*
Gretchen Lintner	**Learning 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 [DOROTHY LEMELSON S.T.E.M. ACADEMY ES - Nevada Accountability Portal (nv.gov)](#)

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**
- Overall catch up data shows an increase from 13% to 33% from 2021 to 2022 - Students on an IEP showed an increase in catch up data of 15% - Students of hispanic ethnicity showed an increase in catch up data of 14% - Severely chronic absenteeism dropped by 11%	- Major behavior events increased from 20 in 2021 to 56 events in 2022 per 100 students - ELA growth perentile decreased 11% between 2021 and 2022 - Grade 3 students show a 13% proficiency rate on the 2022 MAP reading assessment - Grade 2 students show a 31% proficiency rate on the 2022 MAP reading assessment

Problem Statement: Students lack the foundational skills to meet the proficiency standards at grade 3.

Critical Root Causes of the Problem:
- The COVID-19 pandemic interrupted student learning for more than 2 years.
- Severely chronic absenteeism negatively impacts student performance creating gaps in their learning.
- Staff lacked a clear understanding of foundational skills necessary to be proficient readers.
- Major behavior events in the primary grades impacted our ability to teach in a safe environment.

Student Success	
School Goal: By June 2024, 60% of grade 3 students will be on grade level in reading as measured by MAP reading at the 60th percentile, and an SBAC score of 3 or 4. **Formative Measures:** - AIMS Web Oral Reading Fluency progress monitoring - Reading Plus access at a rate of 2 hours/week - Benchmark Reading Unit assessments	**Aligned to Nevada's STIP Goal:** ✔ STIP Goal 1 ☐ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

• Quarterly District reading assessments • Qualitative Spelling Inventory • Fundations Unit Assessments	

Improvement Strategy: All students will be exposed to systematic phonics instruction in grades K-3 to develop reading skills with interventions aligned to student progress on formative assessment measures. **Evidence Level:** Tier 1 - Strong Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Implementation of evidence based, systematic phonics instruction • Continued professional development in the area of phonics • Close monitoring of student progress towards the goal • Comprehensive MTSS **Resources Needed:** *What resources do you need to implement this improvement strategy?* Professional development (time and personnel) Coaching with observation and feedback cycle Teaching materials for implementation Intervention Teacher Reading Plus, AIMS Web, and MAP programs **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Challenging behaviors in our primary grades have negatively impacted our ability to support implementation of our plan specifically in utilizing a coaching feedback cycle. • *Potential Solution:* A proactive stance implemented by teachers, counselor, social worker and principal to enable instructional coaches to devote their time to instructional support. **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • Title I funding • General funding	**Lead:** *Who is responsible for implementing this strategy?* **Kristin Cassel, Gretchen Lintner**

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:* Teachers/staff who speak their language.
- *Support:* Peer support from bilingual students; use of tanslation; services available online; curricula materials in their home language

Foster/Homeless:
- *Challenge:* Understanding students' emotional needs in unstable situations
- *Support:* Addition of social worker on staff; professional development with SEL; Meet Up protocols every morning

Free and Reduced Lunch:
- *Challenge:* Categorizing students based on their past performance
- *Support:* Enhanced MTSS protocols

Migrant:
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:
- *Challenge:* Materials representative of their culture
- *Support:* Use of online resources to ensure a variety of cultures are represented in text resources

Students with IEPs:
- *Challenge:* Behavior impacting their education and others
- *Support:* Increase in SEL practices; use of ZONES of regulation to teacher self-management and self-regulation skills

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**

• 100% of teachers participated in phonics and writing PD. • Teachers consistently participated in weekly PLC with their grade level. • 80% of grade levels completed quarterly reporters.	• 37.5% of grades 3-5 students had a grade aligned with their ELA proficiency on SBAC. • Students' median growth percentile for our students performing at level 1 is 45 while the median growth percentile for students at a level 3 is 61. • 20% of students had a major discipline event in 2021.

Problem Statement: There is a discrepancy between grades and performance on the SBAC.

Critical Root Causes of the Problem:
- Teachers may not have an understanding of what it means to meant proficiency on grade level standards.
- Most teachers only have experience with our student population.
- Scaffolds are not in place for underperforming students to access Tier 1 curriculum.
- Behavior has an impact on student performance and motivation to succeed.

Adult Learning Culture

School Goal: By June 2023, 75% of students in grades 3-5 receiving above average grades (A or B) on their final report card in ELA will demonstrate proficiency on the ELA SBAC test. **Formative Measures:** • Quarterly Grade Reporter for ELA • Benchmark Unit Assessments • Student Writing Samples for reading response, STEM, and writing • Interim Assessments aligned with SBAC	**Aligned to Nevada's STIP Goal:** ✔ STIP Goal 1 ☐ STIP Goal 2 ☐STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy: Teachers will participate in Professional Learning Communities to analyze student data used to report student progress on the quarterly report card; specifically identifying instructinal practices to improve student outcomes.	Lead: *Who is responsible for implementing this strategy?* **Susan Novelli**
Evidence Level: Tier 2 - Moderate Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Review of 2022 quarter report; adjusting as needed to ensure work meets proficiency standard • Consistent review of student work being graded at PLC • Focus on student proficiency with essential standards during planning **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Master schedule with PLC time identified • Agenda • Student work samples • Data analysis protocol • Data and instructional coach **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Culture of risk taking and collaboration to improve instruction • *Potential Solution:* Improve observation and feedback cycle; keep focus on student response to instruction **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • Title I funds • ESSR funds • General fund	

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:* Use of ACCESS data to align classroom supports in achieving higher proficiency
- *Support:* ELD facilitator and EL Assistant supporting classroom instruction with scaffolds for Tier 1 instruction

Foster/Homeless:
- *Challenge:* Impact unstable home environment has on academic performance
- *Support:* PD for teachers on how to support emotionally and academically students in transition

Free and Reduced Lunch:
- *Challenge:* Possible biases or stereotypes of students with low SES profile
- *Support:* PD to understand grade level proficiency in ELA followed with observation of instruction focused on 'who' gets what supports.

Migrant:
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:
- *Challenge:* Bias/stereotyping of ability of these students to meet proficiency
- *Support:* Support teachers in understanding what proficiency means and use of culturally appropriate materials for impacting achievement

Students with IEPs:
- *Challenge:* Scaffolded Tier 1 instruction
- *Support:* Master schedule for inclusive practices

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**
• Parent climate survey results indicate 93% of parents believe home-school communication is strong • Parent climate survey results indicate 85% of parents believe their student is receiving a quality education.	• Parent climate survey results indicate 33% of parents are not confident in their ability to to connect with other parents. • Parent climate survey results indicate 56% of parents are not confident in their ability to ensure the schools meets the

	learning needs of their student

Problem Statement: Parents are not feeling connected to the school community.

Critical Root Causes of the Problem:
- COVID 19 prevented families from interacting with one another and the school due to lockdown, preventative measures to ensure safety when students returned to school, cautious about returning to the norm prior to COVID-19.

Connectedness	
School Goal: By June 2023, there will be increased opportunities to engage with families quarterly including but not limitied to literacy events, STEM nights, social events, and parent-teacher conferences returning family engagement to pre-COVID levels as measured by an average of 40% of families in attendance at each event. **Formative Measures:** • Parent surveys • Attendance • Exit tickets • Morning mug agendas/summaries	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ✔ STIP Goal 2 ☐STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy: A school committee will collaborate with our Family and Community Engagement specialist to design and offer academic and social events increasing interaction between school and home. **Evidence Level:** Tier 1 - Strong Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • School committee members • FACE specialist • Survey monkey • Staff participation • Strong communication system • Partnership with community agencies **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Community partners • Teacher participation after hours **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Tailoring activities to meet a variety of needs • *Potential Solution:* Combine social events with opportunities to engage in academic endeavors **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • General funds • Title I (materials) • Fundraising • General donations	**Lead:** *Who is responsible for implementing this strategy?* **Joanna Perez**

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 between parents/teachers
- *Support:* Use of interpreters at all events, communication between home and school in native language, use of translation on class dojo

Foster/Homeless:
- *Challenge:* Understanding family in transition needs
- *Support:* Encourage participation in Parent Teacher Home Visit Programs

Free and Reduced Lunch:
- *Challenge:* Involvement in the decision making process for school improvement/students needs
- *Support:* Use SWOT process to build concensus on needs of students

Migran
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:
- *Challenge:* Language barrier, communication between groups
- *Support:* Representation by racial/ethnic groups on all school committees

Students with IEPs:
- *Challenge:* Parents having an active rather than passive role in IEP development
- *Support:* Include more parent voice in the development process with opportunities for parents to observe their student's plan in action

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

Morning Mug	10/14/2022	• Parent access to community and school mental health supports