



Washoe County School District

Lemelson Elementary

School Performance Plan: A Roadmap to Success

Enter school name 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: Susan Novelli

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School Designations: xTitle I ☐ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on 9/8/23.



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) <i>(required)</i>
n/a	Other School Administrator(s) <i>(required)</i>
Lisa Banes, Laura Thorwarth, Kelly Bolton	Teacher(s) <i>(required)</i>
	Paraprofessional(s) <i>(required)</i>
Charlene Norvell	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Gretchen Lintner	Building Facilitator
Karyn Parkins	ELD Facilitator
Kris Hugdal	STEM Coordinator

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 \(nv.gov\)](https://nv.gov/nvdaa)



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"> 22% of second grade students (2023) are entering third grade above the 60th percentile on MAP; an additional 25% are between the 25th and 59th percentile on MAP. 85% of students in the 25th – 60th percentile are reading at grade level as measured by AIMS Web oral reading fluency scores. The fourth-grade median growth percentile was 63; a 13-point increase across all demographics. There was an 8-point percentage increase in overall ELA proficiency scores on SBAC ELA assessment. Catch up students in grade four increased by 5%. There was a 12% increase in EL students exciting services as measured by ACCESS scores. ACCESS scores in every domain were higher than the District's average. Adequate growth percentile for EL students increased 19 points to 43% as measured by ACCESS scores. 	<ul style="list-style-type: none"> Only 15% of our third-grade students (2023) were proficient on the SBAC ELA Assessment. Chronic absenteeism increased 4% to 32%; incoming third graders (2024) had a chronic absenteeism rate of 31%. Students with special needs in the area of reading are not making the same growth as their typical peers; many performing below the 10th percentile.
<p>Problem Statement: Students lack the foundational skills to meet proficiency standards in grade 3. (Continued from 2022)</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Chronic Absenteeism continues to impact student's reading growth. Staff have difficulty maintaining the course when data shows growth; there have been instances of regression in data-driven practices. Staff continue to gain knowledge through PD in phonemic awareness, phonics, and fluency. Staffing has not been consistent at first and second grade over the past two years. 	
Student Success	



<ul style="list-style-type: none">● School Goal: By June 2024, 35% of third grade students will be on grade level as measured by MAP reading score at the 60th percentile and an SBAC score of 3 or 4,	
Formative Measures: <ul style="list-style-type: none">● Reading progress will be monitored through the I-Ready platform.● Fluency scores at Grade 3 will be progressed monitored through MAP Reading Fluency.● Student reading responses at grade 3 will be critically analyzed during PLC.● Foundational skills walkthroughs using IPG forms.	
Aligned to Nevada's STIP Goal: <div>X STIP Goal 1 X STIP Goal 2</div> <div>X STIP Goal 3 X STIP Goal 4</div> <div>X STIP Goal 5 <input type="checkbox"/> STIP Goal 6</div>	
Improvement Strategy: Wilson Foundations Phonics Systematic Phonics Program	
Evidence Level: Strong – Tier 1 Instruction	
Action Steps: <ul style="list-style-type: none">● Review IPG walkthrough tool with staff; review monthly data with grade levels and provide PD as determined by the data.● Coaching cycles to support teacher implementation of foundational skills.● Continue to engage in data discussions and alignment of classroom practices.	
Resources Needed: <ul style="list-style-type: none">● Grade level PLC time built into the master schedule.● Uninterrupted coaching cycles.● Staff commitment to data driven decision making.	
Challenges to Tackle: <ul style="list-style-type: none">● <i>Implementation Challenge:</i> Uninterrupted coaching cycles	
Lead: <i>Who is responsible for implementing this strategy?</i> Gretchen Lintner, Learning Facilitator	



- *Potential Solution:* Implementation of restorative practices by all staff; counseling team to respond to request for behavior support; proactive behavior plans.

Funding

- Coaching staff from general budget.
- Leadership coach/consultant (TNTP) through Title funds.

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: While English Learners are monitored in the same manner as their peers, it is critical to take a closer look at their speaking and writing scores to advance their ELA development.
- Support: Students performing below a level 2 on ACCESS testing will use Lexia to enhance speaking and listening skills.

Foster/Homeless:

- Challenge: Students basic needs may not be met which negatively impacts their school focus.
- Support: CIT students are provided with amenities such as food and clothing to ensure basic needs are being met

Free and Reduced Lunch:

- Challenge: The largest barrier to increasing success in ELA is attendance. Since the students with the highest chronic absenteeism rate

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)



are in the primary grades, we need to find new ways to engage with parents.

- Support: Attendance incentives and home-school attendance contracts will be offered to students and families to encourage daily attendance at school.

Migrant:

- Challenge: n/a
- Support: n/a

Racial/Ethnic Groups:

- Challenge: Our largest racial/ethnic group is Hispanic students. With many families speaking Spanish at home which is highly encouraged, it has been a challenge for students to practice reading in their home.
- Support: Working with our Family and Community Engagement specialist and our building facilitator we will host quarterly literacy events to provide parents with some strategies to use at home. In addition, GLAD strategies are used in the classroom to support students access to curriculum.

Students with IEPs:

- Challenge: Most of our student with an IEP learning disabled with a profile of dyslexia.
- Support: Students are instructed using the Wilson Program, specifically designed for students with dyslexia.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Consistent professional development in phonics and writing since 2021. • Coaching support focused on foundational skills has promoted student growth in this area. • Data-driven decision making in the area of language arts supports curriculum adaptations. • 70% of students in grades 3-5 are at or near meeting standard in Math Claims 2 & 3 on SBAC. 	<ul style="list-style-type: none"> • 72% of students in grades 3-5 are below standard in Math Claim 1 on SBAC.
<p>Problem Statement: Professional development and training in math instruction has been ignored over the past 5 years.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • There has not been professional development in mathematics since the adoption of Envision and Bridges; approximately 6 years ago. • There have been 7 new teachers hired since the math adoption. 	



- Turning over 2 Early Wednesday PDs to staff for planning in 2023 negatively impacted Math PD.
- A math coach is needed in the building to support math instructional practices and the change process.

Adult Learning Culture

School Goal: 100% of classroom teachers and coaches will participate in Math PD to develop thinking classrooms.

Formative Measures:

- Attendance at Wednesday Math PD each month.
- Walkthroughs using Math IPGs from Achieve the Core.
- Student participation and insight during Number talks at K-1 and Solve and Share in grades 2 – 5.

Aligned to Nevada's STIP Goal:

- | | |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> STIP Goal 1 | X STIP Goal 2 |
| X STIP Goal 3 | X STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 | <input type="checkbox"/> STIP Goal 6 |

Improvement Strategy: Professional Learning guided by TNTP.

Evidence Level: Strong (level 1) - TNTP for leadership development; Strong (level 1) for teacher PD.

Action Steps:

- Collaboration and support from RPDP on "The Thinking Classroom.
- PD days set on master calendar.
- Purchase Number Talks text for K-1 teachers, The Thinking Classroom for 2-5.
- Engage with TNTP leadership coach to effectively use the Math IPG to identify effective practices and consistent feedback cycle.
- Monthly PD provided staff with coaching/feedback between each PD Day.

Resources Needed:

- Number Talks text (4)
- The Thinking Classroom text (10)
- Collaboration time with RPDP.

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

Kris Hugdal, STEM
Coordinator

Susan Novelli, Principal



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

- *Implementation Challenge:* Supporting the change process and identifying needs for individual teachers.
- *Potential Solution:* Data-driven decision-making during PLC; work with TNTP coach monthly to effectively use the IPG.

Funding:

- General funds should be sufficient to purchase identified texts.

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: Vocabulary development and speaking skills
- Support: Staff have access to Ellevation strategies to plan lessons which address these skills in our EL students.

Foster/Homeless:

- Challenge: Focus can often interfere with learning with our homeless or CIT students.
- Support: Teachers will increase acknowledgement of student behavior using PBIS systems to increase attention to task.

Free and Reduced Lunch:

- Challenge: This group encompasses all students. Improving instructional strategies in the classroom will benefit all students,
- Support: Math PD will include accommodations/adaptations to reach individual students.

Migrant:

- Challenge: n/a
- Support: n/a

**Racial/Ethnic Groups:**

- Challenge: Our largest ethnic group is Hispanic at 60% with 35% of these students second language learners, we also have a small number of newcomers from Mexico and Afghanistan. Vocabulary development and speaking skills will present as a challenge.
- Support: Teacher will use Ellevation strategies will be used to support vocabulary development while sentence stems will support speaking.

Students with IEPs:

- Challenge: These students often have reading disabilities which negatively impact problem solving specifically word problems during class.
- Support: Teachers will use the text to speech accommodation during class to support students' reading during math class.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none">● Safety● Relationships amongst families, students, staff●	<ul style="list-style-type: none">● Student Voice● Self-management of emotions in students● Chronic Absenteeism
<p>Problem Statement: Students are struggling with managing their emotions which may lead to high incidents of physical aggression, and they have difficulty considering the consequences of their actions.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">● Experience with understanding outcomes of behavior,● Loss of opportunity for social experiences,● Lack of positive role models.	

Connectedness	
<p>School Goal: Lemelson STEM Academy will show a decrease in physical aggression across grade levels from 73 to 50 physical aggressive events as measured by IC behavior reports.</p> <p>Formative Measures:</p> <ul style="list-style-type: none">● Monthly review of discipline data.	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p>



- Observation of implementation of restorative practices utilizing checklist for continuous improvement.
- Student surveys completed quarterly by counseling department.

☐ STIP Goal 3 X STIP Goal 4
☐ STIP Goal 5 X STIP Goal 6

Improvement Strategy: Restorative Practices; Parent Teacher Home Visits, Big Brothers Big Sisters mentor program

Evidence Level: Restorative Practices (Moderate – Level 2), PTHV (Strong – Level 1), BBB S (Strong – Level 1)

Action Steps:

Restorative Practices (new strategy; PTHV and BBBS are already operating in the school)

- Training and Participation in Restorative Practices Cohort for 4 staff members.
- Onboarding of Staff – August, and after each cohort meeting.
- Feedback and observation of restorative practices in action.

Resources Needed:

- Continuous training through the district’s cohort model.
- Observation checklist
- Monthly discipline data

Challenges to Tackle:

- *Implementation Challenge:* As new participants to this theory, we need to ensure we understand the basic concepts in the same manner.
- *Potential Solution:* Continuous training to clarify and affirm one’s understanding.

Funding:

- District funding will support cohort training.
- May need stipend pay for the team to develop staff PD (unless it is integrated during cohort meetings)

Lead: *Who is responsible for implementing this strategy?*
Susan Novelli, Principal
Michelle Roney, SSW
Restorative Practices School Leaders



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: Understanding of feelings vocabulary; ability to put their thoughts into English in an understandable manner.
- Support: Teachers will use pictures to match words to expressions; use of sentence stems to help with oral expression.

Foster/Homeless:

- Challenge: Trauma associated with being displaced.
- Support: Counseling team will provide small group counseling sessions to provide an outlet for students to express their feelings.

Free and Reduced Lunch:

- Challenge: Developing ways for students to express themselves appropriately within different school settings (classroom, playground)
- Support: Students will engage weekly in Zones of Regulation with the counselor to support ways to express feelings.

Migrant: n/a

- Challenge: *n/a*
- Support: *n/a*

Racial/Ethnic Groups:

- Challenge: Negative use of racial/gender slurs without a full understanding of their meaning.
- Support: Students will engage in mentoring opportunities with BBBS or staff Eagle Buddies.

Students with IEPs:

- Challenge: Students with identified social skills in their IEP who require specially designed instruction.
- Support: Identification of root cause for behaviors and strong implementation of behavior support plan by staff.

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
Back to School Welcome	8/14/23	Shared state testing results and introduction of restorative practices.