Washoe County School District

Brown Elementary

School Performance Plan: A Roadmap to Success

Brown Elementary 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 7, 2023

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
Angie Bryan	**Principal(s)** *(required)*
Kate Littlefield, Jessica Mansfield	**Other School Administrator(s)** *(required*
Jayna Roberts, Lacey Solferino, Kaylee Carlson, Megan Atkinson-Scolari, Andrea King, Teri Thomsen, Molly Duckett, Sarah Coleman	**Teacher(s)** *(required)*
Crystal Valdez, Christin Roeder	**Paraprofessional(s)** *(required)*
Tiffani Allison, Jamie Gansler	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Lauren Mattingly, Laura Clonginger	**Specialized Instructional Support Personnel** *(if appropriate)*
Add additional members/roles as necessary	

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 BROWN ELEMENTARY - 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**
- Huge improvement from pre-assessment of Quarterly SMART goals to Post Assessments. See SMART Goal Data Spreadsheet and last year's Reflections for specifics.	*Didn't reach the 85% or higher of students mastering our Essential Standards.* *Possibly align our MATH common assessments/SMART goal vertically so all grade levels are focusing on the same mathematical standard, and we can compare school-wide the same content.*

Problem Statement: We had goals of 85% or higher for ELA and Behavior, 90% for Math and Science. This was confusing and caused issues. Why can't we make all of our goals the same? We want all of our students to meet our quarterly SMART goals to ensure that students have mastered the essential standards of the grade level, however, we still need a score that is reachable.

Critical Root Causes of the Problem:
- *We now have 4 SMART goals per quarter: Reading, Math, Science, Behavior and we want to be able to truly examine whole school vertically, our Essential standards do not all align by grade level vertically.*
- Our wording of our SMART goal was confusing, we wanted at least 85% or more of our students mastering the SMART goal at 80% of higher. This confused everyone.

Student Success	
School Goal: School Goal 1: ELA Core Curriculum & Instruction: Based on NVACS, and our Essential Standards for ELA, our goal is to continue to increase ELA grade level growth in all grade levels as measured by 85% of students meeting the grade level ELA quarterly SMART goal.	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2

School Goal 2: Math Core Curriculum and Instruction: Based on NVACS, and our Essential Standards for Math, our goal is to continue to increase Math grade level growth in all grade levels as measured by 85% of students meeting grade level Math quarterly SMART goal. School Goal 3: Science Core Curriculum and Instruction: Based on NVACS, and our Essential Standards for Science, our goal is to continue to increase Science grade level growth in all grade levels as measured by 85% of students meeting grade level Science quarterly SMART goal.	**X** STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6
Formative Measures: ● *Quarterly SMART goals by grade level. Collaborative discussions and next steps decided during whole staff deliberations.*	

Improvement Strategy: MTSS **Evidence Level: 3**. **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● *Admin Team took RTI 2 Day Training, Principal took Leveled Up Learning for ALL Solution Tree Training Summer 2023. Imbedding learning into all PD throughout this school year.* ● *Continue to focus on Tier 1 CORE instruction and utilize Tier 2 and Tier 3 Interventions for students not mastering the essential standards.* ● Quarterly SMART Goal review, reflection, and next steps. Updating Curriculum Maps, SMART Goals, Assessments as needed as we utilize them to improve and prepare for future teaching **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● *GTM Time for grade levels to continue to learn, grow, and improve SMART goals to ensure students are mastering Essential Standards.* ● *Utilizing our Essential Standards based on our NVACS, Curriculum Plans, SMART Goals updated, Pre/Post assessments aligning,* ● *Ensuring all grade level team members are assessing the same way.* **Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?* ● *Implementation Challenge: Creating grade level Formative assessments as needed throughout*	**Lead:** *Who is responsible for implementing this strategy?* *MTSS Team*

teaching Essential standards ● *Potential Solution: Continue to meet during GTM weekly, possibly find 30 minutes per week to lesson plan as a GTM.* **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* ● *none*	

Resource Equity Supports[1]: *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: 30 students out of 600 are ELL
- Support: *Putting EL students in one class per grade level (two in some cases) so that our part-time ELL facilitator can co-plan with 1-2 teachers per grade level instead of all members of the team. Creating an ELL Team – this team meets with our ELL facilitator and aligns vertically.*

Foster/Homeless:
- Challenge: *Need to build relationships with these students, find adults in the building that they can trust.*
- Support: *Ensure they are at school daily, connect with students in a positive way daily, provide snacks/food as needed.*

Free and Reduced Lunch:
- Challenge: *Need to build relationships with these students, find adults in the building that they can trust.*

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[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)

- Support: *Ensure they are at school daily, connect with students in a positive way daily, provide snacks/food as needed.*

Migrant: N/A

Racial/Ethnic Groups: N/A

Students with IEPs:
- Challenge: *Need additional supports due to numbers as well as allocations.*
- Support: *Additional allocation/s if available*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**

• *We monitored our Tier 2 and Tier 3 students much more closely this year. Having each grade level attend MTSS Team meeting every 6 weeks was a huge success and benefit to discussing our students and ensuring we are aligning our interventions with what students need.*
 	
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	• *Staff PDSA stated that they needed to know the MTSS sooner, we went over at BOY.*
	• *Continue to monitor Tier 2 through GTM's.*
	• *Continue to meet every 6 weeks with Tier 3 Team.*
	• *Create a MTSS Team Member Checklist to ensure all grade levels are following MTSS process.*
	• *Whole School Process*
	    ○ *Need to understand the "WHY"*
	    ○ *We don't want to be the "That School" when students leave us*
	    ○ *Or put in the work and not have anything to show for it*
	      ▪ *We did the work, but we didn't document what we did*
	         • *This is not 'more work' it is doing the essential what is best for students*
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Problem Statement: Not all staff truly understand the "WHY" behind the MTSS process and why it is ensuring ALL means ALL and we are supporting all students. **Critical Root Causes of the Problem:** • *Not understanding how interventions should align to essential standards and NOT everything we teach. Paperwork and assessments have to be completed to demonstrate whether interventions are working and what each student needs to succeed and continue to grow and learn.*	

Adult Learning Culture

School Goal: Based on our MTSS meeting data from 21/22 & 22/23, our 23/24 goal is to increase intervention fidelity by monitoring students receiving interventions every 6-8 weeks, utilizing our IC MTSS tab and monitoring tools as measured by 85% of students being updated and reviewed quarterly. **Formative Measures:** ● *Review IC and discuss during our PD days whole staff.*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 **X** STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6
Improvement Strategy: MTSS **Evidence Level:** 3 **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● *Review RTI Process/Inverted Triangle during BOY PD. Two activities and reflections planned. We will also revisit during each PD scheduled this year.* ● *Admin Team took 2 Day RTI training end of school year, will use this information for PD throughout this school year. Continue to meet with grade levels every 6 weeks during MTSS Team Meeting to discuss all Tier 3 students.* **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● *RTI Training – admin took in June 2023* ● *Admin Team needs time to create activities and prepare for PD throughout school year.* **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* ● *Implementation Challenge: Ensuing all grade levels are following same procedures to vertically align Tier 2 Tier 3 and MTSS Team member duties.* ● *Potential Solution: MTSS is our MAIN focus of PD for this 23-24 school year. Ensuring our Tier 2 & Tier 3 and MTSS Team Member checklists are implemented by all.*	**Lead:** *Who is responsible for implementing this strategy? Admin Team*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *none*

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: *Part time allocation for ELL, Facilitator v. Teacher*
- Support: *EL Facilitator works with teachers quarterly.*

Foster/Homeless:
- Challenge: *Regular attendance and building relationships with students.*
- Support: *Ensure they are at school daily, connect with students in a positive way daily, provide snacks/food as needed. Counselor and Dean check in with attendance reports and call parent/guardians to get students to school*

Free and Reduced Lunch:
- Challenge: *Nutritional needs of students.*
- Support: *Ensure they are at school daily, connect with students in a positive way daily, provide snacks/food as needed.*

Migrant: N/A

Racial/Ethnic Groups: N/A

Students with IEPs:
- Challenge: *Resource supports and allocations.*
- Support: *Additional allocations if available.*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• *Vertically aligned and taught Zones of Regulation to all students and staff.* • *All persons utilized strategies to self-regulate out of red zone back into green zone, ready to learn.* • *Zone of Regulation Posters were visible and referred to.* • *Grade levels decided which Zones of Regulation to teach based on student data.*	• *Our Behavior goal for 2nd quarter around learning goals posed a struggle for most grades. Students in K/1 struggle to truly understand what a learning goal is, going to change it to one personal goal and one learning goal to help students see the difference.* • *School-wide pre-and post-assessments made it difficult language-wise, need to revise them to ensure each grade level understands the vocabulary and what the assessments are asking for.*

Problem Statement: Pre-Post assessments based on our Essential Standards were difficult for specific grade levels.

Critical Root Causes of the Problem:
- *Created the same pre-post assessments K-5.*

Connectedness	
School Goal: SEL & Behavior: Based on our student climate data 21/22, and our 22/23 climate and school-wide SMART goal data, our goal is to increase our student self-management of emotion by improving self-management growth in all grade levels as measured by 85% of students meeting the school-wide Behavior quarterly SMART goal. **Formative Measures:** • *Quarterly SMART Goal Data*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 **X** STIP Goal 6

Improvement Strategy: *True PLC with an SEL/MTSS focus*

Evidence Level: 2-3

Action Steps: *What steps do you need to take to implement this improvement strategy?*
- *Ensure the pre-posts from last year are on TEAMS, grade levels can update as needed.*
- *Take the 'skeleton' pre/post assessments that we created last year, and each grade level can update/improve to align to the vocabulary needs of their specific grade level, still aligning by utilizing the same Essential Standard.*
- Quarterly SMART Goals

Resources Needed: *What resources do you need to implement this improvement strategy?*
- *Zones of Regulation book, Behavior Essential Standards that we created based on our data,* SEL *Standards.*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge:* Ensuring all grade levels are creating Pre/post aligned to essential standards so data is consistent.
- *Potential Solution:* Having all resources available

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- *none*

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

Leadership Team

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: *Part time allocation for ELL, Facilitator v. Teacher*
- Support: *EL Facilitator works with teachers quarterly.*

Foster/Homeless:
- Challenge: *Regular attendance and building relationships with students.*

- Support: *Ensure they are at school daily, connect with students in a positive way daily, provide snacks/food as needed. Counselor and Dean check in with attendance reports and call parent/guardians to get students to school*

Free and Reduced Lunch:
- Challenge: *Nutritional needs of students.*
- Support: *Ensure they are at school daily, connect with students in a positive way daily, provide snacks/food as needed.*

Migrant: N/A

Racial/Ethnic Groups: N/A

Students with IEPs:
- Challenge: *Resource supports and allocations.*
- Support: *Additional allocations if available.*

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
PTO Meeting	*5/10/23*	• *Shared data and reasons to continue improving the SMART goals.*
PTO Meeting	*8/30/23*	• *Explained all components, how it was data driven, and if 25 parents attending PTO agreed/disagreed with our next steps.*
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