Washoe County School District
Marvin Moss Elementary
2021-2022 School Performance Plan:
A Roadmap to Success

Marvin Moss 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 Colbee Riordan for more information.

Principal: Colbee Riordan
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Phone: (775) 353-5507

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
School	381	2%	4%	34%	3%	49%	1%	7%	20%	8%	35%
District	61,599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2	14.3%	14.3%	47.4%
State	496,938	.8%	5.4%	42.7%	11.5%	31.4%	1.5%	6.8%	12.7%	14.1%	65.8%

Enrollment Data

Academic Year	School/ District	Math Proficiency	Math Growth (MGP)	Math Growth (AGP)	ELA Proficiency	ELA Growth (MGP)	ELA Growth (AGP)	Science Proficiency	ELPA Proficiency	ELPA Growth (AGP)
2018	**School**	46%	60%	49%	49%	62%	55%	49%	16%	53%
	District	41.6%	52%	40%	49.3%	53%	51%	36.9%	12%	41.9%
2019	**School**	39%	56%	41%	40%	56%	54%	13%	12.6%	52%
	District	40.8%	50%	39%	49.3%	51%	52%	36.4%	10.7%	36.2%
2020	**School**	43%	70%	46%	52%	81%	76%	26%	25%	73%

Student Performance Data

	District	38%	72%	47%	44%	63%	57%	24%	10%	32%

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	84.4%	86%	85.1%

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	356	348	347
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
Colbee Riordan	**Principal(s)** *(required)*
Joella Barrie	**Other School Leader(s)/Administrator(s)** *(required)*
Michelle Lynch	**Teacher(s)** *(required)*
Gayle Hadler	**Paraprofessional(s)** *(required)*
Krista Ponto and Katina Marble	**Parent(s)** *(required)*
N/A	**Student(s)** *(required for secondary schools)*
N/A	**Tribes/Tribal Orgs** *(if present in community)*

Anika Kilkenny (resource)	**Specialized Instructional Support Personnel** *(if appropriate)*
Jennifer Eyre	**Teacher**
Katie Nightingale	**Teacher**
Morgan Saunders	**Teacher**
Tracy Ruybalid (Learning Facilitator)	**Teacher**

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
Event 2 Community Outreach Meeting	9/1/21 6:00 pm	6 Families 9 Staff Members	Parents didn't have any questions or offer any suggestions during the outreach meeting. Parents did share their pleasure with the increase in proficiency on the ELA and MATH SBAC data, as well as, our increase in all but one area on the student climate survey. Parent shared she feels we are headed in the right direction.
Community Outreach Survey	9/1/21 6:30 pm	2	Parents indicated on the survey following the "Community Outreach" session that Marvin Moss meets the needs of their children academically, behaviorally, and socially. Parents that

| | | | responded to the survey gave us a 5-star rating in each of those areas.

Families rated Marvin Moss 5 stars in the area of school/home communication. Parents receive communication from the school at least 4 times a month and upwards of 10 times a month between the office and classroom teacher.

The survey indicated the proficiency growth was amazing, and they felt we are moving in the right direction. Suggestions from the community is to consider a school wide reading incentive and to increase school activities for students such as plays, and talent shows. Parents did indicate that they understand Covid plays a part in our ability to have large group activities. |
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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 *Insert after Event 3*	SBAC in Reading, Math, and Science – Spring 2021 - Proficiency Data - AGP - MGP MAPS in Reading for 1,2,3 – Fall 2021 Access – Spring 2021 School City - Math K-5 - Reading 4-5	1. How are our students performing across SEAD Competencies? We have shown an increase in positivity on our overall Climate Survey data. - Overall we improved in all areas. We had no change in the area of "Student Engagement". 59% disagreed that time passed quickly in class. 15% strongly disagreed. The NV Report Card Reported in the three areas: Cultural and Linguistic Competence, Emotional Safety, and Relationships. Marvin Moss showed data in the "favorable range" in all three areas. Data from Classroom Guidance: Pre and Post Survey Data -Student Voice Survey in 3, 4, 5 (Exit Ticket) - Check for understanding data Grade 1 and CLS: Naming adult helpers and their jobs at school - Grade 2: Charting what a welcoming	Walk through data Formal Teacher Observations Informal Teacher Observation Pacing Guides Lesson Plans

	school sounds like and looks like - Pre-K and K – Introduction to helpers at school	
Problem Statement *Insert after Event 3*	In the areas of ELA, Math, and Science, we still have students not meeting proficiency in the areas of ELA, Math and Science. In the spring 2021, we had the following for proficiency: ELA 52%, Math 43%, and Science 26%. After analyzing the SBAC data and looking at how all students in special programs and in sub groups performed, it was determined that there is a large discrepancy. In ELA, 52% of the student population was proficient, however the FRL was 41%, IEP was 33% proficient. After analyzing the SBAC data and looking at how all students in special programs and in sub groups performed, it was determined there was a large discrepancy. In math, 43% of the student population was proficient, however the FRL was 28% and IEP was 10% proficient.
Critical Root Causes *Insert after Event 4*	Students moving from in person to distance and back to in person, and students with multiple exclusions created gaps in student learning. Rigorous Tier 1 Instruction is not always consistent. Some groups of students have lower expectations. Engagement Strategies and Differentiation are inconsistent across classrooms and grade levels.

Part B

Student Success	
School Goal 1: By June 2021, we will increase proficiency to 50% on the Smarter Balanced Assessment Consortium (SBAC) in the area of Math. By June 2021, we will increase proficiency to 60% on the Smarter Balanced Assessment Consortium (SBAC) in the area of English Language Arts.	**STIP Connection:** **Goal 3:** All students experience continued academic growth.

Improvement Strategy 1: Dreambox (MATH) to support students both higher and lower level students in the area of Math . Intervention Substitute to support targeted groups in Tier 2 and 3 in MTSS/Read By Grade 3. Resources used: Leveled Literacy Intervention Kit, Benchmark Intervention Kit, Phonics First.

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

Intended Outcomes: All students will access lessons in Dreambox each week. Students will complete two or more lessons during the week. Students who have targeted needs in math will have specific lessons assigned to address their math gaps. Students who are in the MTSS process for reading will receive thirty minutes a day of reading intervention to address needs in comprehension, phonics and/or reading fluency.

Action Steps:

- *All student will receive their log in information.*
- *All students will complete at least two lessons a week, assigned by the classroom teacher.*
- *Identify the students who are in the MTSS process and performing below the 40th percentile on MAPS.*
- *Identify what intervention meets the needs of the students in MTSS and who performed below the 40th percentile.*
- *Identify which teacher and which intervention will be assigned to the groups of students.*
- *Continue to collect student data through weekly common assessments and Aimsweb Probes.*
- *Determine next steps following common assessments and Maps data.*

Resources Needed:

- *Dreambox program*
- *Pacing Guides*
- *Curriculum Guides*
- *Phonics First*
- *Leveled Literacy Intervention*
- *Benchmark Intervention Kit*
- *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:

- *No consistent normed measure for grades K-5.*
- *Lack of personnel to support the various levels during intervention blocks.*

Improvement Strategy 2:
Learning Facilitator will conduct coaching cycles with teachers, modeling, and co teaching opportunities to support rigorous Tier 1 Instruction. English Language Development Site Facilitator provides monthly professional learning during monthly staff meeting. The Ellevation strategies focus on engagement and differentiation for all learners. Strategies used in all classrooms across all content areas throughout the month. Coaching cycles with teachers, modeling, and co teaching opportunities.

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

Intended Outcome: Teachers will utilize the Ellevation website for the strategies that promote student learning based on language strategies around building background knowledge, clarity output, developing academic language, and assessing student language and learning across all curricular areas through Tier 1 instruction. English Language Development Site Facilitator (ELD) will present a new strategy at the beginning of the month that will be utilized by teachers. The strategy will be supported through coaching cycles, modeling and co teaching opportunities.

Action Steps:
- *Teachers receive instructions on how to use the Ellevation Website.*
- *The English Language Development Site Facilitator (ELD) will present one strategy a month at the staff meeting.*
- *The ELD Site Facilitator will work with teachers on the implementation and differentiation of strategies during Tier 1 instruction.*
- *The ELD Site Facilitator will provide support through one of the following strategies: coaching cycles, modeling strategies or co-teaching opportunities.*

Resources Needed:
- Ellevation website
- Time during PLC's and specials blocks to meet with ELD Site Facilitator
- Task sheets and organizers from the Ellevation website

Challenges to Tackle
- ELD Site Facilitator is assigned to our building two days a week.
- Limited time to meet and plan with ELD Site Facilitator.

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

English Learners: Use of home language survey for planning and assessment in curriculum documents and instruction. Continued professional development of Culturally Responsive Practices.

Foster/Homeless: Communication between the counselor, teacher and administrative team. Provide additional resources and supports to

the students' teams. Continued professional development in Culturally Responsive Practices

Free and Reduced Lunch: Schoolwide free breakfast and lunch – 100% of students eat free. Continued professional development in Culturally Responsive Practices

Migrant: Not applicable – N/A

Racial/Ethnic Minorities: Track formative and summative data across racial groups to measure if any disparities exist during intervention. Continued professional development in Culturally Responsive Practices

Students with IEPs: General Education and Special Education teachers co-teach to support rigorous instructional strategies during Tier 1 and during small group instruction to support individualized goals. Continued professional development in Culturally Responsive Practices

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed *Insert after Event 3*	Leadership Team Collaboration Notes Equitable Distribution of Teacher Data Student Growth and Proficiency Data (SBAC and MAPS) PLC notes	Student Climate Data Staff Climate Data Student Growth and Proficiency Data Student Voice Survey Pre and Post Data Exit Slips/Tickets	PLC Data and notes Master Schedule Team notes from PLC, Leadership, MTSS, and Family Involvement Committees
Problem Statement *Insert after Event 3*	The number/percentile of students performing above the 60th percentile, on MAPS, is far less than half – First 32%, Second 28%, Third 44%.		

Critical Root Causes *Insert after Event 4*	The level of questioning, engagement, and differentiation strategies during Tier 1 instruction. Students lack the knowledge and skills of how to prioritize learning and accept and make use of feedback to improve learning. PLC planning and collaboration was impacted by classes being excluded and pacing being impacted by in person learning.

Part B

Adult Learning Culture

School Goal 2: By Spring MAPS, grades K-3 will increase the percentage of students achieving 61st percentile and above by 5%. By May, each grade level will reduce the number of students who require targeted interventions through Read By Grade 3 (40th percentile and below) by 5%.	**STIP Connection:** **Goal 3:** All students experience continued academic growth.

Improvement Strategy 1:
Learning Facilitator will conduct coaching cycles with teachers, modeling, and co teaching opportunities to support rigorous Tier 1 Instruction. English Language Development Site Facilitator provides monthly professional learning during monthly staff meeting. The Ellevation strategies focus on engagement and differentiation for all learners. Strategies used in all classrooms across all content areas throughout the month. Coaching cycles with teachers, modeling, and co teaching opportunities.

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

Intended Outcome:
Student engagement will be increased. Teachers will utilize engagement and differentiated instructional strategies to support rigorous Tier 1 Instruction by meeting with the Learning Facilitator.
Teachers will utilize the Ellevation website for the strategies that promote student learning based on language strategies around building background knowledge, clarity output, developing academic language, and assessing student language and learning across all curricular areas through Tier 1 instruction. The use of these strategies will increase student engagement and learning during Tier 1 instruction.

Action Steps:
- *Teachers receive instructions on how to use the Ellevation Website.*
- *The English Language Development Site Facilitator (ELD) will present one strategy a month at the staff meeting.*
- *The ELD Site Facilitator will work with teachers on the implementation and differentiation of strategies during Tier 1 instruction.*

- *The ELD Site Facilitator will provide support through one of the following strategies: coaching cycles, modeling strategies or co-teaching opportunities.*
- *All teachers go through 3-week coaching cycles with the Learning Facilitator.*
- *Teachers meet to determine how the Learning Facilitator can best support their work through one of the following strategies in addition to the coaching: modeling engagement strategies, differentiation planning and modeling, co – teaching opportunities.*

Resources Needed:
- Ellevation website
- Time during PLC's, Specials block or prep time
- Task sheets from the Ellevation website
- Pacing guides and curriculum guides
- Lesson plans
- Student Data

Challenges to Tackle:
- ELD Site Facilitator is assigned to our building two days a week.
- Lack of time for coaching cycles.

Improvement Strategy 2:
Weekly PLC meetings with grade level and "specialists" to discuss data, planning of instruction and pacing, and the weekly common assessments for ELA and math.
During the PLC, teachers bring samples and data from agreed upon assessments, set SMART goals, and discuss plans for their upcoming lessons based on the pacing and students' assessments.

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

Intended Outcome:
Little to no variability among the classrooms.
Pacing and standards will be consistent.
Common assessments drive instruction and increase rigorous Tier 1 instruction.
Increase of student achievement.

Action Steps:
- *Teachers and specialists attend weekly PLC meetings.*
- *All teachers bring agreed upon common assessment data, pacing guides, lesson plans and SMART goals.*
- *Teachers analyze the data and make decisions about interventions needed, enrichment opportunities, students' needs, and assess*

their SMART goal.
- *Teachers make any adjustments to instruction through next steps and determine the next SMART goal for the unit and/or weekly plans.*

Resources Needed:
- Student Data
- PLC Talking Points
- Pacing Guides
- Curriculum Guides
- Smart Goals
- Lesson Plans

Challenges to Tackle
- No consistent normed assessment for grades K-5.
- Time it takes to give the School City assessments; specifically, for K and 1.
- Time it takes to input student data into the School City system.

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

English Learners: Use of home language survey for planning and assessment in curriculum documents and instruction. Continued professional development of Culturally Responsive Practices.

Foster/Homeless: Communication between the counselor, teacher and administrative team. Provide additional resources and supports to the students' teams. Continued professional development in Culturally Responsive Practices

Free and Reduced Lunch: Schoolwide free breakfast and lunch – 100% of students eat free. Continued professional development in Culturally Responsive Practices

Migrant: Not applicable – N/A

Racial/Ethnic Minorities: Track formative and summative data across racial groups to measure if any disparities exist during intervention. Continued professional development in Culturally Responsive Practices

Students with IEPs: General Education and Special Education teachers co-teach to support rigorous instructional strategies during Tier 1 and during small group instruction to support individualized goals. Continued professional development in Culturally Responsive Practices

Inquiry Area 3 - Connectedness

Part A

	Connectedness		
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed *Insert after Event 3*	School Climate Data (Engagement, Safety, Social and Emotional Competence) Chronic Absenteeism (K-12) Discipline Data (suspensions, expulsions, avg. # of instructional days missed)	Teacher Attendance Teacher Retention Staff Climate Survey	School Climate Data for Parents Event 2 Outreach Session Data
Problem Statement *Insert after Event 3*	The Student Climate Survey indicated ,in the area of Learning Quality, our lowest score – students don't feel prepared for the next grade (44%) and 56% of our students receive feedback that helps them learn. The Student Climate Survey indicated zero growth in the area of Student Engagement. 26% answered "favorably" when asked if time passes quickly. This is down 32% from the previous year. Our Attendance Data showed 23% of our students are considered chronically absent. Our subgroup populations account for a larger portion of our 23% (*Subgroups: 43% FRL, 32% IEP, and 33% ELL).*		

Critical Root Causes *Insert after Event 4*	Inconsistencies with engagement strategies during Tier 1 instruction. PLC's had designated time for common planning and time to analyze data; however, with students and teachers begin excluded and the number of students participating in DL posed gaps in pacing. Difficult to assess student understanding when students are at home. Variability in assessment results. 23% of our student population are chronically absent.

Part B

Connectedness

School Goal 3: By June 2022, chronic absenteeism rate will be reduced by 8%, From 23% to 15%. By June 2022, according to the Student Climate Survey, the overall Learning Quality will increase 10% from 50% to 60%.	**STIP Connection:** **Goal 3:** All students experience continued academic growth. • **Goal 6:** All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

Improvement Strategy 1: Incentive plans for individual students Outreach to parents by phone and attendance letters, when needed. Incentives for classroom attendance Resources to families to support increasing student attendance. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4- Demonstrates a Rationale)*:* 3-Promising

Intended Outcomes: There will be fewer students identified as "Chronically Absent" When discussing students in the MTSS process, we will be able to eliminate absenteeism as a factor for low achievement. By increasing attendance, learning will increase based on summative and formative assessment data.

Action Steps:
- *Counselor will run weekly attendance reports.*
- *Counselor communicates with the office staff for attendance letters to be mailed.*
- *Weekly meeting/communication between counselor and principal to analyze attendance reports.*
- *Determine next steps for positive and other actions needed for student absenteeism.*
- *Teachers communicate with principal when they spell "Marmot" for six days of perfect attendance (Classroom incentive)*

Resources Needed:
- Attendance Reports from Infinite Campus
- Attendance Letters
- Time to meet for the counselor and principal

Challenges to Tackle:
- Covid exclusions
- Time it takes to communicate with the number of families that is currently required.
- Our lack of control over student attendance and contacting families.

Improvement Strategy 2:
Weekly PLC meetings with grade level and "specialists" to discuss data, planning of instruction and pacing, and the weekly common assessments for ELA and math.
During the PLC, teachers bring samples and data from agreed upon assessments, set SMART goals, and discuss plans for their upcoming lessons based on the pacing and students' assessments.

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

Intended Outcome:
Teachers and specialists attend weekly PLC meetings. All teachers bring agreed upon common assessment data, pacing guides, lesson plans and SMART goals.
Teachers analyze the data and make decisions about interventions needed, enrichment opportunities, students' needs, and assess their SMART goal.
Teachers make any adjustments to instruction through next steps and determine the next SMART goal for the unit and or weekly plans.

Action Steps:
- *Teachers and specialists attend weekly PLC meetings.*
- *All teachers bring agreed upon common assessment data, pacing guides, lesson plans and SMART goals.*
- *Teachers analyze the data and make decisions about interventions needed, enrichment opportunities, students' needs, and assess their*

> *SMART goal.*
> - *Teachers make any adjustments to instruction through next steps and determine the next SMART goal for the unit and/or weekly plans.*

Resources Needed:
- Student Data
- PLC Talking Points
- Pacing Guides
- Curriculum Guides
- Smart Goals
- Lesson Plans

Challenges to Tackle
- No consistent normed assessment for grades K-5.
- Time it takes to give the School City assessments; specifically, for K and 1.
- Time it takes to input student data into the School City system.

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

English Learners: Use of home language survey for planning and assessment in curriculum documents and instruction. Continued professional development of Culturally Responsive Practices.

Foster/Homeless: Communication between the counselor, teacher and administrative team. Provide additional resources and supports to the students' teams. Continued professional development in Culturally Responsive Practices

Free and Reduced Lunch: Schoolwide free breakfast and lunch – 100% of students eat free. Continued professional development in Culturally Responsive Practices

Migrant: Not applicable – N/A

Racial/Ethnic Minorities: Track formative and summative data across racial groups to measure if any disparities exist during intervention. Continued professional development in Culturally Responsive Practices

Students with IEPs: General Education and Special Education teachers co-teach to support rigorous instructional strategies during Tier 1 and during small group instruction to support individualized goals. Continued professional development in Culturally Responsive Practices

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)
ESSR	13,500	An interventionist hired to support our students, through targeted research-based curriculum and strategies, who are performing at or below the 40th percentile in Reading and Math.	Goal 1 – Student Success Goal 2 – Adult Learning
CEIS (Coordinated Early Intervening Services)	7,686.68	An interventionist hired to provide intervention services to students in grades K-3 who need additional academic and behavioral supports to succeed in a general education environment.	Goal 1 – Student Success Goal 2 – Adult Learning