



Washoe County School District
Lemelson STEM Academy
2021-2022 School Performance Plan:
A Roadmap to Success

Lemelson STEM Academy 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 Susan Novelli for more information.

Principal: Susan Novelli
School Website: www.washoeschools.net/Lemelson
Email: lemelson@washoeschools.net
Phone: 775-333-5080

School Designations: Title I CSI TSI ATSI Zoom Victory



Directions for Completing the School Performance Plan

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](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	264	1.1	2.3	62.5	2.2	38.6	2.7	4.9	15.9	37.5	100
District	61599	1.3	4.2	41.8	2.6	42.6	1.4	6.2	14.3	14.3	47.4
State	496938	.8	5.4	42.7	11.5	31.4	1.5	6.8	12.7	14.1	65.8

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	31	70	41.1	35.1	69.1	52.5	N/A	17.6	55.7
	District	41.6	52	40	49.3	51	51	36.9	12	41.9
2019	School	31.1	70	46.8	36.8	58	46.8	28.3	7.7	34.2
	District	40.8	50	39	49.3	51	52	36.4	10.7	36.2



2020	School	N/A	10	48						
	District	N/A	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	397	383	366
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
Susan Novelli	Principal(s) (required)
Nick Thomas	Other School Leader(s)/Administrator(s) (required)
Alison Souza, Lisa Banes	Teacher(s) (required)
Sally Torres	Paraprofessional(s) (required)
Carisalynn Karr	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
Joanna Perez	Specialized Instructional Support Personnel (if appropriate)
Mary Fletcher	ELD Facilitator



Lee Concha	Data Coach

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
Morning Mug - Survey	9/17/2021 9am	11	Parents would like to engage in Phonics lessons with the Learning Facilitator, possibly an incentive program for attendance, understanding safety protocols in general and for COVID precautions
AGC Education committee	10/20/2021	12 noon	Committee will assist with supplies, revitalization of the community garden, Construction Day (May) as real world application
<i>*Add rows as needed</i>			



School Goals



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<p>Data Reviewed <i>Insert after Event 3</i></p>	<p>10/26/2021 - In Events 3 Folder</p> <p>AIMS Progress monitoring</p> <p>Common assessments</p> <p>SMART Goal attainment</p> <p>WIDA</p> <p>SBAC</p>	<p>10/26/2021 - In Event 3 Folder</p> <p>Surveys from all students</p> <p>Attendance conference outcomes</p> <p>Climate Survey Date</p> <p>Absenteeism data</p>	<p>10/26/2021 - In Event 3 Folder</p> <p>Pineapple Data</p> <p>Unit Planners/Lesson Plans</p> <p>PLC Data</p>
<p>Problem Statement <i>Insert after Event 3</i></p>	<p>Lemelson STEM Academy students are demonstrating low proficiency rates on the Nevada State Test (SBAC) given in grades 3-5 in language arts and low proficiency rates in reading and writing on the WIDA for students in grades K-5.</p>		
<p>Critical Root Causes <i>Insert after Event 4</i></p>	<p>An examination of common assessment data, specifically the qualitative spelling inventory, common writing assessments, and phonics based assessments evidence 33% of students in grades 1-3 are performing at grade level in the area of phonics. Without this critical reading skill, students experience difficulties with reading fluently and accurately to support comprehension of text. Reading proficiency on SBAC dropped from 34% in 2019 to 17% in 2021. While the COVID-19 pandemic may have been a contributing factor as schools adapted to new methodologies, the lack of a systematic phonics program with frequent progress monitoring as well as intensive interventions may be a more accurate root cause.</p>		



Research supports an intervention model based on 80% proficiency rates whereas Lemelson STEM Academy has an inverted triangle with more than 67% of students performing significantly below grade level. This would suggest Tier I instructional practices as an additional root cause of low proficiency rates in ELA as measured on the SBAC state assessment. Community input would suggest parents need more training to support student's academic growth.

Part B

Student Success	
<p>School Goal 1: By June 2022, increase the number of students in grades 1 & 2 who are performing at grade level with reading foundational skills specifically phonics from 33% to 60% as measured by AIMS Web oral reading fluency rates at the 25th percentile.</p>	<p>STIP Connection: <i>Goals 1, 3</i></p>
<p>Improvement Strategy 1: Implement multi-sensory, systematic phonics instruction in grades 1 and 2 with continuous progress monitoring.</p> <p>Evidence Level : 1 Strong</p>	
<p>Intended Outcomes: Students will show mastery of grade level phonics skills with 60% of students in grades 1 and 2 reading at the 25th percentile or above when assessed using the AIMS Web oral reading fluency spring grade level benchmark assessment.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> • Provide K-2 teachers with continuous professional development focused on Phonics Instruction. • Calendar Phonics PD on master calendar. • Purchase Foundations phonics program for all K-2 teachers and supplementary resources as needed, • Schedule progress monitoring cycles to assess student progress, and consider acceleration of learning gaps. • Work with TNTP on walkthrough to identify strengths and areas of improvement for Phonics Instruction; adjust Phonics PD accordingly. 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> • Continued early release days for professional development • PLC scheduled on master schedule • Allocation of Learning Facilitator to facilitate PD • Funding for materials • AIMS Web seat purchase for all K-2 student • 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.

- 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.



Challenges to Tackle: <ul style="list-style-type: none">• Sustaining PD and PLC schedule (protect time)• Teacher fatigue• Maintaining cycle of improvement and accountability for teachers• Parent training
Improvement Strategy 2:
Evidence Level:
Intended Outcome:
Action Steps: <ul style="list-style-type: none">••••
Resources Needed: <ul style="list-style-type: none">••••
Challenges to Tackle <ul style="list-style-type: none">••••
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Implement GLAD strategies especially those with visual supports, communicate home supports in student's home language, provide parent training



Foster/Homeless: increase communication with families, ensure students have supplies/books for practice, parent training

Free and Reduced Lunch: ensure students have supplies/books for practice, parent training,

Migrant: n/a

Racial/Ethnic Minorities: Track data across demographic groups

Students with IEPs: ensure implementation of accommodations, appropriate setting for instruction

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<p>Data Reviewed <i>Insert after Event 3</i></p>	<p>10/26/2021 In Events 3 Folder</p> <p>Evaluation Data Student Growth and Achievement Data</p> <p>Observational data (admin and peers) Coaching notes</p> <p>PD implementation</p>	<p>10/26/2021 In Event 3 Folder</p> <p>School Climate Data for Students, Parents, and Staff</p> <p>Student Growth and Achievement Data TNTP Consultant Feedback</p>	<p>10/26/2021 In Event 3 Folder</p> <p>PLC Agendas/Notes</p> <p>Master Schedule</p> <p>Support Schedules</p> <p>Observation of implementation</p>



<p>Problem Statement <i>Insert after Event 3</i></p>	<p>There are inconsistencies across grade level classrooms on grading practices and matching student work with intended outcomes.</p>
<p>Critical Root Causes <i>Insert after Event 4</i></p>	<p>District grading practices are not aligned with a standards based curriculum. Tier 1 pacing guides assume all students begin with a certain set of skills and are based on the publisher’s scope and sequence as opposed to student readiness and essential standards.</p>

Part B

<p style="text-align: center;">Adult Learning Culture</p>	
<p>School Goal 2: 100 % of teachers in grades 1-5 will provide clarity of grading practices by stating the assessments to be graded prior to each quarter, and communicate the number of students meeting those standards after completion of quarterly report cards.</p>	<p>STIP Connection: Goals 2, 6</p>
<p>Improvement Strategy: Professional Learning Communities (PLC)</p> <p>Evidence Level 2 Moderate</p>	
<p>Intended Outcomes: 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 administered Spring 2021. Students in grades 3-5 receiving a C on their final report card in ELA will demonstrate a level 2 proficiency on the ELA SBAC test administered Spring 2021.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> • Grade level decisions on student work to be graded and the success criteria at each quarter of the year to achieve mastery by year end. • Instructional focus on essential standards. 	



- Use of formative assessment to monitor effectiveness of instructional practices.
- Schedule of assessments for formative and summative purposes.
- Success criteria to be shared and explained to students.

Resources Needed:

- Data coach to assemble data/student work product for analysis.
- PLC on master schedule
- Planning time with grade level team

Challenges to Tackle:

- Relationships of team members
- Commitment to standards based teaching
- Clarity on proficiency at each grade level
- Rigorous instruction
- Authentic engagement

Improvement Strategy 2:

Evidence Level

Intended Outcome:

Action Steps:

-
-
-
-

Resources Needed:

-
-
-
-

Challenges to Tackle

-



-
-
-

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

English Learners: ELD Facilitator will ensure equitable access to curriculum through GLAD strategies implementation.

Foster/Homeless: n/a

Free and Reduced Lunch: Enhance MTSS throughout the school.

Migrant: n/a

Racial/Ethnic Minorities: Do quarterly analysis of grade distribution to assess equity in grading.

Students with IEPs: Ensure IEP accommodations allow for equitable access to Tier 1 curriculum

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement



<p style="text-align: center;">Data Reviewed <i>Insert after Event 3</i></p>	<p>10/26/2021 In Event 3 Folder</p> <p>School Climate Data (Engagement, Safety, Social and Emotional Competence)</p> <p>Chronic Absenteeism (K-12)</p> <p>Discipline Data (suspensions, expulsions, avg. # of instructional days missed)</p> <p>Student Leadership/student voice</p>	<p>10/26/2021 In Event 3 Folder</p> <p>Teacher Attendance Teacher Retention</p> <p>Quarterly surveys</p> <p>PLC notes Coaching notes</p>	<p>10/26/2021 In Event 3 Folder</p> <p>School Climate Data for Parents</p> <p>Event 2 Outreach Session Data</p> <p>Monthly Friday Morning Mug agenda/notes</p>
<p style="text-align: center;">Problem Statement <i>Insert after Event 3</i></p>	<p>Parents feel unprepared to support reading at home.</p>		
<p style="text-align: center;">Critical Root Causes <i>Insert after Event 4</i></p>	<p>Parents lack academic language to assist with content and reteaching of skills. Some parents are afraid of teaching students a different method for learning concepts. There have been limited opportunities for parent training on strategies to support students with instructional tasks.</p>		

Part B

Connectedness



School Goal 3: Parents will have access to parent trainings at each morning mug and twice in the evening during January and February in the area of phonics.	STIP Connection: Goal 6
Improvement Strategy 1: Parent training Evidence Level : 1	
Intended Outcomes: In March 2022, 50% of parents attending training in January and February will identify an increase in their ability to support phonics instruction in the home on a survey provided pre- and post-training.	
Action Steps: <ul style="list-style-type: none">● Use parent supports to communicate “how to teach” with homework packets.● Provide parent trainings at Morning Mug and two evenings between November 2021 and March 2022	
Resources Needed: <ul style="list-style-type: none">● Parent component of Foundations Phonics program● Learning Facilitator and F.A.C.E. to collaborate and plan parent training.● Survey	
Challenges to Tackle: <ul style="list-style-type: none">● Parent Participation● How many parents are attending to supports sent home with homework.● COVID precautions	
Improvement Strategy 2: Evidence Level 1 – Strong	
Intended Outcome:	
Action Steps: <ul style="list-style-type: none">●●	



-
-

Resources Needed:

-
-
-
-

Challenges to Tackle

-
-
-
-

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

English Learners: Materials home in native language

Foster/Homeless: Counselor will ensure parents are receiving supports necessary.

Free and Reduced Lunch: Homework log

Migrant: n/a

Racial/Ethnic Minorities: Parent check-ins

Students with IEPs: Supports align with IEP goals.

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)
----------------	---	-------------------------------------	--------------------



General Fund	\$17,634.00	Curriculum and Instruction	1, 2
Title I Funds	\$132,815.00	Intervention teacher, Substitute Days, FACE, bilingual kinder aide, instructional materials and supplies	1, 2, 3
21 st Century Learning Grant	\$145,530.74	Academic Supports, After school tutoring	1