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Description automatically generatedMarvin Moss Elementary School

Colbee Riordan, Principal

2200 Primio Way

Sparks, NV 89434

Phone (775) 353-5507 FAX (775) 353-5905 washoeschools.net/MOSS

## TSI Schools Parent Letter

October 3, 2022

Dear Parent or Guardian,

The purpose of this letter is to notify you that your child’s school has been newly identified as a TSI school for the 2022-2023 school year. This letter provides important information regarding your child's school and describes the protocol for measuring the academic performance of public schools in Nevada.

In December 2015, the Every Student Succeeds Act (ESSA) was signed into law. Highlights of ESSA include holding all students to high academic standards and identifying low performing schools along with appropriate supports for school improvement. Under ESSA, there are two main school designations: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI). Additionally, Targeted Support and Improvement (TSI) is another school designation.

The State uses results from its school rating system, the Nevada School Performance Framework (NSPF), to identify CSI, TSI, and ATSI schools.

**TSI Schools**

TSI schools are schools that meet the following conditions:

* Schools with consistently underperforming subgroups (25 students or more) across these indicators
  + Academic Achievement: Math and ELA proficiency (for elementary schools, Read by Grade 3 proficiency),
  + Academic Growth,
  + English Learner Growth,
  + Student Engagement.
* Schools with underperforming subgroups in the Academic Achievement indicator AND two other indicators

TSI schools are schools with consistently underperforming student subgroups that did not meet targets for two years in a row.

**School Specific Information**

This is the 3rd year your child’s school has been identified as a TSI school. Your child’s school has been identified as a TSI school because it meets the condition(s) listed above. You can find out specifics about those indicators by clicking on this link:

<http://nevadareportcard.nv.gov/DI/nv/washoe/marvin_moss_elementary/2019/nspf>

The following root causes have been identified as reasons why your child’s school has been listed as underperforming:

The level of questioning, engagement, and differentiation strategies during Tier 1 instruction.

Inconsistencies with engagement strategies during Tier 1 instruction.

The interventions for students in tier 2 and tier 3 may not be the “right” one for the student’s needs.  “Are we targeting the right skills during our intervention?”

23% of our student population are chronically absent.

Parent Engagement/Involvement

The use of Language Acquisition Strategies across all curricular areas

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.

The level of questioning and student discussion varies across grade levels and classrooms. Students aren’t  always engaged in productive struggle.  when it comes to working through difficult tasks.

Specifically, in math, students aren’t required to do the higher-level story problems within the lessons.  Students don’t have exposure to deeper-level math questions and/or performance tasks.

Consistent use of academic language (example: “find the sum” instead “solve using addition”)

The use of language acquisition strategies across all curricular areas.

The potential causes appear to stem from a lack of cooperative and coherent team/grade-level  planning and lesson-delivery of Tier 1 Instruction. Elements such as engagement strategies, differentiation, student expectations, questioning, discussion, productive struggle, and academic language are observed as being inconsistent.

Meaningful parent participation opportunities, fluidity of problem-solving strategies for students from all adults, and lack of attendance consequences for non-medical absences.

With this determination, your child’s school will receive increased levels of support which will include:

* Create a coaching cycle calendar for the 2022-2023 SY – 3 weeks for each cycle
* Analyze informal and formal observation data to determine monthly focus for tier 1 instructional strategies
* Meet monthly to discuss data and plan professional development during staff meetings
* Identify Ellevation strategies and identify research based instructional strategies to support teachers’ needs (Harvard Project Zero, Visible thinking Routines)
* Attend weekly grade level PLC’s
* Analyze data to determine which students require T2 and T3 interventions
* Determine what research based curriculum will be used and who will be responsible for teaching the intervention
* Complete Design Thinking Documents for ELA, Math and Science, as a grade level PLC
* Creation of SMART goals
* *Counselor will run weekly attendance reports.*
* *Counselor communicates with the office staff for attendance letters to be mailed.*
* *Weekly meeting/communication between counselor, principal, and to analyze attendance reports.*
* *Determine next steps for positive and other actions needed for student absenteeism.*
* Consider entering students into MTSS for attendance
* Determine interventions.
* *Teachers communicate with principal when they spell “Marmot” for six days of perfect attendance (Classroom incentive)*
* *Family Engagement team organized and meeting to increase opportunities for parent engagement.*
* *Personalized contact with families when students begin showing a trend toward chronic absenteeism.*

The following have been identified as district goals for the 2022-2023 school year:

* Academic Growth
* Developing Recruiting, and Training Highly-Effective Personnel
* Family and Community Engagement
* Continuous Improvement
* Safe and Welcoming Schools

**School Specific Actions:**

To provide support and meet school and district goals, Moss ES with this determination, your child’s school will receive increased levels of support which will include:

1. Access to the CSI/TSI/TSI-ATSI Microsoft Team which gives updates regarding designation, information and access to trainings, updates from the Nevada Department of Education, and all relevant information for designated schools.
2. Priority scheduling for professional development, professional trainings, data analysis, and meetings designed to navigate designation status.
3. Access to information that outlines their designation, target areas for improvement, professional development, and guidance in CIP-SPP planning.
4. Access to the Nevada Department of Education CSI/TSI/TSI-ATSI padlet which contains information, training updates, and other valuable tools for school improvement.

For more information about the progress being made by your child’s school, please review the School Performance Plan on your school’s website. The school’s NSPF report is available at Nevada Department of Education’s Report Card portal. Please contact your school at 775-353-5507 or [moss@washoeschools.net](mailto:moss@washoeschools.net) for more information.

Lastly, parent and family engagement is critical to your child’s success. You are welcome and encouraged to become involved in the academic progress of your child's school. Please visit your child’s school for information about parent and family engagement opportunities.

Sincerely,

Colbee Riordan, Principal